

Course descriptions

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COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde027/22	Course title: Abuse prevention
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an assessment, the ratio of the midterm and final assessment is 100/0. The task of the students is to prepare a midterm paper for 40 points and to pass a midterm test for 60 points, a total of 100 points. A minimum of 60% of the maximum possible course grade is required for successful completion of the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of the course is to provide basic knowledge about the problems of drug consumption, their effects, the etiology of drug addiction. The course pays special attention to the issues of the drug scene, drug policy development and criminal sanctions, or drug crime. Students will be able to identify the internal and external causes of addiction, summarize the manifestations of different types of addiction, indicate and propose specific forms of addiction prevention. They will deepen their knowledge and competences in working with people with addiction, they will learn to apply preventive practices through examples and concrete activities in school practice.

Students and learners will develop communication skills using professional terminology in the field of substance and non-substance addictions. They will improve their skills in working with professional literature and producing professional texts. Students will be able to apply knowledge creatively to problem-based assignments.

Class syllabus:

Brief outline of the course:

1. Basic terminology (social pathology, drug, addiction, abstinence, codependence, prevention, etc.).
2. Classification and characteristics of selected groups of psychotropic substances.
3. Specifics and classification of substance addictions.
4. Causes and factors of drug use.
5. The emergence of addiction and its symptoms.
6. Non-substance addictions (classification, characteristics).
7. Prevention of addiction and its forms.
8. Options for help in the field of addiction (basic psychotherapeutic approaches in addiction treatment, pharmacotherapeutic help, family accompaniment).
9. National Drug Control Programme. The roles of the Departments of Education, Culture, Health, Justice, Home Affairs and Labour, Social Affairs and Family.

Recommended literature:

Compulsory reading:

HUPKOVÁ, I., LIBERČANOVÁ, K. (2012). Drogové závislosti a ich prevencia. Trnava: Pedagogická fakulta TU v Trnave. 153 s. ISBN 978-80-8082-563-8 Dostupné na: <https://pdf.truni.sk/download?e-skripta/hupkova-libercanova-drogove-zavislosti.pdf>

Recommended reading:

FERKOVÁ, Š. (2014). Skúsenosti s využitím influenčného programu zameraného na elimináciu rizikového správania žiakov v škole. In Prevenia. roč. 13. č. 4. s. 37 – 44.

FISCHER, S., ŠKODA, J. (2009). Sociální patologie. Analýza příčin a možnosti ovlivňování závažných sociálně patologických jevů. Praha: Grada Publishing, a.s. 224 s. ISBN 978-80-247-7813

KALINA, K. (2008). Základy klinické adiktologie. Praha: Grada, 387 s. ISBN978-80-247-1411-0. K

KALINA, K. et al. (2003). Drogy a drogové závislosti 1. a 2. Mezioborový přístup. Praha: ÚV ČR, 640 s. ISBN80-86734-05-6.

KUKLOVÁ, M. (2016). Kognitivně-behaviorální terapie v léčbě závislosti. Praha: Portál. 152 s. ISBN978-80-262-1101-3

NEŠPOR, K. (2003). Návykové chování a závislost. Současné poznatky a perspektivy léčby. Praha: Portál. 152 s. ISBN80-7178-831-7.

NOCIAR, A. (2009). Drogové závislosti. Bratislava: Vysoká škola Svätej Alžbety. 123 s. ISBN 978-80-892-7168-9

Languages necessary to complete the course:

: slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 619

A	ABS	B	C	D	E	FX
52,18	0,0	21,81	12,76	6,3	2,26	4,68

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde027/22	Course title: Abuse prevention
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an assessment, the ratio of the midterm and final assessment is 100/0. The task of the students is to prepare a midterm paper for 40 points and to pass a midterm test for 60 points, a total of 100 points. A minimum of 60% of the maximum possible course grade is required for successful completion of the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of the course is to provide basic knowledge about the problems of drug consumption, their effects, the etiology of drug addiction. The course pays special attention to the issues of the drug scene, drug policy development and criminal sanctions, or drug crime. Students will be able to identify the internal and external causes of addiction, summarize the manifestations of different types of addiction, indicate and propose specific forms of addiction prevention. They will deepen their knowledge and competences in working with people with addiction, they will learn to apply preventive practices through examples and concrete activities in school practice.

Students and learners will develop communication skills using professional terminology in the field of substance and non-substance addictions. They will improve their skills in working with professional literature and producing professional texts. Students will be able to apply knowledge creatively to problem-based assignments.

Class syllabus:

Brief outline of the course:

1. Basic terminology (social pathology, drug, addiction, abstinence, codependence, prevention, etc.).
2. Classification and characteristics of selected groups of psychotropic substances.
3. Specifics and classification of substance addictions.
4. Causes and factors of drug use.
5. The emergence of addiction and its symptoms.
6. Non-substance addictions (classification, characteristics).
7. Prevention of addiction and its forms.
8. Options for help in the field of addiction (basic psychotherapeutic approaches in addiction treatment, pharmacotherapeutic help, family accompaniment).
9. National Drug Control Programme. The roles of the Departments of Education, Culture, Health, Justice, Home Affairs and Labour, Social Affairs and Family.

Recommended literature:

Compulsory reading:

HUPKOVÁ, I., LIBERČANOVÁ, K. (2012). Drogové závislosti a ich prevencia. Trnava: Pedagogická fakulta TU v Trnave. 153 s. ISBN 978-80-8082-563-8 Dostupné na: <https://pdf.truni.sk/download?e-skripta/hupkova-libercanova-drogove-zavislosti.pdf>

Recommended reading:

FERKOVÁ, Š. (2014). Skúsenosti s využitím influenčného programu zameraného na elimináciu rizikového správania žiakov v škole. In Prevenia. roč. 13. č. 4. s. 37 – 44.

FISCHER, S., ŠKODA, J. (2009). Sociální patologie. Analýza příčin a možnosti ovlivňování závažných sociálně patologických jevů. Praha: Grada Publishing, a.s. 224 s. ISBN 978-80-247-7813

KALINA, K. (2008). Základy klinické adiktologie. Praha: Grada, 387 s. ISBN978-80-247-1411-0. K

KALINA, K. et al. (2003). Drogy a drogové závislosti 1. a 2. Mezioborový přístup. Praha: ÚV ČR, 640 s. ISBN80-86734-05-6.

KUKLOVÁ, M. (2016). Kognitivně-behaviorální terapie v léčbě závislosti. Praha: Portál. 152 s. ISBN978-80-262-1101-3

NEŠPOR, K. (2003). Návykové chování a závislost. Současné poznatky a perspektivy léčby. Praha: Portál. 152 s. ISBN80-7178-831-7.

NOCIAR, A. (2009). Drogové závislosti. Bratislava: Vysoká škola Svätej Alžbety. 123 s. ISBN 978-80-892-7168-9

Languages necessary to complete the course:

: slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 619

A	ABS	B	C	D	E	FX
52,18	0,0	21,81	12,76	6,3	2,26	4,68

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde002/22	Course title: Anatomy and physiology of the nervous system
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 2 hour lecture; 22 hours total per semester, combined (mostly personal attendance) Student workload: 11 x 2 hours of direct teaching = 22 hours; preparation of seminar work and presentation (18 hours), preparation for the mid-term test (30 hours), preparation for the final examination (30 hours). 100 hours in total. Teaching methods: lecture, heuristic method, work with professional text and information sources.	
Number of credits: 4	
Recommended semester: 1.	
Educational level: I.	
Prerequisites:	
Course requirements: 50% of the interim evaluation + 50% of the final evaluation The interim assessment includes an interim test (30 points) and a seminar paper on the assigned topic and Power Point presentation (20 points). The final assessment will consist of a final exam in the form of a written test (50 points). For successful completion of the course, it is necessary to obtain a minimum of 60% of the points. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required). For a grade of A, students need to perform outstandingly well continuously throughout the semester and be capable of independent study. Students are able to navigate through a patchwork of different literary sources, select relevant sources for their study, are able to understand the anatomy and physiology of the nervous system, and are able to use their knowledge to compare the functions of different parts of the brain and cerebral cortex.	

A grade of B means that students have performed above average throughout the semester, have been able to study independently, have mastered basic information regarding the anatomy and physiology of the nervous system, and are able to navigate the literature study correctly.

A grade of C means that students performed well throughout the semester, their theoretical knowledge of anatomy and physiology of the nervous system is at a good level, but they lack the ability to apply this knowledge correctly, to critically evaluate and compare literature sources.

A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to anatomy and physiology of the nervous system. They have considerable difficulties in working independently, they cannot critically analyse information on their own.

A grade of E means that students fail in more than one of the assignments, lack the ability to analyse and compare multiple pieces of knowledge correctly, but have mastered most of the necessary theoretical knowledge from the course.

A grade of Fx indicates that the student needs extra study to acquire the necessary knowledge.

Scale of assessment (preliminary/final): 50% of the interim evaluation + 50% of the final evaluation.

Learning outcomes:

The aim of the course is to be familiar with the anatomy and physiology of the nervous system and to know the functions of the nervous system (in general) and the individual parts of the brain. By completing the course, the student will learn basic anatomical and physiological terminology. The student will acquire knowledge of the structure, functions of the nervous system (in general), individual parts of the brain, cerebral cortex, central and peripheral nervous system. Acquire basic information about the structure and functional manifestations of neurons and nervous tissue. The knowledge will be the basis for the study of related psychological disciplines.

Class syllabus:

Course outcomes of subject (content):

1. Introduction to the study: functional systems of the human brain, CNS and PNS, nervous excitement.
2. Nervous tissue. Neuron. Synapse. Mechanisms and modes of signalling in neurons and in the nervous system.
3. Spinal cord. Extended spinal cord.
4. Brain. Midbrain. Forebrain.
5. Hind brain. Cerebellum. Bridge.
6. Nerves. Cranial nerves. Spinal nerves. Vegetative nerves.
7. Pyramidal pathway.
8. Cerebral cortex. Neurons of the cerebral cortex.
9. Sympathetic and parasympathetic functions.
10. Reflexes and instincts.

Recommended literature:

Required reading:

Silbernagl, S., & Despopoulos, A. (2004). Atlas fyziologie člověka. Grada.

Trojan, S. a kol. (1992). Fyziológia. Osveta.

Recommended readings:

Abrahams, P. H., & Zlatoš J. (2004). Ľudské telo: atlas anatómie človeka. Ottovo nakl.

Ackermann, U. (1992). Essentials of human physiology. Mosby.

Beder, J. (2005). Fyziológia človeka. UK.

Carola, R. et al. (1990). Human Anatomy and Physiology. McGraw, Hill.

Ganong, W. F. (2005). Přehled lékařské fyziologie. 20. vyd. Galén.
Sperelakis, N. (1998). Cell Physiology. 2nd Ed. Acad. Press.
Widmaier, E. C., Raff, H., & Strang, K. T. (2011). Vander's Human Physiology: the mechanisms of body function. 12th ed. McGraw-Hill.

Languages necessary to complete the course:

Slovak and Czech language, English language (to deepen studies)

Notes:

Past grade distribution

Total number of evaluated students: 245

A	ABS	B	C	D	E	FX
28,57	0,0	14,69	14,29	11,43	16,33	14,69

Lecturers: PaedDr. Anežka Hamranová, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde011/22	Course title: Application of digital technologies in the subject of pedagogy
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 5.	
Educational level: I.	
Prerequisites: PdF.KPg/B-VUZde002/22 - Digital technologies 1	
Course requirements: Prerequisites for passing the course: 100% pass mark. Assessment: consists of an interim and a final assessment (50+50 points). The interim evaluation consists of: - from a critical analysis of foreign and domestic literary sources, which will be used to select specific DT and software applications and to select the possibilities of their application in the teaching of pedagogy (20 points), - the creation of a concept/formulation of partial components of a semester project using selected DT and software applications in teaching pedagogy (30 points). The final assessment consists of: completion of a proposal of a semester project concept using the selected DT and software applications in teaching pedagogy and preparation for the presentation - 50 points. The semester project consists of: the creation of a project according to a set structure for 80b. It includes the creation of an idea/problem, project planning, project implementation, evaluation and self-reflection of the project using the selected DT(s) and software applications in teaching pedagogy = its oral presentation by students (micro-output) in the 11th week of continuous teaching. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.	

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Learning objectives and outcomes:

By completing the course Online Teaching Tools and Fundamentals of E-Learning, the student should:

- to get an overview of the available DT and software applications in the focus on teaching pedagogy,
- Gain knowledge of both the effective use of DT and software applications and the techniques and methodologies for their successful integration in a pedagogy teaching focus,
- to acquire basic competences in the creation of electronic teaching materials and interactive presentations for selected parts of the curricula of general education subjects at the secondary level of education with the use of supporting software applications,
- to acquire basic competences with design, creation of new interactive forms of teaching materials through selected DT and software applications in teaching pedagogy.

Transferable competences: students apply the acquired knowledge and competences in the use of modern DT and software applications for electronic support of teaching pedagogy primarily through their own creative activity and in their future school practice.

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

Learning outcomes:

Learning objectives and outcomes:

By completing the course Online Teaching Tools and Fundamentals of E-Learning, the student should:

- to get an overview of the available DT and software applications in the focus on teaching pedagogy,
- Gain knowledge of both the effective use of DT and software applications and the techniques and methodologies for their successful integration in a pedagogy teaching focus,
- to acquire basic competences in the creation of electronic teaching materials and interactive presentations for selected parts of the curricula of general education subjects at the secondary level of education with the use of supporting software applications,
- to acquire basic competences with design, creation of new interactive forms of teaching materials through selected DT and software applications in teaching pedagogy.

Transferable competences: students apply the acquired knowledge and competences in the use of modern DT and software applications for electronic support of teaching pedagogy primarily through their own creative activity and in their future school practice.

Class syllabus:

Brief outline of the course:

Brief introduction to the development, current situation and estimation of future trends in the field of DT and software applications at the relevant educational levels. Programs and tools for creating teaching materials for teaching pedagogy. Possibilities and methodology of creating educational materials through selected DT and software applications in teaching pedagogy. Design, creation and evaluation, self-reflection of the created semester project in the focus on teaching pedagogy. Methodology of presenting (teaching) in the online environment. Oral presentation by students (micro-presentation).

Due to the rapid production of new software usable in the pedagogical process, the specific content structure of the course will be adapted to the current requirements of practice and students.

Recommended literature:

Recommended reading:

BRESTENSKÁ, B. a kol. 2020. Inovatívne učenie s podporou digitálnych technológií – vysokoškolská učebnica pre študentov učiteľského štúdia. UK v Bratislave, 2020. ISBN 978-80-223-4927-7. Dostupné na internete:

https://www.researchgate.net/profile/Beata-Brestenska/publication/348298290_BrestenskaB_a_kol_Inovativne_ucenie_s_podporou_digitalnych_technologii/links/5ff6ebc245851553a026e870/BrestenskaB-a-kol-Inovativne-ucenie-s-podporou-digitalnych-technologii.pdf (31-1-2022).

Doplňujúce študijné texty k vzdelávaciemu obsahu disciplíny budú študentom pravidelných časových intervaloch sprístupňované v elektronickej forme prostredníctvom univerzitného LMS Moodle.

KORMANCOVÁ, KOPÁSKOVÁ, I. 2015. Digitálne kompetencie učiteľa strednej školy. Bratislava: MPC, 2015. Dostupné na internete: https://mpc-edu.sk/sites/default/files/projekty/vystup/16_ops_kormancova_kopaskova_ivana_-_digitalne_kompetencie_ucitela_strednej_skoly.pdf (31-1-2022).

LABJAKOVÁ, I. (2019). Interaktívna tabuľa v edukačnom procese, 1. vyd., Bratislava: Metodicko-pedagogické centrum v Bratislave, 2019, 100 s., ISBN 978-80-565-1444-3

Mayer, K. 2019. DIGITÁLNE TECHNOLOGIE AKO EFEKTÍVNY NÁSTROJ PEDAGÓGA V KONTEXTE REŠPEKTOVANIA OSOBNOSTI UČIACEHO SA. In: Edukácia (vedecko-odborný časopis), ročník 3, číslo 2, 2019. ISSN 1339-8725

<https://www.upjs.sk/public/media/21787/Mayer.pdf>

Učíme online - Digitálne nástroje pre podporu online vzdelávania (metodická príručka spracovaná v rámci projektu a vďaka podpore Európskeho sociálneho fondu a Európskeho fondu regionálneho rozvoja v rámci OP LZ). IT akadémia. Dostupné na:

https://itakademia.sk/wp-content/uploads/2020/08/Digitalne_nastroje_pre_podporu_online_vzdelavania.pdf (31-1-2022).

ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov. Bratislava : Univerzita Komenského v Bratislave, 1. vydanie. Rozsah vytlačenej publikácie 141 strán, ISBN 978-80-223-5121-8. [Vyšlo ako elektronická publikácia].

ZÁHOREC, J. – HAŠKOVÁ, A. – MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy. Bratislava : Univerzita Komenského v Bratislave, 1. vydanie. Rozsah vytlačenej publikácie 225 strán, rozsah vrátane časti príloh 305 strán, ISBN 978-80-223-4882-9.

Languages necessary to complete the course:

slovak language and czech language						
Notes:						
Past grade distribution						
Total number of evaluated students: 90						
A	ABS	B	C	D	E	FX
76,67	0,0	12,22	5,56	1,11	1,11	3,33
Lecturers: Ing. Eva Tóblová, PhD.						
Last change: 10.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/B-VUZde008/22	Course title: Bachelor thesis seminar
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment that is handed in on the due date is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment. For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level. B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level. C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level. D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level. E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project.	

Fx (59-0%, insufficient - extra work required).

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of the course is to familiarize students theoretically and practically with the principles and procedures that need to be mastered for the successful preparation of a bachelor's thesis.

The student is able to define the topic of his/her own bachelor thesis, is able to correctly determine the methods of its processing, acquires the ability to work selectively and correctly with the professional literature on the chosen topic. He/she knows the individual parts of the final thesis. Is able to prepare and present the results of the thesis and is able to respond to questions on the thesis in discussion.

Class syllabus:

Brief outline of the course:

Types of bachelor theses. The timetable of thesis processing. Definition of the topic and goal of the thesis. Study of literature. Excerpting of material. Theoretical and methodological conception of the thesis. Methodology of problem processing. Methodology of elaboration of the thesis.

Formal-compositional requisites of the final thesis. How to prepare for the defence of the thesis.

Recommended literature:

Recommended reading:

Selection of literature according to the chosen topic of the thesis;

Current directive of the Rector of Charles University on the basic requirements of thesis;

LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác - vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave. Bratislava: Stimul. ISBN 978-80-8127-155-7

KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma. ISBN 8089132454

STAROŇOVÁ, K. (2011). Vedecké písanie: ako písať akademické a vedecké texty. Bratislava: Osveta, . ISBN 978-80-8063-359-2.

Languages necessary to complete the course:

Slovak language (in the case of language subject approbations also the target language)

Notes:

Past grade distribution

Total number of evaluated students: 1081

A	ABS	B	C	D	E	FX
58,93	0,0	23,77	10,18	2,78	1,57	2,78

Lecturers: Mgr. Miriam Viršínská, PhD., Mgr. Veronika Valkovičová, PhD., Mgr. Miroslava Repiská, PhD., PhDr. Mojmír Malovecký, PhD., doc. PhDr. Marian Groma, PhD., PhDr. Dušan Damián Brezány, Mgr. Marína Hríbová, PhD., prof. György Domokos, PhD., PhDr. Mária Medveczká, PhD., doc. Tivadar Palágyi, PhD., Mgr. Radana Štrbáková, PhD., doc. PaedDr. Martina Šipošová Chochulová, PhD., Dr. habil. Tamás Karáth, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/B-VUZde008/22	Course title: Bachelor thesis seminar
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment that is handed in on the due date is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment. For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level. B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level. C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level. D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level. E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project.	

Fx (59-0%, insufficient - extra work required).

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of the course is to familiarize students theoretically and practically with the principles and procedures that need to be mastered for the successful preparation of a bachelor's thesis.

The student is able to define the topic of his/her own bachelor thesis, is able to correctly determine the methods of its processing, acquires the ability to work selectively and correctly with the professional literature on the chosen topic. He/she knows the individual parts of the final thesis. Is able to prepare and present the results of the thesis and is able to respond to questions on the thesis in discussion.

Class syllabus:

Brief outline of the course:

Types of bachelor theses. The timetable of thesis processing. Definition of the topic and goal of the thesis. Study of literature. Excerpting of material. Theoretical and methodological conception of the thesis. Methodology of problem processing. Methodology of elaboration of the thesis.

Formal-compositional requisites of the final thesis. How to prepare for the defence of the thesis.

Recommended literature:

Recommended reading:

Selection of literature according to the chosen topic of the thesis;

Current directive of the Rector of Charles University on the basic requirements of thesis;

LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác - vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave. Bratislava: Stimul. ISBN 978-80-8127-155-7

KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma. ISBN 8089132454

STAROŇOVÁ, K. (2011). Vedecké písanie: ako písať akademické a vedecké texty. Bratislava: Osveta, . ISBN 978-80-8063-359-2.

Languages necessary to complete the course:

Slovak language (in the case of language subject approbations also the target language)

Notes:

Past grade distribution

Total number of evaluated students: 1081

A	ABS	B	C	D	E	FX
58,93	0,0	23,77	10,18	2,78	1,57	2,78

Lecturers:

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZšt011/15	Course title: Bachelor's thesis defence
Number of credits: 12	
Educational level: I.	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The state examination of the defence of the thesis, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020 Study Regulations of the Faculty of Arts of Charles University, as well as by the Internal Regulation No. 5/2021 Study Regulations of the Charles University. A student may take the state examination a) after obtaining at least such number of credits that after obtaining credits for successful completion of the last state examination he/she achieves the necessary number of credits for proper completion of studies and b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme except for the state examination and c) no disciplinary proceedings are conducted against him/her. In the bachelor's degree, the student receives 12 credits for the successful defence of the bachelor's thesis (credits included in the UZ study plan). According to the VP 23/2021 Internal Quality Assurance System for Higher Education of the Charles University in Bratislava, the student is evaluated in particular: - Demonstration of the student's ability to collect and interpret relevant data (facts), usually within the field of study in which the student has completed the programme of study, with the possibility of interdisciplinary overlap into other fields if necessary; - Demonstrate the ability to make informed decisions that also take into account social, scientific and ethical considerations; - Ability to communicate information, concepts, problems and solutions to both professional and lay audiences. - the ability to think and work creatively in the field of study in which they have completed their degree programme. - knowledge and understanding of the problem/issue addressed. - Applying their skills in collecting, interpreting and processing basic literature, which may include its application in practice, or solving a sub-task related to the student's future field of study/ assignment. The rating is awarded on a scale: A 100 - 91% (excellent - outstanding results), B 90 - 81% (very good - above average standard), C 80 - 73% (good - normal reliable operation), D 72 - 66% (satisfactory - acceptable results), E 65 - 60% (sufficient - results meet minimum criteria), Fx 59% or less (insufficient).	

A student is evaluated with the FX grade if he/she has fulfilled the requirements for the grade only at a level not exceeding 60% of the total highest possible level of fulfilment of the requirements for the completion of the subject of the state examination - the defence of the bachelor thesis. In the same way, a student shall be assessed with an FX grade if he/she has submitted a thesis in violation of paragraph 7 of Article 56 of the UK Internal Regulation 23/2021 or has submitted a thesis that does not substantially meet the requirements under paragraph 1(d), paragraph 2(d) or paragraph 3(d) of Article 56 of the UK Internal Regulation 23/2021 Internal Quality Assurance System for Higher Education at the University of Bratislava.

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

Learning outcomes:

Learning outcomes:

The learning outcome is in accordance with the Long-Term Plan of the Charles University/PdF, the mission and strategic goals of the Charles University/PdF, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in the individual subjects of the study programme curriculum, and other relevant documents.

The student is able to demonstrate his/her ability to work creatively in the field of study in which he/she has completed the study programme when conceiving his/her bachelor thesis. The student is able to demonstrate adequate knowledge of the subject matter and to apply his/her skills in collecting, interpreting and processing the basic literature, or its application in practice, or is able to solve a sub-task related to the focus of the student's bachelor's thesis.

Class syllabus:

Brief outline of the course:

1. Contribution of the thesis to the field of study. The evaluation of the bachelor thesis assesses whether the student has adequately demonstrated the ability to work creatively in the field of study in which he/she has completed the study programme, reflects the degree of demonstration of knowledge and knowledge of the issue, assesses the skills applied in collecting, interpreting and processing the basic literature, or the extent to which the student has mastered the application of theoretical assumptions in practice or how he/she is able to solve a subtask that is related to the focus of the student's bachelor thesis;
2. Originality of the thesis (the thesis must not be plagiarized, must not infringe the copyrights of other authors), the documentation for the defence of the thesis as a subject of the state examination includes originality protocols: from the Central Register and Theses, the results of which are commented on by the supervisor and the opponent in their opinions;
3. Correctness and correctness of citation of used information sources, research results of other authors and author teams, correctness of description of methods and working procedures of other authors or author teams;
4. Compliance of the structure of the thesis with the prescribed structure defined by the Internal Regulation No. 2/2018 Directive of the Rector of Charles University in Bratislava;
5. Respecting the recommended scope of the final thesis (the recommended scope of a bachelor's thesis is usually 30 - 40 standard pages - 54 000 to 72 000 characters including spaces), the adequacy of the scope of the thesis is assessed by the supervisor of the thesis;
6. Linguistic and stylistic level of the work and formal editing;
7. The manner and form of defending the thesis and the student's ability to respond adequately to the comments and questions in the supervisor's and opponent's evaluations.

8. In the study programme focused on the teaching of art-educational subjects, the presentation of artistic outputs and performances may be part of the final thesis and its defence.

State exam syllabus:

Recommended literature:

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

Languages necessary to complete the course:

Slovak language, in the case of language approbations also the language of the respective subject approbation

Notes:

Examination committee approved by the Scientific Council of PdF UK. State examination: the defence of the bachelor thesis is carried out only from one approbation. Credits are counted towards "UZ".

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPsPp/B-PSYde034/16		Course title: Basics of applied behaviour analysis				
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 1., 3., 5.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers:						
Last change:						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPsPp/B-PSYde034/16		Course title: Basics of applied behaviour analysis				
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 2., 4., 6.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers:						
Last change:						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPsPp/B-PSYde031/16			Course title: Basics of art therapy			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 1., 3., 5.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers:						
Last change:						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPsPp/B-PSYde031/16			Course title: Basics of art therapy			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 2., 4., 6.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers:						
Last change:						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPsPp/B-PSYde032/16			Course title: Basics of drama therapy			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 1., 3., 5.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers:						
Last change:						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPsPp/B-PSYde032/16			Course title: Basics of drama therapy			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 2., 4., 6.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers:						
Last change:						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPsPp/B-PSYde033/16			Course title: Basics of play therapy			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 2., 4., 6.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers:						
Last change:						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPsPp/B-PSYde033/16			Course title: Basics of play therapy			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 1., 3., 5.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers:						
Last change:						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde029/22	Course title: Basics of psychiatry
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 2 hours seminar/week; 22 hours total per semester, combined (mostly attendance) Student workload: 11 x 2 hours of direct teaching = 22 hours; preparation of seminar paper and presentation (18 hours), preparation for the mid-term test (20 hours). 60 hours in total. Teaching methods: active group work, heuristic method, case study, work with professional text and information sources.	
Number of credits: 2	
Recommended semester: 5.	
Educational level: I.	
Prerequisites: PdF.KPsPp/B-PSYde008/22 - Personality psychology	
Recommended prerequisites: B-PSYde008 Personality psychology	
Course requirements: 100% of the interim evaluation Interim assessment (100%) includes the creation and presentation of a seminar paper in PowerPoint (60% of the assessment) and a midterm exam (40%). For successful completion of the course, it is necessary to obtain a minimum of 60% of the points. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required). For a grade of A, students need to perform outstandingly well continuously throughout the semester and be capable of independent study. Students are able to navigate through a patchwork of different literary sources, select relevant sources for their study, are able to understand the theoretical foundations of psychiatry. A grade of B means that students have performed above average throughout the semester, have been able to study independently, have mastered basic information regarding the manifestations of mental disorders, and are able to navigate the literature correctly.	

A grade of C means that students performed well throughout the semester, their theoretical knowledge of psychiatry is at a good level, but they lack the ability to apply this knowledge correctly, to critically evaluate and compare literature sources.

A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to psychiatry. They have considerable difficulties in working independently, they cannot critically analyse information on their own.

A grade of E means that students fail in more than one of the assignments, lack the ability to analyse and compare multiple pieces of knowledge correctly, but have mastered most of the necessary theoretical knowledge from the course.

A grade of Fx indicates that the student needs extra study to acquire the necessary knowledge.

Scale of assessment (preliminary/final): 100% of the interim evaluation

Learning outcomes:

The aim is to learn the theoretical foundations of psychiatry and to gain a basic overview of the manifestations of mental disorders.

Upon completion of the course, the student will master the basic concepts of psychiatry. The student will gain a basic overview and information about the classification of mental disorders, treatment methods used in psychiatry.

After completing the course, students must:

grasp:

- the theoretical foundations of psychiatry
- the basic directions of psychiatry
- the basic methods of psychiatry

understand:

- key concepts of psychiatry
- the epidemiology, aetiology and pathogenesis of mental disorders
- the structure of psychopathological syndromes in adults and children

be able to:

- work with knowledge in the field of psychiatry
- critically analyse psychopathological clinical manifestations in adults and children
- apply knowledge in practice.

Class syllabus:

1. Introduction to the study of psychiatry: the subject, roles, directions and history of psychiatry.
2. Epidemiology, aetiology and pathogenesis of mental disorders. The biopsychosocial model.
3. Classification of mental disorders. Classification systems ICD-10, DSM-V.
4. Syndromology: psychopathological symptom, syndrome, nosological diagnosis.
5. Psychopathology: disorders of perception, thinking, attention, intellect, emotionality, instincts, consciousness.
6. Psychotic disorders: epidemiology, causes, classification, clinical manifestations. Schizophrenia: clinical forms, courses and manifestations.
7. Affective disorders: epidemiology, aetiology, classification, clinical manifestations.
8. Organic psychiatric disorders. Epilepsy: clinical forms, courses and manifestations.
9. Personality disorders: epidemiology, causes, classification, clinical manifestations.
10. Anxiety disorders: epidemiology, aetiology, classification, clinical manifestations.
11. Substance and non-substance addictions. Alcoholism: epidemiology, clinical forms and manifestations.
12. Sexual pathology. Sexual dysfunctions. Sexual deviations (paraphilias).
13. Child psychiatry. Disorders characteristic of children.
14. Overview of therapeutic methods used in psychiatry.

15. Organisation of psychiatric care in Slovakia.						
Recommended literature:						
Required reading:						
Kolibáš, E. et al. (2011): Všeobecná psychiatria. UK.						
Novotný, V. et al. (2010): Špeciálna psychiatria. UK.						
Recommended readings:						
Fleischer J., & V. Čaplová (1991). Psychiatria pre študentov psychológie. UK.						
Kolibáš, E. (2010). Príručka klinickej psychiatrie. Psychoprof.						
Nábělková, A., Nábělek, L., & Vajda, D. (1988). Neurológia a psychiatria pre špeciálnych pedagógov. UK.						
Praško, J. et al. (2003). Poruchy osobnosti. Portál: Praha.						
Languages necessary to complete the course:						
Slovak, Czech language, English language (to deepen studies)						
Notes:						
Past grade distribution						
Total number of evaluated students: 30						
A	ABS	B	C	D	E	FX
53,33	0,0	33,33	13,33	0,0	0,0	0,0
Lecturers: Mgr. Mária Jucková, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde020/22	Course title: Basics of sociology
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours seminar per week, total 22 hours per semester, combined form (primarily full-time) Student workload: 11 x 2 hours of direct teaching = 22 hours, preparation for midterm test 15 hours, preparation of midterm assignments 23 hours, total 60 hours Teaching methods: lecture combined with discussion, work with professional text, guided self-study (e-learning, solving tasks and assignments).	
Number of credits: 2	
Recommended semester: 2.	
Educational level: I.	
Prerequisites:	
Course requirements: 100% of continuous assessment. Intermediate assessment includes: 2x midterm test (50%) and completion of assignments (50%). Students will use an e-learning environment for their studies. A minimum of 60% of the course grade is required for successful completion of the course. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A grade of A will be awarded if students have performed excellently, their theoretical knowledge of the foundations of sociology is at an excellent level, they have a standard ability to apply knowledge, critically evaluate and compare literary sources in sociology, and they hand in continuous assignments on time. A grade of B is awarded if students perform very well, their theoretical knowledge of the foundations of sociology is at a very good level, they have a good ability to apply knowledge, critically evaluate and compare literary sources at a very good level, and they usually hand in intermediate assignments on time.	

A grade of C will be awarded to students who perform at an average standard, their theoretical knowledge of the foundations of sociology is at a good level, but they lack the ability to apply this knowledge, critically evaluate and compare literary sources and knowledge of sociology.

A grade of D will be given if students were less prepared during the semester, turning in midterm assignments after the assignment due date. They are slightly deficient in basic sociology theory. They cannot process information analytically.

A grade of E will be given to students who were less prepared during the semester, turning in assignments after the assignment due date. They have major deficiencies in the theory of the foundations of sociology, cannot process information analytically and critically.

A grade of Fx requires extra work and study.

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

Learning outcomes:

The aim of the education is to provide students with a basic overview of the sociological view of society, its structure and changes. Students will be introduced to the subject and focus of sociology and to the foundations of sociological cognition, the key concepts of sociology. They will be able to identify social inequalities in society, issues of people and society, social change and the structure of society. They can navigate research reports, statistical concepts and tables of sociological research.

Class syllabus:

Course outcomes of subject (content):

1. Sociological imagination.
2. The individual and the social world in which he/she lives and which he/she shapes.
3. Basic theoretical approaches and theoretical dilemmas in sociology.
4. Types of societies. Culture. Socialization. Social control.
5. Social interactions and social groups.
6. Social inequalities and stratification of society.
7. Institutions (family, school, media).
8. Social change.
9. Transformation of society and social problems.
10. Methods of sociological research.

Recommended literature:

Compulsory/Recommended readings:

Baumann, Z. (2010). Thinking sociologically. SLON.

Jandourek, J. (2003). Úvod do sociologie. Portal.

Recommended reading:

Giddens, A. (2013). Sociology. Argo.

Keller, J. (2012). Úvod do sociologie. SLON.

Col. Authors. (2009). A brief overview of sociology. Enigma.

Languages necessary to complete the course:

Slovak and Czech

Notes:

Past grade distribution

Total number of evaluated students: 42

A	ABS	B	C	D	E	FX
83,33	0,0	11,9	0,0	2,38	2,38	0,0

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde026/22	Course title: Basics of speech therapy
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours seminar/week; total of 22 hours per semester, combined form (primarily full-time Student workload: 22 hours of teaching, 14 hours of preparation of seminar papers, 16 hours of preparation for the knowledge test. Total 50 hours of student work. Teaching methods: Teaching with a continuous application of the theoretical knowledge on practical examples and video demonstrations followed by a discussion on the topic, graphic processing of the studied subject.	
Number of credits: 2	
Recommended semester: 3.	
Educational level: I.	
Prerequisites:	
Course requirements: 100% continuous assessment During the term, the student will prepare Seminar paper 1 (preparation of a leaflet on one NKS, 20%), Seminar paper 2 (study preparation, 20%) and pass a knowledge test (60%). To pass the knowledge test, a minimum of 60% of the score is required. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good – above-average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, marginal performance - results fulfil the minimum criteria), Fx (59-0%, inadequate - additional work required). A mark is achieved if the student correctly and actively reflects critically and creatively on speech therapy concepts, including its meaningful integration with knowledge from psychology. B mark is achieved if the student reflects appropriately both critically and creatively on speech therapy concepts, including its meaningful integration with knowledge from psychology. For a C mark, the student reflects more or less critically on speech therapy concepts and knows the interdisciplinary context. For a D mark, the student reflects critically on speech therapy concepts to a limited extent, is moderately critical, and has a partial understanding of interdisciplinary contexts.	

E mark will be given if the student meets the minimum criteria, reflects only to a limited extent on speech therapy concepts, and interdisciplinary connections are insufficient.
 Fx mark indicates that the student needs further study in the subject matter and additional work is required.
 Scale of assessment (preliminary/final): 100% continuous assessment

Learning outcomes:
 The aim of the course is to acquire the basic theoretical knowledge concerning the different types of impaired communication skills and the basic terminological apparatus.
 The student will acquire basic information in the field of speech therapy as a discipline and profession. The student will learn the basic terminology of speech therapy. Upon successful completion, the student will have an overview of the processes in speech production and comprehension, become familiar with the stages in speech development, and gain information about the aetiology, classification, and symptomatology of the most common types of impaired communicative ability in both child and adult speech therapy patients. The acquired knowledge is crucial for effective cooperation between psychologists and speech therapists in practice.

- Class syllabus:**
1. Speech therapy as a discipline and profession
 2. Impaired communication ability
 3. Speech development in early childhood, preschool and younger school age
 4. Specifics of speech development in bilingual population
 5. Developmental language disorder
 6. Articulatory and phonological disorder
 7. Dyslexia (specific learning disability)
 8. Fluency disorders (stuttering and babbling)
 9. Voice disorders
 10. Disorders of motor speech production
 11. Acquired disorders of speech production and comprehension (aphasia, cognitive-communication deficits)

Recommended literature:
 Compulsory/Recommended readings:
 Kerekrétiová, A. et al. (2016). Logopedická propedeutika. UK.
 Kerekrétiová, A. et al. (2016). Logopédia. UK.
 Recommended literature:
 Horňáková, K. et al. (2005). Kniha o detskej reči. Slniečko..
 Kapalková, S. et al. (2010). Hodnotenie komunikačných schopností detí v ranom veku. MABAG.

Languages necessary to complete the course:
 Slovak language

Notes:

Past grade distribution
 Total number of evaluated students: 34

A	ABS	B	C	D	E	FX
29,41	0,0	29,41	38,24	2,94	0,0	0,0

Lecturers: Mgr. Tomáš Benko

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde029/22	Course title: Basics of the first aid
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment: (a) a continuous written assessment with a maximum of 80 points aimed at testing knowledge and understanding of general first aid principles as well as basic first aid principles for life-threatening conditions (cessation of breathing, blood circulation), serious injuries (bleeding, burning, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices) and minor injuries (b) by developing an activity on the chosen first aid topic in the form of a simulation of the health problem mentioned above as well as an active performance of a drill on the basic principles of first aid with a maximum of 20 points. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 40 points on the written midterm and fails to prepare for the activity. A minimum score of 60% is required to pass the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results), excellent performance, the student has excellent knowledge of theoretical knowledge of medical procedures in cases of health threat, can simulate a case of health threat based on the theoretical knowledge and solve the situation when providing first aid in practice B (90-81%, very good - above average standard), excellent performance, the student knows the theoretical knowledge of medical procedures in cases of health threat very well, can simulate a case of health threat only partially on the basis of the theoretical knowledge, but can deal with the situation when providing first aid in practice C (80-73%, good - normal reliable work), good performance, although the student has a good knowledge of theoretical knowledge of medical procedures in cases of health hazards, but cannot simulate a case of a health hazard on their basis, but can partially solve the situation when providing first aid in practice	

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student partially knows the theoretical knowledge of health procedures in cases of health threats, but is unable to simulate a case of a health threat and is only partially able to apply the theory to practice

E (65-60%, sufficient - results meet the minimum criteria), satisfactory performance, the student has only minimal knowledge of the theoretical knowledge of health procedures in cases of health threats, is unable to simulate a case of a health threat and is able to apply the theory to practice only partially

Fx (59-0%, insufficient - extra work required), insufficient performance, student does not have sufficient knowledge of basic health procedures in health emergencies, nor is he/she able to simulate a health emergency and apply the theory to practice

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

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of the course is to teach students the basics of first aid, cardiopulmonary resuscitation, as well as the management of serious medical conditions. Upon completion of the course, the student will gain theoretical knowledge of medical procedures in cases of health threats to children and adolescents. At the same time, the student will strengthen his/her communication and organizational skills in dealing with serious health emergencies through simulated situations.

Class syllabus:

Brief outline of the course:

1. General principles of first aid (the student acquires basic knowledge and knowledge of the general principles of first aid, can recognize basic first aid from rapid medical and technical assistance, can assess the situation without endangering his/her own life, assess the health condition of the affected - the severity and extent, take urgent measures to save life and knows the correct procedure for calling the ambulance service)
2. Positioning and displacement. (the student is familiarized with the basic positions in providing first aid and possible methods of removal, so that the health of the affected person does not further endanger)
3. First aid for life-threatening conditions (respiratory arrest, circulatory arrest) (the student will be able to recognize the signs of respiratory arrest and circulatory arrest and subsequently provide cardiopulmonary resuscitation in both adults and children in the correct way).
4. First aid for serious injuries (bleeding, burns, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices). (the student is able to recognise the risks to health in different degrees of bleeding, burning, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices, to administer appropriate basic first aid in relation to the extent of the injury and consequently to recognise the signs of shock and to provide the correct anti-shock measures)
5. First aid for minor injuries (the student can recognise minor injuries and provide appropriate first aid)

Recommended literature:

Recommended reading:

DOBIÁŠ, V. (2017). 5P. Bratislava: Dixit, 302 s., ISBN 978-80-89662-24-1

Krajina záchranárov. Prvá pomoc. Online: www.prvapomoc.sk

ŠANTA, M. a kol. (2006). Prvá pomoc. Martin: Osveta, 179 s., ISBN 80-8063-207-3

Languages necessary to complete the course:

slovak language

Notes:

Past grade distribution						
Total number of evaluated students: 361						
A	ABS	B	C	D	E	FX
67,04	0,0	10,8	7,76	4,99	4,71	4,71
Lecturers: Mgr. Mária Fuchsová, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde029/22	Course title: Basics of the first aid
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment: (a) a continuous written assessment with a maximum of 80 points aimed at testing knowledge and understanding of general first aid principles as well as basic first aid principles for life-threatening conditions (cessation of breathing, blood circulation), serious injuries (bleeding, burning, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices) and minor injuries (b) by developing an activity on the chosen first aid topic in the form of a simulation of the health problem mentioned above as well as an active performance of a drill on the basic principles of first aid with a maximum of 20 points. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 40 points on the written midterm and fails to prepare for the activity. A minimum score of 60% is required to pass the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results), excellent performance, the student has excellent knowledge of theoretical knowledge of medical procedures in cases of health threat, can simulate a case of health threat based on the theoretical knowledge and solve the situation when providing first aid in practice B (90-81%, very good - above average standard), excellent performance, the student knows the theoretical knowledge of medical procedures in cases of health threat very well, can simulate a case of health threat only partially on the basis of the theoretical knowledge, but can deal with the situation when providing first aid in practice C (80-73%, good - normal reliable work), good performance, although the student has a good knowledge of theoretical knowledge of medical procedures in cases of health hazards, but cannot simulate a case of a health hazard on their basis, but can partially solve the situation when providing first aid in practice	

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student partially knows the theoretical knowledge of health procedures in cases of health threats, but is unable to simulate a case of a health threat and is only partially able to apply the theory to practice

E (65-60%, sufficient - results meet the minimum criteria), satisfactory performance, the student has only minimal knowledge of the theoretical knowledge of health procedures in cases of health threats, is unable to simulate a case of a health threat and is able to apply the theory to practice only partially

Fx (59-0%, insufficient - extra work required), insufficient performance, student does not have sufficient knowledge of basic health procedures in health emergencies, nor is he/she able to simulate a health emergency and apply the theory to practice

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

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of the course is to teach students the basics of first aid, cardiopulmonary resuscitation, as well as the management of serious medical conditions. Upon completion of the course, the student will gain theoretical knowledge of medical procedures in cases of health threats to children and adolescents. At the same time, the student will strengthen his/her communication and organizational skills in dealing with serious health emergencies through simulated situations.

Class syllabus:

Brief outline of the course:

1. General principles of first aid (the student acquires basic knowledge and knowledge of the general principles of first aid, can recognize basic first aid from rapid medical and technical assistance, can assess the situation without endangering his/her own life, assess the health condition of the affected - the severity and extent, take urgent measures to save life and knows the correct procedure for calling the ambulance service)
2. Positioning and displacement. (the student is familiarized with the basic positions in providing first aid and possible methods of removal, so that the health of the affected person does not further endanger)
3. First aid for life-threatening conditions (respiratory arrest, circulatory arrest) (the student will be able to recognize the signs of respiratory arrest and circulatory arrest and subsequently provide cardiopulmonary resuscitation in both adults and children in the correct way).
4. First aid for serious injuries (bleeding, burns, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices). (the student is able to recognise the risks to health in different degrees of bleeding, burning, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices, to administer appropriate basic first aid in relation to the extent of the injury and consequently to recognise the signs of shock and to provide the correct anti-shock measures)
5. First aid for minor injuries (the student can recognise minor injuries and provide appropriate first aid)

Recommended literature:

Recommended reading:

DOBIÁŠ, V. (2017). 5P. Bratislava: Dixit, 302 s., ISBN 978-80-89662-24-1

Krajina záchranárov. Prvá pomoc. Online: www.prvapomoc.sk

ŠANTA, M. a kol. (2006). Prvá pomoc. Martin: Osveta, 179 s., ISBN 80-8063-207-3

Languages necessary to complete the course:

slovak language

Notes:

Past grade distribution						
Total number of evaluated students: 361						
A	ABS	B	C	D	E	FX
67,04	0,0	10,8	7,76	4,99	4,71	4,71
Lecturers: Mgr. Mária Fuchsová, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/B-VUZde043/24	Course title: COMENIUS – Practice in a Choir I.
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Organizational Form: 2 seminar hours per week, totaling 22 hours per semester, delivered in a blended format (primarily in-person). Student Workload: 11 sessions x 2 hours of direct instruction (total: 22 hours), 22 hours of continuous preparation for classes, 8 hours of preparation for the final performance, Total: 52 hours of student work Teaching Methods: A combination of monological methods (instruction) and practical methods.	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: I.	
Prerequisites:	
Course requirements: Participation in the course requires the successful completion of an entrance exam, which assesses the student's intonation and rhythmic abilities. This assessment is conducted by the choir conductor. The evaluation criteria are based on continuous and final practical collective/individual performance. The evaluation of the continuous practical performance includes fulfilling partial tasks within specific voice groups and participation in internal, public, or other concert performances. The final practical performance consists of a collective presentation of selected repertoire studied during the course. Grading Scale: <ul style="list-style-type: none"> • A (100–91%, excellent – outstanding results) • B (90–81%, very good – above-average standard) • C (80–73%, good – consistent, reliable work) • D (72–66%, satisfactory – acceptable results) • E (65–60%, sufficient – meets minimum criteria) • FX (59–0%, insufficient – requires additional work) 	
Learning outcomes: The aim of the course is to develop and enhance collective vocal expression within the framework of a choir ensemble. The student acquires the principles of choral singing technique and harmonic-	

rhythmic awareness. They develop skills in teamwork and communication. Additionally, the student gains stage experience and represents the university at domestic and international events.

Class syllabus:

The course focuses on exploring choral works from various stylistic periods, gaining practical experience in their interpretation, and applying these methods in practice.

Recommended literature:

Required Literature:

Sheet music/choral pieces as determined by the conductor.

Recommended Literature:

FUCHS, J. Sólový zpěv a#jeho vztah ke zpěvu sborovému.

KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedagogicae.

Prešov: PdF PU, 2002. ISBN 80-8068-076-0.

Proceedings from international symposia CANTUS CHORALIS.

Recordings of choral compositions from various stylistic periods and different choral ensembles.

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 34

A	ABS	B	C	D	E	FX
97,06	0,0	0,0	0,0	0,0	0,0	2,94

Lecturers: doc. Monika Bažíková, ArtD., Mgr. art. Stanislava Maggioni, ArtD.

Last change: 24.10.2025

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/B-VUZde043/24	Course title: COMENIUS – Practice in a Choir I.
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Organizational Form: 2 seminar hours per week, totaling 22 hours per semester, delivered in a blended format (primarily in-person). Student Workload: 11 sessions x 2 hours of direct instruction (total: 22 hours), 22 hours of continuous preparation for classes, 8 hours of preparation for the final performance, Total: 52 hours of student work Teaching Methods: A combination of monological methods (instruction) and practical methods.	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: I.	
Prerequisites:	
Course requirements: Participation in the course requires the successful completion of an entrance exam, which assesses the student's intonation and rhythmic abilities. This assessment is conducted by the choir conductor. The evaluation criteria are based on continuous and final practical collective/individual performance. The evaluation of the continuous practical performance includes fulfilling partial tasks within specific voice groups and participation in internal, public, or other concert performances. The final practical performance consists of a collective presentation of selected repertoire studied during the course. Grading Scale: <ul style="list-style-type: none"> • A (100–91%, excellent – outstanding results) • B (90–81%, very good – above-average standard) • C (80–73%, good – consistent, reliable work) • D (72–66%, satisfactory – acceptable results) • E (65–60%, sufficient – meets minimum criteria) • FX (59–0%, insufficient – requires additional work) 	
Learning outcomes: The aim of the course is to develop and enhance collective vocal expression within the framework of a choir ensemble. The student acquires the principles of choral singing technique and harmonic-	

rhythmic awareness. They develop skills in teamwork and communication. Additionally, the student gains stage experience and represents the university at domestic and international events.

Class syllabus:

The course focuses on exploring choral works from various stylistic periods, gaining practical experience in their interpretation, and applying these methods in practice.

Recommended literature:

Required Literature:

Sheet music/choral pieces as determined by the conductor.

Recommended Literature:

FUCHS, J. Sólový zpěv a#jeho vztah ke zpěvu sborovému.

KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedagogicae.

Prešov: PdF PU, 2002. ISBN 80-8068-076-0.

Proceedings from international symposia CANTUS CHORALIS.

Recordings of choral compositions from various stylistic periods and different choral ensembles.

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 34

A	ABS	B	C	D	E	FX
97,06	0,0	0,0	0,0	0,0	0,0	2,94

Lecturers: doc. Monika Bažíková, ArtD., Mgr. art. Stanislava Maggioni, ArtD.

Last change: 24.10.2025

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/B-VUZde044/24	Course title: COMENIUS – Practice in a Choir II.
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Organizational Form: 2 seminar hours per week, totaling 22 hours per semester, delivered in a blended format (primarily in-person). Student Workload: 11 sessions x 2 hours of direct instruction (total: 22 hours), 22 hours of continuous preparation for classes, 8 hours of preparation for the final performance, Total: 52 hours of student work Teaching Methods: A combination of monological methods (instruction) and practical methods.	
Number of credits: 2	
Recommended semester: 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Course Completion Requirements: The evaluation criteria are based on the continuous and final practical collective performance. The assessment of the continuous practical performance includes completing partial tasks within the individual voice groups and participating in any internal, public, or other concert performances. The final practical performance consists of a collective presentation of the selected repertoire studied. Grading Scale: <ul style="list-style-type: none"> • A (100–91%, excellent – outstanding results) • B (90–81%, very good – above-average standard) • C (80–73%, good – consistent, reliable work) • D (72–66%, satisfactory – acceptable results) • E (65–60%, sufficient – meets minimum criteria) • FX (59–0%, insufficient – requires additional work) 	
Learning outcomes: The student develops a sense of cultivated singing, with appropriate expression and performance. The student enhances their musicality and applies acquired knowledge in vocal activities while working with musical material in choral ensembles. The student gains an understanding of concert dramaturgy.	
Class syllabus:	

The course focuses on exploring choral works from various stylistic periods, gaining practical experience in their interpretation, and applying these methods in practice.

Recommended literature:

Required Literature:

Sheet music as determined by the conductor.

Recommended Literature:

FUCHS, J. Sólový zpěv a#jeho vztah ke zpěvu sborovému.

KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedagogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.

Proceedings from international symposia CANTUS CHORALIS.

Recordings of choral compositions from various stylistic periods and different choral ensembles.

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 10

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

Lecturers: doc. Monika Bažíková, ArtD., Mgr. art. Stanislava Maggioni, ArtD.

Last change: 24.10.2025

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/B-VUZde044/24	Course title: COMENIUS – Practice in a Choir II.
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Organizational Form: 2 seminar hours per week, totaling 22 hours per semester, delivered in a blended format (primarily in-person). Student Workload: 11 sessions x 2 hours of direct instruction (total: 22 hours), 22 hours of continuous preparation for classes, 8 hours of preparation for the final performance, Total: 52 hours of student work Teaching Methods: A combination of monological methods (instruction) and practical methods.	
Number of credits: 2	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Course Completion Requirements: The evaluation criteria are based on the continuous and final practical collective performance. The assessment of the continuous practical performance includes completing partial tasks within the individual voice groups and participating in any internal, public, or other concert performances. The final practical performance consists of a collective presentation of the selected repertoire studied. Grading Scale: <ul style="list-style-type: none"> • A (100–91%, excellent – outstanding results) • B (90–81%, very good – above-average standard) • C (80–73%, good – consistent, reliable work) • D (72–66%, satisfactory – acceptable results) • E (65–60%, sufficient – meets minimum criteria) • FX (59–0%, insufficient – requires additional work) 	
Learning outcomes: The student develops a sense of cultivated singing, with appropriate expression and performance. The student enhances their musicality and applies acquired knowledge in vocal activities while working with musical material in choral ensembles. The student gains an understanding of concert dramaturgy.	
Class syllabus:	

The course focuses on exploring choral works from various stylistic periods, gaining practical experience in their interpretation, and applying these methods in practice.

Recommended literature:

Required Literature:

Sheet music as determined by the conductor.

Recommended Literature:

FUCHS, J. Sólový zpěv a#jeho vztah ke zpěvu sborovému.

KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedagogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.

Proceedings from international symposia CANTUS CHORALIS.

Recordings of choral compositions from various stylistic periods and different choral ensembles.

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 10

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

Lecturers: doc. Monika Bažíková, ArtD., Mgr. art. Stanislava Maggioni, ArtD.

Last change: 24.10.2025

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde027/22	Course title: Child and adolescents in life crisis situations
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed with an evaluation, the ratio of the interim and final evaluation is 100/0. The task of the students is to prepare an interim seminar paper (maximum 40 points). The students present and discuss their seminar work in a group, followed by a colloquial assessment in the form of a class discussion. Active communication and the ability for healthy reflection and self-reflection are assessed (max. 20 points). The assessment will also include a mid-term test on the material covered (max. 40 points). A minimum of 60% of the maximum possible course grade is required for successful completion of the course. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). Weighting of intermediate/final assessment: 100/0 A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

The aim of the course Children and Adolescents in Crisis Life Situations is to provide students with knowledge about possible crisis situations of children and adolescents and their implications for the educational process in school.

By completing the course

- Students will gain an overview of the crisis situations that the current generation of children and youth is going through and the impact that different types of crises leave in the area of emotionality, behaviour and actions of the child/pupil/pupils, which, of course, also affects the whole area of their upbringing and education;

- acquire the ability to detect warning signs of possible danger to the pupil/pupils, the ability to implement crisis intervention and to cooperate with other institutions and the family in resolving crisis situations;

- they know how to apply the knowledge in an educational context in order to preventively strengthen pupils' resilience to psychological stress and develop their personality strengths.

Transferable competences: improving communication skills, critical thinking and contextual reasoning.

Class syllabus:

Brief outline of the course:

1. Terminological definitions- life crisis, stressful situation, emotional loss, disasters/natural calamities, hurtful events.

2. Classification, development, course of life crises. Specifics of crises in children and adolescents. Psychological, somatic and social consequences of unprocessed crisis events on a person's life. First aid in a crisis situation.

3. Crisis situations related to the family environment. Relational crisis - disruption or loss of relationship (divorce and separation of parents, death in the family) ; Material loss - loss of housing and/or employment of parents. Alcoholism, drugs and violence in the family;

4. Peer and school-related crisis situations - non-acceptance to school; loss of position and role in the group, exclusion from the group; bullying and cyberbullying; peer violence. Adolescent partnership and sexuality as a source of crisis.

5. Intrapsychic crisis - loss of expectations, plans, ideals. Psychospiritual crisis in adolescents.

6. Self-harm (self-mutilation) in children and adolescents. Warning signs and signs. Prevalence, causes and consequences.

7. Specifics of suicidal (suicidal) behavior in children and adolescents. Warning signs of suicidal threat. Crisis intervention in case of suicide attempt.

8. Possibilities of cooperation between the teacher and other institutions and the family in dealing with crisis situations.
9. Crisis intervention and its phases - initiation, implementation and termination of the intervention.
10. Forms of crisis intervention - direct face-to-face assistance , distance (telephone, chat, e-mail, etc.), outreach services - outpatient and residential.
11. Resilience to psychological distress as crisis prevention; development of personality strengths; resilience development techniques.

Recommended literature:

Reference sources:

Required reading:

Špatenková N. a kol. 2017. Krize a krizová intervence. 1.vyd. Grada: Praha. 288 s. ISBN 978-80-247-5327-0

Recommended reading:

Derková, J. 2014. Rodinná terapia v praxi. 2.dopl.vydanie. Bratislava : Radosť, 278 s. ISBN 978-80-971319-1-3.

Ferková, Š. 2013. Učiteľ a jeho úloha pri riešení sebapoškodzovania žiakov. In Evropské pedagogické fórum. Hradec Králové : Magnanimitas, 2013. ISBN 978-80-905243-9-2.

Ferková, Š. 2013. Úloha školy v prevencii samovrážd u detí a dospelých. In Sociálnopedagogické štúdie. Bratislava : UK, 2013. ISBN 978-80-223-3360-3.

Jedlička, R. a kol. 2004. Děti a mládež v obtížných životních situacích. Praha : Themis, 2004. ISBN 80-7312-038-0.

Lukšík, I., Lemešová, M. 2013. Deti v ťažkých životných situáciách. Trnava : Universitatis Tyrnaviensis, 2013. ISBN 978-80-8082-762-5.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 11

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

Lecturers:

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde027/22	Course title: Child and adolescents in life crisis situations
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed with an evaluation, the ratio of the interim and final evaluation is 100/0. The task of the students is to prepare an interim seminar paper (maximum 40 points). The students present and discuss their seminar work in a group, followed by a colloquial assessment in the form of a class discussion. Active communication and the ability for healthy reflection and self-reflection are assessed (max. 20 points). The assessment will also include a mid-term test on the material covered (max. 40 points). A minimum of 60% of the maximum possible course grade is required for successful completion of the course. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). Weighting of intermediate/final assessment: 100/0 A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

The aim of the course Children and Adolescents in Crisis Life Situations is to provide students with knowledge about possible crisis situations of children and adolescents and their implications for the educational process in school.

By completing the course

- Students will gain an overview of the crisis situations that the current generation of children and youth is going through and the impact that different types of crises leave in the area of emotionality, behaviour and actions of the child/pupil/pupils, which, of course, also affects the whole area of their upbringing and education;

- acquire the ability to detect warning signs of possible danger to the pupil/pupils, the ability to implement crisis intervention and to cooperate with other institutions and the family in resolving crisis situations;

- they know how to apply the knowledge in an educational context in order to preventively strengthen pupils' resilience to psychological stress and develop their personality strengths.

Transferable competences: improving communication skills, critical thinking and contextual reasoning.

Class syllabus:

Brief outline of the course:

1. Terminological definitions- life crisis, stressful situation, emotional loss, disasters/natural calamities, hurtful events.

2. Classification, development, course of life crises. Specifics of crises in children and adolescents. Psychological, somatic and social consequences of unprocessed crisis events on a person's life. First aid in a crisis situation.

3. Crisis situations related to the family environment. Relational crisis - disruption or loss of relationship (divorce and separation of parents, death in the family) ; Material loss - loss of housing and/or employment of parents. Alcoholism, drugs and violence in the family;

4. Peer and school-related crisis situations - non-acceptance to school; loss of position and role in the group, exclusion from the group; bullying and cyberbullying; peer violence. Adolescent partnership and sexuality as a source of crisis.

5. Intrapsychic crisis - loss of expectations, plans, ideals. Psychospiritual crisis in adolescents.

6. Self-harm (self-mutilation) in children and adolescents. Warning signs and signs. Prevalence, causes and consequences.

7. Specifics of suicidal (suicidal) behavior in children and adolescents. Warning signs of suicidal threat. Crisis intervention in case of suicide attempt.

8. Possibilities of cooperation between the teacher and other institutions and the family in dealing with crisis situations.
9. Crisis intervention and its phases - initiation, implementation and termination of the intervention.
10. Forms of crisis intervention - direct face-to-face assistance , distance (telephone, chat, e-mail, etc.), outreach services - outpatient and residential.
11. Resilience to psychological distress as crisis prevention; development of personality strengths; resilience development techniques.

Recommended literature:

Reference sources:

Required reading:

Špatenková N. a kol. 2017. Krize a krizová intervence. 1.vyd. Grada: Praha. 288 s. ISBN 978-80-247-5327-0

Recommended reading:

Derková, J. 2014. Rodinná terapia v praxi. 2.dopl.vydanie. Bratislava : Radosť, 278 s. ISBN 978-80-971319-1-3.

Ferková, Š. 2013. Učiteľ a jeho úloha pri riešení sebapoškodzovania žiakov. In Evropské pedagogické fórum. Hradec Králové : Magnanimitas, 2013. ISBN 978-80-905243-9-2.

Ferková, Š. 2013. Úloha školy v prevencii samovrážd u detí a dospievajúcich. In Sociálnopedagogické štúdie. Bratislava : UK, 2013. ISBN 978-80-223-3360-3.

Jedlička, R. a kol. 2004. Děti a mládež v obtížných životních situacích. Praha : Themis, 2004. ISBN 80-7312-038-0.

Lukšík, I., Lemešová, M. 2013. Deti v ťažkých životných situáciách. Trnava : Universitatis Tyrnaviensis, 2013. ISBN 978-80-8082-762-5.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 11

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

Lecturers:

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde031/22	Course title: Child biological development and school hygiene
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The subject is finished: (a) a continuous written assessment with a maximum score of 80 points aimed at reviewing knowledge and knowledge of the child's developmental characteristics and the factors that affect the child's biological physiological development and which may be the causes of pathological growth and at the same time the consequences of a lower level of the child's ability to cope with the educational process of school education; reviewing the knowledge and use of methods that assess and diagnose physiologically healthy , resp. pathological biological growth and development of the child and, ultimately, on the issue of prevention and protection of the child's health in all its components of the bio-psycho-social nature of the child's development b) by developing protocols for the assessment and diagnosis of biological development with a maximum score of 20 points as a form of the ability to apply theoretical knowledge about physiologically healthy or pathological biological development of the child to pedagogical practice A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 40 points on the written midterm review and fails to complete a protocol for assessing and diagnosing the child's biological development. A minimum score of 60% is required to pass the course. The rating is awarded on a scale: A (100-91%, proficient - outstanding), excellent performance, the student has an excellent command of the knowledge of physiologically healthy biological development of the child and has an excellent understanding of the environmental factors that cause pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critically assesses the adequacy of the demands of the educational process on the physical and psychological performance of the child, the student can apply the methods of assessment and	

diagnosis of biological development on practical examples and can apply them in the education and training of children

B (90-81%, very good - above average standard), excellent performance, the student has a very good command of the knowledge of the physiologically healthy biological development of the child, knows very well which of the environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, but critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the physical and psychological performance of the child is borderline, but the student can apply the methods of evaluation and diagnosis of biological development on practical examples and can apply them in the education and training of children

C (80-73%, good - normal reliable work), good performance, although the student has a good command of the knowledge of the physiologically healthy biological development of the child, he/she knows well which environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, but critical thinking in the area of evaluation of the adequacy of the demands of the educational process on the physical and psychological performance of the child is absent, but can partially apply the methods of evaluation and diagnosis of biological development on practical examples and can apply them in the education and training of children

D (72-66%, Satisfactory-Acceptable performance), Satisfactory performance, the student partially knows the knowledge of physiologically healthy biological development of the child and partially knows which environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the child's physical and psychological performance is absent but he/she is able to apply the methods of evaluation and diagnosis of biological development in the form of practical examples and apply them in the education of children only partially

E (65-60%, satisfactory - results meet minimum criteria), satisfactory performance, the student has only minimal knowledge of the physiologically healthy biological development of the child, and similarly minimal knowledge of the environmental factors that cause pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the child's physical and psychological performance is absent, and is able to apply methods of evaluation and diagnosis of biological development in the form of practical examples and apply them in the education and training of children only partially

Fx (59-0%, insufficient - extra work required), inadequate performance, student does not sufficiently master the basic knowledge of physiologically healthy biological development of the child, at the same time does not sufficiently know which of the environmental factors are the causes of the emergence of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, is neither able to critically evaluate the adequacy of the demands of the educational process on the child's physical and psychological performance, nor is he or she able to apply methods of assessing and diagnosing biological development in the form of practical examples and apply them in the education and training of children

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes and transferable competences:

Upon completion of the course, students should have knowledge and understanding of the biological laws of growth and development and the factors that determine them. They will acquire knowledge of the bio-psycho-social integration of the human organism. Understand the spatio-temporal sequence and interdependence of changes in the structure and function of the human organism.

They will become familiar with critical developmental periods and risk factors interfering with physiological growth and development. They will understand the principles of regulation and adaptation of the organism in the context of environmental influences. At the same time, students will strengthen their mathematical skills and analytical abilities in the development of protocols for the assessment of child biological development. Ultimately, the course will provide students with the ability to evaluate the appropriateness of the demands of the educational process on a child's physical and psychological performance in relation to the child's level of biological maturation

Class syllabus:

Brief outline of the course:

1. Defining ontogeny. Progressive and regressive changes with age. Biological explanation of the concepts of growth and development. The laws of growth and development. Typical and atypical growth and development. (The student can distinguish between physiologically healthy and pathological biological development of a child for the purpose of applying knowledge in the education of children, in the form of effective collaboration with special educators, psychologists, and other practitioners)

2. Factors determining growth and development: genetic, neurohormonal, environmental factors. Genetic factors: heredity, mutations - gene, chromosomal aberrations. Mutagens and teratogens. Mutations. Chromosomal aberrations. (The student knows and understands the endogenous environmental factors that determine the hereditary predisposition of the child to cope with the demands of the educational process on the psychological and physical load of the organism)

3. Environmental factors. Definition of environment, external, internal environment. Neurohormonal regulation. Importance of neural and hormonal regulation as a mechanism of biological adaptation. Determination of growth and developmental processes by environmental factors. Nutrition. Maternal factors. Climatic and geographical factors. Socio-economic level. Morbidity. (The student knows which of the factors act on the biological development of the child and which may be the consequences of the child's lower ability to cope with the educational process of the student's schooling)

4. Ontogenetic development. The division of ontogeny: the biological definition of the different periods. Prenatal, perinatal, postnatal periods. Prenatal period - formation and development of the embryo (gestation), importance of the placenta. Environmental risk factors threatening prenatal development. Perinatal period. Childbirth, newborn at risk. Postnatal period - characteristics of the neonatal, infant, toddler, preschool, junior and senior school age periods in terms of somatic changes (growth, motor development) and risks of developmental disruption. Brief overview of anatomy and physiology of organ systems. (the student distinguishes the age-specific characteristics of the individual systems in the different periods of ontogenesis and is able to use and apply these characteristics in the practice of school education)

5. Methods of assessment of physical growth and development, determination of biological maturity. Adequacy of the demands of the educational process on the child's physical and psychological performance - Biological rhythms. Dynamic stereotype. Fatigue and resumption of work activity. (The student can diagnose the level of development of children of preschool and younger school age, critically evaluate the adequacy of the demands of the educational process on the physical and psychological performance of the child and on the basis of the diagnosis to design and implement an appropriate intervention)

6. Pathologically altered growth and development. Prevention of disorders of somatic development - primary, secondary, tertiary. (the student knows how to prevent pathologically altered growth and development in its beginnings, and knows the basics of prevention and protection of the child's health in all components of the bio-psycho-social nature of the child's development)

7. Principles of the organisation of teaching in terms of physical and mental hygiene. Hygiene of the school environment and conditions for educational activities of pupils. (the student knows the

basic principles of the organisation of teaching and the correct hygiene of the school environment in terms of the physical and mental hygiene of the pupil)

Recommended literature:

Recommended reading:

FUCHSOVÁ, M. (2020). Somatický vývin dieťaťa a jeho poruchy s využitím vzdelávacích moderných technológií. Bratislava: Univerzita Komenského v Bratislave, 145 s. ISBN 978-80-223-4812-6 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Fuchsova_def..pdf

DROBNÝ, I., DROBNÁ, M. (2000). Biológia dieťaťa pre špeciálnych pedagógov II. Bratislava: Pedagogická fakulta UK, 152 s. ISBN 80-223-1962-7

MACHOVÁ, J. Biologie člověka pro učitele. Praha: Karolinum, 2008, 269 s. ISBN 80-7184-867-0

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
16,67	0,0	16,67	50,0	16,67	0,0	0,0

Lecturers: Mgr. Mária Fuchsová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde031/22	Course title: Child biological development and school hygiene
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The subject is finished: (a) a continuous written assessment with a maximum score of 80 points aimed at reviewing knowledge and knowledge of the child's developmental characteristics and the factors that affect the child's biological physiological development and which may be the causes of pathological growth and at the same time the consequences of a lower level of the child's ability to cope with the educational process of school education; reviewing the knowledge and use of methods that assess and diagnose physiologically healthy , resp. pathological biological growth and development of the child and, ultimately, on the issue of prevention and protection of the child's health in all its components of the bio-psycho-social nature of the child's development b) by developing protocols for the assessment and diagnosis of biological development with a maximum score of 20 points as a form of the ability to apply theoretical knowledge about physiologically healthy or pathological biological development of the child to pedagogical practice A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 40 points on the written midterm review and fails to complete a protocol for assessing and diagnosing the child's biological development. A minimum score of 60% is required to pass the course. The rating is awarded on a scale: A (100-91%, proficient - outstanding), excellent performance, the student has an excellent command of the knowledge of physiologically healthy biological development of the child and has an excellent understanding of the environmental factors that cause pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critically assesses the adequacy of the demands of the educational process on the physical and psychological performance of the child, the student can apply the methods of assessment and	

diagnosis of biological development on practical examples and can apply them in the education and training of children

B (90-81%, very good - above average standard), excellent performance, the student has a very good command of the knowledge of the physiologically healthy biological development of the child, knows very well which of the environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, but critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the physical and psychological performance of the child is borderline, but the student can apply the methods of evaluation and diagnosis of biological development on practical examples and can apply them in the education and training of children

C (80-73%, good - normal reliable work), good performance, although the student has a good command of the knowledge of the physiologically healthy biological development of the child, he/she knows well which environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, but critical thinking in the area of evaluation of the adequacy of the demands of the educational process on the physical and psychological performance of the child is absent, but can partially apply the methods of evaluation and diagnosis of biological development on practical examples and can apply them in the education and training of children

D (72-66%, Satisfactory-Acceptable performance), Satisfactory performance, the student partially knows the knowledge of physiologically healthy biological development of the child and partially knows which environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the child's physical and psychological performance is absent but he/she is able to apply the methods of evaluation and diagnosis of biological development in the form of practical examples and apply them in the education of children only partially

E (65-60%, satisfactory - results meet minimum criteria), satisfactory performance, the student has only minimal knowledge of the physiologically healthy biological development of the child, and similarly minimal knowledge of the environmental factors that cause pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the child's physical and psychological performance is absent, and is able to apply methods of evaluation and diagnosis of biological development in the form of practical examples and apply them in the education and training of children only partially

Fx (59-0%, insufficient - extra work required), inadequate performance, student does not sufficiently master the basic knowledge of physiologically healthy biological development of the child, at the same time does not sufficiently know which of the environmental factors are the causes of the emergence of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, is neither able to critically evaluate the adequacy of the demands of the educational process on the child's physical and psychological performance, nor is he or she able to apply methods of assessing and diagnosing biological development in the form of practical examples and apply them in the education and training of children

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes and transferable competences:

Upon completion of the course, students should have knowledge and understanding of the biological laws of growth and development and the factors that determine them. They will acquire knowledge of the bio-psycho-social integration of the human organism. Understand the spatio-temporal sequence and interdependence of changes in the structure and function of the human organism.

They will become familiar with critical developmental periods and risk factors interfering with physiological growth and development. They will understand the principles of regulation and adaptation of the organism in the context of environmental influences. At the same time, students will strengthen their mathematical skills and analytical abilities in the development of protocols for the assessment of child biological development. Ultimately, the course will provide students with the ability to evaluate the appropriateness of the demands of the educational process on a child's physical and psychological performance in relation to the child's level of biological maturation

Class syllabus:

Brief outline of the course:

1. Defining ontogeny. Progressive and regressive changes with age. Biological explanation of the concepts of growth and development. The laws of growth and development. Typical and atypical growth and development. (The student can distinguish between physiologically healthy and pathological biological development of a child for the purpose of applying knowledge in the education of children, in the form of effective collaboration with special educators, psychologists, and other practitioners)

2. Factors determining growth and development: genetic, neurohormonal, environmental factors. Genetic factors: heredity, mutations - gene, chromosomal aberrations. Mutagens and teratogens. Mutations. Chromosomal aberrations. (The student knows and understands the endogenous environmental factors that determine the hereditary predisposition of the child to cope with the demands of the educational process on the psychological and physical load of the organism)

3. Environmental factors. Definition of environment, external, internal environment. Neurohormonal regulation. Importance of neural and hormonal regulation as a mechanism of biological adaptation. Determination of growth and developmental processes by environmental factors. Nutrition. Maternal factors. Climatic and geographical factors. Socio-economic level. Morbidity. (The student knows which of the factors act on the biological development of the child and which may be the consequences of the child's lower ability to cope with the educational process of the student's schooling)

4. Ontogenetic development. The division of ontogeny: the biological definition of the different periods. Prenatal, perinatal, postnatal periods. Prenatal period - formation and development of the embryo (gestation), importance of the placenta. Environmental risk factors threatening prenatal development. Perinatal period. Childbirth, newborn at risk. Postnatal period - characteristics of the neonatal, infant, toddler, preschool, junior and senior school age periods in terms of somatic changes (growth, motor development) and risks of developmental disruption. Brief overview of anatomy and physiology of organ systems. (the student distinguishes the age-specific characteristics of the individual systems in the different periods of ontogenesis and is able to use and apply these characteristics in the practice of school education)

5. Methods of assessment of physical growth and development, determination of biological maturity. Adequacy of the demands of the educational process on the child's physical and psychological performance - Biological rhythms. Dynamic stereotype. Fatigue and resumption of work activity. (The student can diagnose the level of development of children of preschool and younger school age, critically evaluate the adequacy of the demands of the educational process on the physical and psychological performance of the child and on the basis of the diagnosis to design and implement an appropriate intervention)

6. Pathologically altered growth and development. Prevention of disorders of somatic development - primary, secondary, tertiary. (the student knows how to prevent pathologically altered growth and development in its beginnings, and knows the basics of prevention and protection of the child's health in all components of the bio-psycho-social nature of the child's development)

7. Principles of the organisation of teaching in terms of physical and mental hygiene. Hygiene of the school environment and conditions for educational activities of pupils. (the student knows the

basic principles of the organisation of teaching and the correct hygiene of the school environment in terms of the physical and mental hygiene of the pupil)

Recommended literature:

Recommended reading:

FUCHSOVÁ, M. (2020). Somatický vývin dieťaťa a jeho poruchy s využitím vzdelávacích moderných technológií. Bratislava: Univerzita Komenského v Bratislave, 145 s. ISBN 978-80-223-4812-6 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Fuchsova_def..pdf

DROBNÝ, I., DROBNÁ, M. (2000). Biológia dieťaťa pre špeciálnych pedagógov II. Bratislava: Pedagogická fakulta UK, 152 s. ISBN 80-223-1962-7

MACHOVÁ, J. Biologie člověka pro učitele. Praha: Karolinum, 2008, 269 s. ISBN 80-7184-867-0

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
16,67	0,0	16,67	50,0	16,67	0,0	0,0

Lecturers: Mgr. Mária Fuchsová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde031/22	Course title: Colloquium on selected issues of upbringing and education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an examination. The weighting of the interim and final assessment is 50/50. The intermediate assessment (50%) consists of an assessment of the student's ability to identify and clearly explain the essence of the selected current problem in the field of education and training (maximum 3 points), to identify and describe the current state of the solution to the selected problem in educational theory and practice (maximum 5 points), to analyse and critically evaluate the proposed solutions (maximum 5 points), to formulate his/her own conclusions and recommendations for practice, including their argumentation (maximum 3 points), and the ability to manage the discussion of the selected problem (maximum 4 points). The maximum possible number of points in the intermediate assessment is 20. The final assessment (50%) consists of an examination grade for an essay on a selected issue in the field of education. The maximum possible number of points for the essay is 20. For successful completion of the course it is necessary to obtain at least 60% of the points (24 points). The overall grade is awarded on a grading scale: A (40-37 points) - excellent (outstanding results), B (36-33 points) - very good (above average standard), C (32-30 points) - good (average results), D (29-27 points) - satisfactory (acceptable results), E (26-24 points) - sufficient (results meet the minimum criteria), FX (23-0 points) - underperforming (unacceptable results). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.	

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning outcomes:

Upon completion of the course, students will be able to identify current issues in education. They will be able to search, analyse and critically evaluate relevant information sources that describe, analyse and evaluate current issues in education. Students will be able to present and discuss their findings clearly and comprehensibly.

Transferable competences: in presenting and discussing their findings in seminars, students will develop their communication, lecturing and metacognitive skills. Students will also be able to present selected current issues in education and their analysis and evaluation through an essay. Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future pedagogical practice.

Class syllabus:

Brief outline of the course:

Identification of current problems of education and training and examination of the current state of their solution. Collecting, analysing and evaluating information on the problems under study. Preparing and managing the presentation and discussion of selected issues. Creating an essay.

Recommended literature:

Recommended reading:

According to the selected current topics and according to the teacher's recommendations

Languages necessary to complete the course:

slovak language

Notes:

teaching of the subject is provided by teachers who are dedicated to the current issues of education and education and research of the subject is part of their research and publication activities

Past grade distribution						
Total number of evaluated students: 34						
A	ABS	B	C	D	E	FX
91,18	0,0	5,88	0,0	0,0	0,0	2,94
Lecturers: PaedDr. Eva Labudová, PhD.						
Last change: 10.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde005/22	Course title: Communication in education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: 100% pass mark. Assessment: consists of 2 intermediate assessments (40+60, total 100 points). Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class. This is a prepared micro-performance (alone or in pairs). Semester work for interim assessment 1: consists of a creative assignment for 40b (20+20). This includes preparation of an oral micro-presentation for 10-15 minutes and feedback (20b) and preparation of a visual presentation in a graphics program (20b). Intermediate assessment 2: consists of a review of the knowledge acquired, i.e. a test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.	

For a grade of C at least 73 points. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

For a grade of D at least 66 points. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application of knowledge in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in class during the semester in collaboration with the instructor or other students.

At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning objectives and outcomes:

By completing the Communication in education course, the student should:

- Be able to compare student-centered and teacher-centered approaches in communication,
- be able to justify the choice and appropriateness of the communication approaches used in teaching,
- be able to create a presentation with high quality content and visually interesting,
- be able to apply theoretical knowledge in the creation of oral micro output,
- be able to present a micro performance in front of a group and be able to give or receive feedback,
- be able to argue correctly and be able to make a factually correct argument,
- understand the importance of selection and analysis of information and information sources,
- know methods for Developing of critical thinking,
- acquire presentation and communication skills and be able to apply them in practical tasks.

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

Class syllabus:

Brief outline of the course:

The aim of the course is the practical use of theoretical knowledge about effective communication in the educational process through training and micro-performances. The course is designed to prepare students for the future teaching profession in the field of critical and independent thinking, communication and rhetorical skills, collaboration, creative activity, self-assessment, feedback, etc. Using various activating methods and problem-based tasks, students will actively participate in the teaching and create the content of the course themselves, in which they will use their own potential and develop the inter and intra personal aspects of their own personality.

Topics:

Communication in education in theory - definition of communication, types of communication, information theory and its components. Communication in education - its functions, levels, basic rules, organizational forms. Interaction styles of the teacher. Extralinguistic means of communication, paralinguistic aspects of speech. Verbal communication - monologue, dialogue,

conversation, questioning, argumentation. Organizational forms and space in communication. Types of teaching according to the number of participants. Classroom layout. Communication in education in practice - teachers' inappropriate approaches in Communication in education. Appropriate communication approaches and strategies in teacher work - learner centred approach, humanism, non-directivity. Presentation - structure and arrangement of speech/speech/lecture. Selection and appropriateness of information within an oral presentation. Analysis of speakers. Visualisation and arousal of interest. Organisation of time. Argumentation - composition of argument, types of argument. Logic and errors in argumentation. Types of interviews. Debate - how to conduct a conversation, the structure of a conversation. Division of discussion methods. Feedback - self-evaluation and self-reflection, giving and receiving criticism. Critical thinking and methods to develop critical thinking.

Recommended literature:

Compulsory reading:

GAVORA, P. (2007). Učiteľ a žiaci v komunikácii. Bratislava: UK.. 197s. ISBN 978-80-223-2327-7

Recommended reading:

JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení. 45-56s. ISBN 978-80-87952-29-0

JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava: Univerzita Komenského v Bratislave. 37-45s. ISBN 978-80-223-4847-8

KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave. 143-160s. ISBN 978-80-223-4661-0

ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing. 200s. ISBN 978-80-247-2283-2

KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing. 256s. ISBN 978-80247-2652-6

ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

Languages necessary to complete the course:

slovak and czech

Notes:

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

Past grade distribution

Total number of evaluated students: 1594

A	ABS	B	C	D	E	FX
49,81	0,0	24,28	12,61	4,89	2,95	5,46

Lecturers: Mgr. Barbora Jaslovská, PhD.

Last change: 11.08.2023

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde005/22	Course title: Communication in education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: 100% pass mark. Assessment: consists of 2 intermediate assessments (40+60, total 100 points). Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class. This is a prepared micro-performance (alone or in pairs). Semester work for interim assessment 1: consists of a creative assignment for 40b (20+20). This includes preparation of an oral micro-presentation for 10-15 minutes and feedback (20b) and preparation of a visual presentation in a graphics program (20b). Intermediate assessment 2: consists of a review of the knowledge acquired, i.e. a test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.	

For a grade of C at least 73 points. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

For a grade of D at least 66 points. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application of knowledge in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in class during the semester in collaboration with the instructor or other students.

At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning objectives and outcomes:

By completing the Communication in education course, the student should:

- Be able to compare student-centered and teacher-centered approaches in communication,
- be able to justify the choice and appropriateness of the communication approaches used in teaching,
- be able to create a presentation with high quality content and visually interesting,
- be able to apply theoretical knowledge in the creation of oral micro output,
- be able to present a micro performance in front of a group and be able to give or receive feedback,
- be able to argue correctly and be able to make a factually correct argument,
- understand the importance of selection and analysis of information and information sources,
- know methods for Developing of critical thinking,
- acquire presentation and communication skills and be able to apply them in practical tasks.

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

Class syllabus:

Brief outline of the course:

The aim of the course is the practical use of theoretical knowledge about effective communication in the educational process through training and micro-performances. The course is designed to prepare students for the future teaching profession in the field of critical and independent thinking, communication and rhetorical skills, collaboration, creative activity, self-assessment, feedback, etc. Using various activating methods and problem-based tasks, students will actively participate in the teaching and create the content of the course themselves, in which they will use their own potential and develop the inter and intra personal aspects of their own personality.

Topics:

Communication in education in theory - definition of communication, types of communication, information theory and its components. Communication in education - its functions, levels, basic rules, organizational forms. Interaction styles of the teacher. Extralinguistic means of communication, paralinguistic aspects of speech. Verbal communication - monologue, dialogue,

conversation, questioning, argumentation. Organizational forms and space in communication. Types of teaching according to the number of participants. Classroom layout. Communication in education in practice - teachers' inappropriate approaches in Communication in education. Appropriate communication approaches and strategies in teacher work - learner centred approach, humanism, non-directivity. Presentation - structure and arrangement of speech/speech/lecture. Selection and appropriateness of information within an oral presentation. Analysis of speakers. Visualisation and arousal of interest. Organisation of time. Argumentation - composition of argument, types of argument. Logic and errors in argumentation. Types of interviews. Debate - how to conduct a conversation, the structure of a conversation. Division of discussion methods. Feedback - self-evaluation and self-reflection, giving and receiving criticism. Critical thinking and methods to develop critical thinking.

Recommended literature:

Compulsory reading:

GAVORA, P. (2007). Učiteľ a žiaci v komunikácii. Bratislava: UK.. 197s. ISBN 978-80-223-2327-7

Recommended reading:

JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení. 45-56s. ISBN 978-80-87952-29-0

JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava: Univerzita Komenského v Bratislave. 37-45s. ISBN 978-80-223-4847-8

KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave. 143-160s. ISBN 978-80-223-4661-0

ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing. 200s. ISBN 978-80-247-2283-2

KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing. 256s. ISBN 978-80247-2652-6

ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

Languages necessary to complete the course:

slovak and czech

Notes:

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

Past grade distribution

Total number of evaluated students: 1594

A	ABS	B	C	D	E	FX
49,81	0,0	24,28	12,61	4,89	2,95	5,46

Lecturers: prof. PaedDr. Ján Danek, CSc.

Last change: 11.08.2023

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPg/B-VUZde025/15		Course title: Constructivism in education				
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 1., 3., 5.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 37						
A	ABS	B	C	D	E	FX
86,49	0,0	2,7	5,41	2,7	0,0	2,7
Lecturers: prof. PaedDr. Dušan Kostrub, PhD.						
Last change: 03.09.2016						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPg/B-VUZde025/15		Course title: Constructivism in education				
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 2., 4., 6.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 37						
A	ABS	B	C	D	E	FX
86,49	0,0	2,7	5,41	2,7	0,0	2,7
Lecturers: prof. PaedDr. Dušan Kostrub, PhD.						
Last change: 03.09.2016						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde024/22	Course title: Contemporary alternative models of education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. During the semester there will be two colloquial midterm assessments of 20 points each and 2 midterm assignments of 10pts each will be worked on. Final assessment 40pts. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

- The graduate of this course is well versed in and able to critically evaluate alternative schools of the 20th century and in the trends of alternative pedagogy in the 21st century.

- It takes a comprehensive approach to alternative pedagogy, using both a process of analysis and synthesis in the search for solutions. It employs thinking strategies based on critical evaluation in its decision making, which relies on facts and clearly articulated information from reliable sources of information.

- She approaches alternative directions in education as one possible source of inspiration for her future teaching practice.

- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. Can analyze the problem and synthesize new solutions. Actively and flexibly brings new solutions to the assigned task. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.

- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning. Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions. Ongoing assignments: students work in small groups on one of three main topics (Alternative Pedagogy in the First Half of the 20th Century, in the Second Half of the 20th Century, and Critical Theories of Education in the 20th Century).

Colloquial continuous assessment: each group of students presents 2 times during the semester the different areas they have worked on together in the group.

Final assessment: students keep a portfolio (not something like a journal) for the course throughout the semester, capturing their reflection after each class meeting (what I found interesting, what surprised me, what I learned, what I disagreed with, what I needed to convey differently). At the end of the lecture period, each student who has fulfilled the requirements of the mid-term evaluation will have an individual interview with the teacher, where they will present their portfolio, carry out a self-assessment. The final evaluation is an intersection of the instructor's feedback and the student's self-reflection.

Class syllabus:

Brief outline of the course:

1. Alternative and norm in education
2. Traditional and conventional in education
3. Alternative pedagogy in the first half of the 20th century

Chicago Laboratory School - John Dewey

Montessori pedagogy - Maria Montessori
Waldorf Pedagogy - Rudolf Steiner
Freinet Pedagogy - Celestin Freinet
The Jena Plan - Peter Peterson
The Dalton Plan - Helen Parkhurst
Summerhill Democratic School - Alexander S. Neill
4. Alternative pedagogy in the second half of the 20th century
Integrative-Thematic Teaching - Susan Kovalik
Russian Family School - Mikhail Petrovich Stetina
Intuitive Pedagogy - Pär Ahlbom
Free Democratic Schools (Sudbury Valley Schools) - Daniel Greenberg
ESBZ (Evangelische Schule Berlin Zentrum) - Margret Rasfeld
5. Critical theories of education in the 20th century
Emil Durkheim, Talcott Parsons, Frankfurt School - Theodor Adorno, Erich Fromm, Jurgen Habermas, Herbert Marcuse
Pedagogy of Liberation - Paulo Freire
Unschooling society - Ivan Illich
Theory of reproduction - Pier Bourdieu
Deprivation Theory - Basil Bernstein
Anti-pedagogical theories (e.g. Alice Miller)
6. Alternative pedagogy in the 21st century
Trends in alternative education around the world
Trends in alternative education in Slovakia
(unschooling, homeschooling, forest schools and kindergartens, educational groups ...)

Recommended literature:

Reference sources:

Recommended reading:

- Gray, P. (2016). Svoboda učení: Jak nechat děti rozhodovat o svém vzdělávání. Praha: PeopleComm. 184s.
- Hudáková, V., Miňová, M. (2017). Za okny freinet(ovských) škol. Prešov: Rokus. 104s.
- Koerrenz, R., Blichmann, A. Engelmann, S. (2017). Alternative Schooling and New Education: European Concepts and Theories. Palgrave, Springer Link. 125p.
- Kuchárová, A. (2012). Integrované tematické vyučovanie v primárnom vzdelávaní: Osvedčená pedagogická skúsenosť edukačnej praxe. Prešov: MPC. 34s.
- Kuruc, M. (2017). Akademická a prosociálna motivácia v škole. Bratislava: Univerzita Komenského v Bratislave. 128s.
- Montessori, M. (2019). Londýnské prednášky. Praha: Portál. 304s.
- Neill, A. S. (2015) Summerhill: Příběh první demokratické školy na světě. Praha: PeaopleComm. 348s.
- Pedroli, T. (2019). Intuitivní pedagogika. Praha: Universum. 144s.
- Poltikovič, V. (2010). Ruská rodová škola (DVD - dokumentárny film), Maitrea.
- Prokop, J. (2005). Škola a společnost v kritických teoriích druhé poloviny 20. století. Praha: Karolinum. 289s
- Rörner R., Wenke H. (2003) Daltonské vyučování. Brno: Paido. 156s.
- Rýdl, K. (2001) Peter Petersen a pedagogika jenského plánu. ISV - Institut sociálních věcí. 236s.
- Steiner, R. (2003). Waldorfská pedagogika: metodika a didaktika. Nové Hrady: Opherus. 208s.
- Zárateová, A., Tressel, J. (2021) Škola podľa našich predstáv: Učiť sa, ako sa to páči nám. Centrum environmentálnej a etickej výchovy ŽIVICA. 165s.

Languages necessary to complete the course:

knowledge of Slovak and English.						
Notes:						
Past grade distribution						
Total number of evaluated students: 72						
A	ABS	B	C	D	E	FX
93,06	0,0	2,78	0,0	0,0	0,0	4,17
Lecturers: doc. Mgr. Martin Kuruc, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde024/22	Course title: Contemporary alternative models of education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. During the semester there will be two colloquial midterm assessments of 20 points each and 2 midterm assignments of 10pts each will be worked on. Final assessment 40pts. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

- The graduate of this course is well versed in and able to critically evaluate alternative schools of the 20th century and in the trends of alternative pedagogy in the 21st century.

- It takes a comprehensive approach to alternative pedagogy, using both a process of analysis and synthesis in the search for solutions. It employs thinking strategies based on critical evaluation in its decision making, which relies on facts and clearly articulated information from reliable sources of information.

- She approaches alternative directions in education as one possible source of inspiration for her future teaching practice.

- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. Can analyze the problem and synthesize new solutions. Actively and flexibly brings new solutions to the assigned task. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.

- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning. Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions. Ongoing assignments: students work in small groups on one of three main topics (Alternative Pedagogy in the First Half of the 20th Century, in the Second Half of the 20th Century, and Critical Theories of Education in the 20th Century).

Colloquial continuous assessment: each group of students presents 2 times during the semester the different areas they have worked on together in the group.

Final assessment: students keep a portfolio (not something like a journal) for the course throughout the semester, capturing their reflection after each class meeting (what I found interesting, what surprised me, what I learned, what I disagreed with, what I needed to convey differently). At the end of the lecture period, each student who has fulfilled the requirements of the mid-term evaluation will have an individual interview with the teacher, where they will present their portfolio, carry out a self-assessment. The final evaluation is an intersection of the instructor's feedback and the student's self-reflection.

Class syllabus:

Brief outline of the course:

1. Alternative and norm in education
2. Traditional and conventional in education
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 Intuitive Pedagogy - Pär Ahlbom
 Free Democratic Schools (Sudbury Valley Schools) - Daniel Greenberg
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 5. Critical theories of education in the 20th century
 Emil Durkheim, Talcott Parsons, Frankfurt School - Theodor Adorno, Erich Fromm, Jurgen Habermas, Herbert Marcuse
 Pedagogy of Liberation - Paulo Freire
 Unschooling society - Ivan Illich
 Theory of reproduction - Pier Bourdieu
 Deprivation Theory - Basil Bernstein
 Anti-pedagogical theories (e.g. Alice Miller)
 6. Alternative pedagogy in the 21st century
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 Trends in alternative education in Slovakia
 (unschooling, homeschooling, forest schools and kindergartens, educational groups ...)

Recommended literature:

Reference sources:

Recommended reading:

- Gray, P. (2016). Svoboda učení: Jak nechat děti rozhodovat o svém vzdělávání. Praha: PeopleComm. 184s.
 Hudáková, V., Miňová, M. (2017). Za okny freinet(ovských) škôl. Prešov: Rokus. 104s.
 Koerrenz, R., Blichmann, A. Engelmann, S. (2017). Alternative Schooling and New Education: European Concepts and Theories. Palgrave, Springer Link. 125p.
 Kuchárová, A. (2012). Integrované tematické vyučovanie v primárnom vzdelávaní: Osvedčená pedagogická skúsenosť edukačnej praxe. Prešov: MPC. 34s.
 Kuruc, M. (2017). Akademická a prosociálna motivácia v škole. Bratislava: Univerzita Komenského v Bratislave. 128s.
 Montessori, M. (2019). Londýnské prednášky. Praha: Portál. 304s.
 Neill, A. S. (2015) Summerhill: Příběh první demokratické školy na světě. Praha: PeaopleComm. 348s.
 Pedrolí, T. (2019). Intuitivní pedagogika. Praha: Universum. 144s.
 Poltikovič, V. (2010). Ruská rodová škola (DVD - dokumentárny film), Maitrea.
 Prokop, J. (2005). Škola a spoločnosť v kritických teoriách druhej poloviny 20. storočia. Praha: Karolinum. 289s.
 Rörner R., Wenke H. (2003) Daltonské vyučovanie. Brno: Paido. 156s.
 Rýdl, K. (2001) Peter Petersen a pedagogika jenského plánu. ISV - Institut sociálnych vecí. 236s.
 Steiner, R. (2003). Waldorfská pedagogika: metodika a didaktika. Nové Hrady: Opherus. 208s.
 Zárátová, A., Tressel, J. (2021) Škola podľa našich predstáv: Učiť sa, ako sa to páči nám. Centrum environmentálnej a etickej výchovy ŽIVICA. 165s.

Languages necessary to complete the course:

knowledge of Slovak and English.						
Notes:						
Past grade distribution						
Total number of evaluated students: 72						
A	ABS	B	C	D	E	FX
93,06	0,0	2,78	0,0	0,0	0,0	4,17
Lecturers: doc. Mgr. Martin Kuruc, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde035/22	Course title: Developing critical thinking
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: Prerequisites for successful completion of the course: The course is completed with an assessment, weighted interim/final assessment 100/0. 100% of the continuous assessment includes: approximately 5 assignments (50%) will be given during the semester, 2 midterm tests during the semester (for a total of 30%), and active participation in seminars, engaging in discussions (20%). Students will use the e-learning environment moodle for their studies. For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student actively participated in seminar discussions, completed the midterm tests at an excellent level, and completed the midterm assignments excellently. B (90-81%, very good - above average standard), the student actively participated in seminar discussions, completed midterm tests and assignments at a very good level C (80-73%, good - normal reliable work), the student was less actively involved in seminar discussions, he/she completed the midterm tests and assignments at a good level with slight shortcomings D (72-66%, satisfactory - acceptable results), the student did not actively participate in seminar discussions, he/she completed midterm tests and assignments at a satisfactory level E (65-60%, sufficient - results meet the minimum criteria), the student did not actively participate in discussions in seminars, midterm tests and midterm assignments were done at the minimum level Fx (59-0%, insufficient - extra work required)	
Learning outcomes: Learning outcomes: Learning objectives and outcomes and transferable competences: Students are familiar with the principles of critical thinking, they can prepare their own activities on the basis of universal scenarios on the subject aimed at the Development critical thinking. They	

can assess students' critical thinking, recognize hoaxes and identify relevant facts and ideas. They can apply a variety of methods to develop pupils' critical thinking.

Educational Objectives:

The aim of the seminar is for students to acquire knowledge and skills that will enable them to prepare methodological materials aimed at developing students' critical thinking skills. To familiarize students with universal scenarios of educational activities and the possibilities of assessing critical thinking in education.

Class syllabus:

Brief outline of the course:

Principles of critical thinking, critical arguing, critical debating, critical writing, organizing knowledge. Basic characteristics of hoaxes. Identifying relevant facts and ideas. Methods of Development critical thinking in pupils, universal scenarios of educational activities, preparation of methodological materials. Evaluation of critical thinking.

Recommended literature:

Recommended reading:

Compulsory reading:

KOSTURKOVÁ, M., FERENCOVÁ, J. (2019). Stratégie rozvoja kritického myslenia. Bratislava: Wolters Kluwer. ISBN 978-80-571-0049-2

TUREK, I. (2003). Kritické myslenie. Bratislava: Metodicko-pedagogické centrum.

Recommended reading:

ČAPEK, R. (2015). Moderní didaktika: lexikon výukových a hodnotících metod. Praha: Grada. ISBN 978-80-2473-450-7

KOZÁROVÁ, N., GUNIŠOVÁ, D. (2020). Stratégie rozvoja kritického myslenia vo vyučovaní pedagogiky. Nitra: UKF v Nitre. ISBN (online) 978-80-558-1520-6

MARKOŠ, J. (2019). Sila rozumu v bláznivej dobe: manuál kritického myslenia. Bratislava: N Press. ISBN 978-80-9992-501-5

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 218

A	ABS	B	C	D	E	FX
58,26	0,0	26,15	5,05	2,75	1,38	6,42

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde035/22	Course title: Developing critical thinking
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: Prerequisites for successful completion of the course: The course is completed with an assessment, weighted interim/final assessment 100/0. 100% of the continuous assessment includes: approximately 5 assignments (50%) will be given during the semester, 2 midterm tests during the semester (for a total of 30%), and active participation in seminars, engaging in discussions (20%). Students will use the e-learning environment moodle for their studies. For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student actively participated in seminar discussions, completed the midterm tests at an excellent level, and completed the midterm assignments excellently. B (90-81%, very good - above average standard), the student actively participated in seminar discussions, completed midterm tests and assignments at a very good level C (80-73%, good - normal reliable work), the student was less actively involved in seminar discussions, he/she completed the midterm tests and assignments at a good level with slight shortcomings D (72-66%, satisfactory - acceptable results), the student did not actively participate in seminar discussions, he/she completed midterm tests and assignments at a satisfactory level E (65-60%, sufficient - results meet the minimum criteria), the student did not actively participate in discussions in seminars, midterm tests and midterm assignments were done at the minimum level Fx (59-0%, insufficient - extra work required)	
Learning outcomes: Learning outcomes: Learning objectives and outcomes and transferable competences: Students are familiar with the principles of critical thinking, they can prepare their own activities on the basis of universal scenarios on the subject aimed at the Development critical thinking. They	

can assess students' critical thinking, recognize hoaxes and identify relevant facts and ideas. They can apply a variety of methods to develop pupils' critical thinking.

Educational Objectives:

The aim of the seminar is for students to acquire knowledge and skills that will enable them to prepare methodological materials aimed at developing students' critical thinking skills. To familiarize students with universal scenarios of educational activities and the possibilities of assessing critical thinking in education.

Class syllabus:

Brief outline of the course:

Principles of critical thinking, critical arguing, critical debating, critical writing, organizing knowledge. Basic characteristics of hoaxes. Identifying relevant facts and ideas. Methods of Development critical thinking in pupils, universal scenarios of educational activities, preparation of methodological materials. Evaluation of critical thinking.

Recommended literature:

Recommended reading:

Compulsory reading:

KOSTURKOVÁ, M., FERENCOVÁ, J. (2019). Stratégie rozvoja kritického myslenia. Bratislava: Wolters Kluwer. ISBN 978-80-571-0049-2

TUREK, I. (2003). Kritické myslenie. Bratislava: Metodicko-pedagogické centrum.

Recommended reading:

ČAPEK, R. (2015). Moderní didaktika: lexikon výukových a hodnotících metod. Praha: Grada. ISBN 978-80-2473-450-7

KOZÁROVÁ, N., GUNIŠOVÁ, D. (2020). Stratégie rozvoja kritického myslenia vo vyučovaní pedagogiky. Nitra: UKF v Nitre. ISBN (online) 978-80-558-1520-6

MARKOŠ, J. (2019). Sila rozumu v bláznivej dobe: manuál kritického myslenia. Bratislava: N Press. ISBN 978-80-9992-501-5

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 218

A	ABS	B	C	D	E	FX
58,26	0,0	26,15	5,05	2,75	1,38	6,42

Lecturers: Mgr. Barbora Jaslovská, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde033/22	Course title: Development of creativity
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. During the semester there will be two colloquial interim assessments of 15 points each and 1 interim assignment 30b will be processed. Final assessment in the form of a group presentation of the 40b learning block project. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks. Ongoing tasks: students work in small groups on their own learning block project (working with so-called learning environments such as Micro.Bit, Conductive Colours, Makey-Makey, etc.), the aim of which is to enable students to develop the so-called competences necessary for the 21st century through the chosen learning environment.

Colloquial mid-term evaluation: each group of students presents 2 times during the semester the mid-term tasks that they have worked on together in the group (project plan and SMART goals of their project).

Final assessment: students keep a portfolio (not something like a journal) for the course throughout the semester, capturing their reflection after each class meeting (what I found interesting, what surprised me, what I learned, what I disagreed with, what I needed to convey differently). At the end of the lecture period, each student who has fulfilled the requirements of the mid-term evaluation will have an individual interview with the teacher, where they will present their portfolio, carry out a self-assessment. The final evaluation is an intersection of the teacher's feedback, the student's self-reflection and a group presentation of the project to representatives from the practice (teachers and school management).

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

Learning outcomes:

Learning outcomes:

- The course graduate is knowledgeable/learned and can critically evaluate information.
- He approaches the assigned tasks in a complex manner, using both the process of analysis and synthesis in the search for solutions. In making decisions, he/she uses thinking strategies based on critical evaluation, which is based on facts and clearly formulated information from reliable information sources.
- He approaches teaching methods aimed at supporting the development of pupil creativity as one of the possible approaches and as a source of inspiration for his future teaching practice.
- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. Can analyze the problem and synthesize new solutions. Actively and flexibly brings new solutions to the assigned task. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.
- Throughout the course, students are encouraged to look at the school environment where a learning community of learners is to be formed and the development of creative thinking is to be continually encouraged.

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

Class syllabus:

Brief outline of the course:

1. Creativity as a natural human trait
2. School as a learning organisation
3. Teacher Professional Development Plan
4. Mentoring in teaching practice
5. Project-Based Learning
6. Resolving conflicts in the classroom with the win-win method
7. Problem-solving method - problem-based learning (Design Thinking)

Recommended literature:

Reference sources:

Recommended reading:

Brand, R.(1998). Powerful Learning. ASCD, Alexandria, US.

Filo, P. - Chomová, K. – Nekolová, V. a kol. 2017. Talentway – Osobnosť, kreativita, rast (Študent) & Problem-based Learning – Výzvy, motivácie, riešenia (Mentor). Bratislava: ABC – Academic Business Cluster.

Kuruc, M. (2021). Kuruc, M. (2021) Motivácia k učeniu sa študentov predprimárnej a primárnej pedagogiky. Týn nad Vltavou. 2021. 131s.

Larmer, J., Mergendoller, J., Boss, S. (2015). Setting the Standard for Project Based learning. ASCD, Alexandria, US.

Lee, D. (2019). Design Thinking in the Classroom. Constructing Modern Knowledge Press

Martinez, S. L., Stager, G. S. (2019). Invent to Learn: Making, Tinkering, and Engineering in the Classroom. Ulysses Press

Nash, J. B. 2019. Design Thinking in School: A Leader's Guide to Collaborating for Improvement. Harvard Educational Publishing Group, Cambridge, US.

Languages necessary to complete the course:

knowledge of Slovak and English.

Notes:

Past grade distribution

Total number of evaluated students: 37

A	ABS	B	C	D	E	FX
64,86	0,0	10,81	10,81	8,11	2,7	2,7

Lecturers: doc. Mgr. Martin Kuruc, PhD., Mgr. Peter Ostradický, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde033/22	Course title: Development of creativity
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. During the semester there will be two colloquial interim assessments of 15 points each and 1 interim assignment 30b will be processed. Final assessment in the form of a group presentation of the 40b learning block project. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks. Ongoing tasks: students work in small groups on their own learning block project (working with so-called learning environments such as Micro.Bit, Conductive Colours, Makey-Makey, etc.), the aim of which is to enable students to develop the so-called competences necessary for the 21st century through the chosen learning environment.

Colloquial mid-term evaluation: each group of students presents 2 times during the semester the mid-term tasks that they have worked on together in the group (project plan and SMART goals of their project).

Final assessment: students keep a portfolio (not something like a journal) for the course throughout the semester, capturing their reflection after each class meeting (what I found interesting, what surprised me, what I learned, what I disagreed with, what I needed to convey differently). At the end of the lecture period, each student who has fulfilled the requirements of the mid-term evaluation will have an individual interview with the teacher, where they will present their portfolio, carry out a self-assessment. The final evaluation is an intersection of the teacher's feedback, the student's self-reflection and a group presentation of the project to representatives from the practice (teachers and school management).

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

Learning outcomes:

Learning outcomes:

- The course graduate is knowledgeable/learned and can critically evaluate information.
- He approaches the assigned tasks in a complex manner, using both the process of analysis and synthesis in the search for solutions. In making decisions, he/she uses thinking strategies based on critical evaluation, which is based on facts and clearly formulated information from reliable information sources.
- He approaches teaching methods aimed at supporting the development of pupil creativity as one of the possible approaches and as a source of inspiration for his future teaching practice.
- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. Can analyze the problem and synthesize new solutions. Actively and flexibly brings new solutions to the assigned task. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.
- Throughout the course, students are encouraged to look at the school environment where a learning community of learners is to be formed and the development of creative thinking is to be continually encouraged.

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

Class syllabus:

Brief outline of the course:

1. Creativity as a natural human trait
2. School as a learning organisation
3. Teacher Professional Development Plan
4. Mentoring in teaching practice
5. Project-Based Learning
6. Resolving conflicts in the classroom with the win-win method
7. Problem-solving method - problem-based learning (Design Thinking)

Recommended literature:

Reference sources:

Recommended reading:

Brand, R.(1998). Powerful Learning. ASCD, Alexandria, US.

Filo, P. - Chomová, K. – Nekolová, V. a kol. 2017. Talentway – Osobnosť, kreativita, rast (Študent) & Problem-based Learning – Výzvy, motivácie, riešenia (Mentor). Bratislava: ABC – Academic Business Cluster.

Kuruc, M. (2021). Kuruc, M. (2021) Motivácia k učeniu sa študentov predprimárnej a primárnej pedagogiky. Týn nad Vltavou. 2021. 131s.

Larmer, J., Mergendoller, J., Boss, S. (2015). Setting the Standard for Project Based learning. ASCD, Alexandria, US.

Lee, D. (2019). Design Thinking in the Classroom. Constructing Modern Knowledge Press

Martinez, S. L., Stager, G. S. (2019). Invent to Learn: Making, Tinkering, and Engineering in the Classroom. Ulysses Press

Nash, J. B. 2019. Design Thinking in School: A Leader's Guide to Collaborating for Improvement. Harvard Educational Publishing Group, Cambridge, US.

Languages necessary to complete the course:

knowledge of Slovak and English.

Notes:

Past grade distribution

Total number of evaluated students: 37

A	ABS	B	C	D	E	FX
64,86	0,0	10,81	10,81	8,11	2,7	2,7

Lecturers: doc. Mgr. Martin Kuruc, PhD., Mgr. Peter Ostradický, PhD., Mgr. Barbora Jaslovská, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde015/22	Course title: Developmental disorders
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 1 hour lecture + 1 hour seminar/week; 22 hours in total, combined form (primarily full-time). Student workload: 11 x 2 hours of direct teaching = 22 hours; intermediate preparation (14 hours); preparation for the intermediate test (20); preparation for the seminar paper and presentation (24 hours); preparation for the final examination (40 hours), 120 hours in total. Teaching methods: lecture, group discussion - problem solving of assigned tasks, work in small groups, elaboration of a project proposal on topical issues, guided discussion of the topic covered, heuristic method, guided self-study, and work with the text.	
Number of credits: 4	
Recommended semester: 5.	
Educational level: I.	
Prerequisites: PdF.KPsPp/B-PSYde005/22 - Developmental psychology	
Recommended prerequisites: B-PSYde005 Developmental psychology	
Course requirements: 50% of the interim evaluation + 50% of the final evaluation During the semester, students will prepare a term paper (max. 20 points) and present the term paper (max. 10 points), take a midterm test (max. 30 points) and a final exam (max. 40 points). The final examination will consist of a written test. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required). For a grade of A, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through the various literature sources of information, are able to select relevant sources of information for their studies, are able to navigate the issues of childhood developmental disorders, i.e., have basic information about their	

etiopathogenesis, epidemiology, diagnosis, and differential diagnosis, as well as about possible forms of intervention.

A grade of B means that the students performed above average throughout the semester, were able to study independently, have a basic knowledge of child development disorders, and are able to navigate the information in the literature very well.

A grade of C means that students performed at a standard level during the semester, their theoretical knowledge of the subject is at a good level, but they lack the ability to apply this knowledge quite correctly, to critically evaluate and compare individual literary sources and psychological knowledge.

The grade D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to the subject of education and greater problems in independent implementation work, they cannot critically analyze information and they have problems applying knowledge to practice.

A grade of E means that students fail in more than one of the assignments, lack the ability to analyse and compare multiple pieces of knowledge, and are more likely to fail in critical thinking, but have mastered most of the theoretical knowledge of the subject.

A grade of Fx indicates that the student needs additional study to acquire the necessary knowledge. Scale of assessment (preliminary/final): 50% of the interim evaluation + 50% of the final evaluation

Learning outcomes:

The goal of the course - which is an important complement in the pro-inclusive orientation of graduates of the psychology teaching field already at the bachelor's degree - is to familiarize students with the basic classification and manifestations of developmental disorders in childhood and their impact on the child's school functioning. Students will acquire basic information about the most common developmental disorders occurring mainly in preschool and school-age children. The ability to navigate the subject matter is essential for future teaching assistants and specialist assistants with advanced degrees, especially in the context of pro-inclusive school policies. They will not only acquire theoretical knowledge but will also gain sufficient competence to work with other professionals involved in dealing with developmental disorders. It is anticipated that teachers will be increasingly confronted with different images of developmental disorders in the years to come and it is therefore essential to acquire not only knowledge but also competences for possible collaboration. The students are introduced to the issue of normality in child psychology, to the risks of developmental disorders and to international classifications, which will enable them to better understand the origins and manifestations of the various disorders. A good orientation in the given issue is a prerequisite for an individualized teacher-pupil/student, pedagogical assistant-pupil/student with a developmental disorder relationship. Such a relationship requires not only empathy but must also be supported by acquired skills. An important goal is to prepare students for participation in the implementation of individual education plans for children with developmental disorders. Most children with developmental disorders (with few exceptions) are pupils/students in mainstream primary/grammar schools and it is therefore important that students are able to work competently with the inclusion team, but also with specialists in other fields such as neurologist, psychologist, speech therapist, paediatrician.

Class syllabus:

1. Introduction to developmental disorders /definition of developmental disorders, precursors of developmental disorders, classifications of developmental disorders.
2. Aetiology of developmental disorders /pathogenic factors and the complexity of their action, risks in the pre-, peri- and post-natal period, early diagnosis, intervention, stimulation, deprivation/.

3. Psychomotor retardation /general developmental delay/ and mental retardation /intellectual disability, aetiology, classification, possibilities, and limitations of intervention.
4. Communication disorders - delayed and impaired speech development, social/pragmatic/ speech disorder.
5. Primary psychogenic communication disorders - stuttering and mutism /definition, classification, possibilities of intervention/.
6. Pervasive developmental disorders or autism spectrum disorders /autism, Asperger's syndrome, Rett syndrome, aetiology, clinical picture, organization of care.
7. The problem of organicity in child psychology. Cerebral palsy - aetiology, clinical picture. Developmental disorder of motor functions.
8. Mild cerebral dysfunction, present - hyperkinetic syndrome, respectively ADHD. The most significant factors in working with children with ADHD, ADD.
9. Specific learning disabilities - diagnosis and differential diagnosis, remedial programs in work with children with specific learning disabilities.
10. Emotional disorders in childhood - anxiety disorders and depression in childhood and adolescence.
11. Enuresis, encopresis, tics - psychogenic conditioned disorders in somatic area. Manifestations, forms, possibilities of intervention.

Recommended literature:

Required reading:

Vágnerová, M. (2014). Současná psychopatologie pro pomáhající profese. Portál.

Váryová, B., & Andreánska, V. (2016). Vývinové poruchy. In Heretik, A. sr., Heretik, A. jr. (ed.), Klinická psychológia, 2. prepracované a rozšírené vydanie. s. 415-459. Psychoprof, s. r. o.

Recommended reading:

Brunclíková, Z. (2020). Inkluzívne vzdelávanie z pohľadu učiteľov. In Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky [elektronický dokument] Univerzita Komenského.

Brunclíková, Z., & Andreánska, V. (2013). Problematika dyslexie vo vyučovaní cudzích jazykov. In Psychológia (v) škole (elektronický zdroj). Univerzita Komenského.

Glasová, M., & Groma, M. (2019). Psychologické posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/ inkluzívneho vzdelávania. 1. vyd., s. 57-96. Univerzita Komenského. CD-ROM.

Pokorná, V. (2015). Teorie a náprava vývojových poruch učení a chování. 3. rozšírené vydanie. Portál.

Periodiká a vedecké databázy: PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie a iné.

Languages necessary to complete the course:

Slovak and Czech language (possibly English language in the preparation of the seminar thesis)

Notes:

Past grade distribution

Total number of evaluated students: 150

A	ABS	B	C	D	E	FX
40,0	0,0	30,67	18,0	6,0	4,67	0,67

Lecturers: Mgr. Mária Jucková, PhD.

Last change: 19.10.2025

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde005/22	Course title: Developmental psychology
Educational activities: Type of activities: seminar / lecture Number of hours: per week: 2 / 2 per level/semester: 26 / 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type, scope and method of educational activities: Scope, type/method of teaching and organisational form: 2 hours lecture + 2 hours seminar = 4 hours /week, total 44 hours /semester, combined form (primarily full-time) Student workload: 44 (11 x (2 + 2)) hours of direct teaching; 16 hours of preparation of the seminar thesis presentation and its written completion; 12 hours of preparation for the mid-term test; 12 hours of preparation for the final test; 20 hours of preparation for the oral examination. 104 hours in total. Teaching methods: Lecture: lecture combined with discussion of the topic (concept); examples of application of knowledge about psychological development and research findings in this field in practice, specific topics for critical reflection on knowledge (development of knowledge, diversity of argumentation, current problems and open questions, etc.), convergent and divergent, closed and open questions, questions for further reflection and independent study (also with regard to the seminar, oral exam), etc. are given. Seminar: discussion, e-learning, critical reflection on relevant video recordings, critical reflection on current basic and applied research on psychological development in the Slovak Republic and worldwide (monographs, journals, databases of scientific knowledge, case studies, etc.), work in small groups (pairs/triplets, etc.) on the assignment of solving a specific problem or application of knowledge from developmental psychology in practice (e.g. with regard to the developmental stage or scientifically up-to-date concept of developmental psychology, simulated examples of practice, case studies); cooperative, resp. group evaluation of inter-disciplinary (transdisciplinary) aspects of knowledge (perspectives of scientific development, innovations and their application, e.g. digitalization, robotization, convergent technologies and psychological ontogenesis, etc.); presentation of the output (seminar paper) in a study group; written reflection on personal life path (psychological development) on the basis of the studied developmental psychological knowledge (recommended to continuously elaborate towards oneself, life path, experiences and environment, including the educational environment, i.e. other people, pupils, students).	
Number of credits: 4	
Recommended semester: 2.	
Educational level: I.	
Prerequisites: PdF.KPsPp/B-PSYde001/22 - General psychology	

Recommended prerequisites:

B-PSYde001 General Psychology

Course requirements:

50% of continuous assessment + 50% of final assessment

The interim assessment includes an interim test (20% of the assessment), a presentation of the seminar work in the study group at the seminar and its written completion (30% of the assessment).

The final assessment includes a final test (25% of the mark) and an oral examination (25% of the mark). To pass the course, a minimum score of 60% is required.

The grade is awarded on a scale:

A (100-94%, excellent - outstanding),

B (93-86%, very good - above average standard),

C (85-76%, good - normal reliable work),

D (75-68%, satisfactory - acceptable results),

E (67-60%, satisfactory - results meet minimum criteria),

Fx (59-0%, inadequate - additional work required)

A (100-94%, excellent - outstanding performance; students correctly and actively reflect critically and creatively on both the knowledge and frameworks for further development of the discipline, including its meaningful integration with knowledge from other disciplines and its critical and creative application in assessing or even influencing psychological development in general, and specifically in themselves, students, or other learners);

B (93-86%, very good - above average standard; students critically reflect appropriately on both the knowledge and frameworks for further development of the discipline, including its meaningful integration with knowledge from other disciplines and its critical application in assessing and influencing psychological development in general, and specifically in themselves, pupils, or students);

C (85-76%, good - routinely reliable work; students are more or less good at critically reflecting on knowledge and current developments in the discipline, are aware of interdisciplinary contexts, and are able to apply knowledge in a fundamentally sound way to evaluate and influence psychological development in general, and specifically in themselves, pupils, or students);

D (75-68%, satisfactory - acceptable results; students are limited and/or moderately critical of knowledge and current developments in the discipline, know interdisciplinary contexts, and are broadly acceptable in their ability to apply knowledge in assessing psychological development in general, and in themselves, pupils, or students in particular);

E (67-60%, sufficient - results meet the minimum criteria, students only to a limited extent critically reflect independently on the knowledge and current development of the discipline, they are aware of interdisciplinary contexts, however, at least on the basis of the discussion, they are able to apply the knowledge correctly enough in the assessment of psychological development in general, as well as in themselves, prospectively in pupils or students);

Fx (59-0%, insufficient - further work, extra study required).

Scale of assessment (preliminary/final): 50% of continuous assessment + 50% of final assessment

Learning outcomes:

The aim of the course Developmental Psychology (which as a basic psychological discipline is an integral part of the systemic core knowledge framework of the study field of psychology teaching in combination) is to provide graduates with a fundamental and up-to-date scientific and empirical framework of knowledge from the contemporary developmental psychology on the basis of its successful completion. They are thus prepared for the study of other psychological or other relevant disciplines of their study programme, in addition to further developing their psychological literacy (the ability to assess psychological development, including in themselves) and thus preparing

themselves for the profession of psychology teacher (as recommended, among others, by the documents of the Slovak Association for the Teaching of Psychology (SAUP) and the European Federation of Psychology Teachers' Associations (EFTPA)).

By successfully completing the course, students will have critically mastered (to the extent indicated in the grading scale above) the following current theoretical and empirical areas of knowledge in developmental psychology (the subject and methods of research in developmental psychology, the conceptual system of developmental psychology, inter- and transdisciplinary relationships, and the possibilities of application; theories and models of psychological development, laws of psychological development; conditions and characteristics of the course of developmental changes of individual psychological functions, personality and social competence in the context of lifelong human development; basic psychological methods and techniques of developmental level assessment; current areas of research and development in developmental psychology and their results).

After successful completion of the course, students of psychology teaching should use the knowledge and skills acquired not only in further studies (as mentioned above), but also fundamentally in planning methodology or research in their final undergraduate thesis; in practice, prospectively at the level of assistive participation in the teaching of psychology and in preventive counselling and educational activities in the school system (towards the assessment and optimisation of the developmental conditions of specific pupils or students and the solution of potential developmental problems, in this respect also by co-working with other school staff and parents, etc.).

In addition, the specific educational methods (mentioned above) will contribute to the further development of their functional literacy in coexistence with the growth of other areas of psychological literacy, especially interactive and critical literacy, also for the sake of further higher education opportunities (meta-cognitive, critical thinking, convergent and divergent thinking, creativity, and other transferable competences) and gradual preparation for successful practice in line with the profile of graduates of the bachelor's degree in psychology teachers (i.e. thinking in contexts, including systemic ones, self-knowledge and self-management, increased motivation to learn, improved study skills, digital, organisational skills, etc.).

The course contributes directly to the gradual development of disciplinary and subject competence, implicitly to the development of disciplinary-didactic and educational competence, as well as personal, communicative, and relational competence, which are part of the professional competences of teachers, through its content and methods of education.

Class syllabus:

(1) The subject, methods of research in developmental psychology and its relation to related disciplines, further development (transdisciplinary relations). (2) General characteristics of psychological development: classification of developmental changes and processes, factors of psychological development, developmental norm, issues of periodization of psychological development and critical analysis, and current and prospective development of knowledge (incl. limits). (3) Theoretical models of psychological development in the context of the development of the discipline and new trends in research and its results: endogenistic, exogenistic and interactionist models of psychological development, their merits, and limits. (4) Motor development and its significance in overall psychological development: the laws and course of development of gross and fine motor skills, their relationship to overall psychological development. Play and drawing and its place in psychological development (development and characteristics of play and drawing in the context of motor, cognitive and social development). (5) Cognitive development: the development of cognitive psychological functions, also in relation to basic theoretical concepts (perception, attention, memory, imagination, thinking, speech, and its relevance to overall psychological development, human action, and the regulation of behaviour). (6) Personality development:

the formation of self and psychological identity (self-image, self-concept, self-esteem), needs, values, and interests and their formative factors (family, school, peer group, friends, culture) and the cognitive contribution of the major theories of personality development. Interpersonal bonding (relational bonding/attachment): theory and empirical findings. Emotion development: stages and factors of emotion development in the context of socialization (differentiation of emotions and their expression, emotional intelligence, emotional regulation with respect to stages of development). Psychosexual development: the physical and psychological components of human sexuality and its development (psychosexual orientation, gender, gender role, the concept of gender and psychosocial development). (7) Social development: the development of the social self, social understanding and social relationships and the socialization of the individual (processes of socialization in the context of development and the critical social group - family, school, play/peer group, collective with respect to current socio-cultural challenges). Moral development: psychological conceptions of moral development (conditions and developmental stages, moral judgement and moral action /prosocial behaviour, moral character, moral values, moral sentiments, and moral identity; self-discipline and empathy). (8) Methods of psychological developmental assessment: developmental screenings and scales and their diagnostic possibilities, aspects of school maturity. Characteristics of psychological developmental attainment at different ages of lifelong development (from conception to old age): developmental tasks, changes, and traits physical (growth and maturation of the organism), psychological and social (perception, imagination, thought and speech, personality and emotionality, motivation, values, interests, moral development, individuation, social interaction, social cognition).

Note: In particular, thematic units 4 - 8 explicitly and specifically implicitly develop psychological literacy to varying degrees and promote the coexistence of multiple competencies of prospective psychology teachers at the undergraduate level, including the use of particular methods of teaching and learning (especially in seminar activities, seminar work, and written critical reflection of knowledge by the student), as mentioned above, in accordance with the profile of the graduate.

Recommended literature:

Required reading:

Vágnerová, M., & Lisá, L. (2021). *Vývojová psychologie. Dětství a dospívání*. Karolinum. (selected parts)

Zacharová, Z. (2021). *Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania*. Univerzita Komenského v Bratislave, Pedagogická fakulta, Katedra psychológie a patopsychológie. (selected parts)

Recommended reading: (further study, seminar papers)

Monographs and teaching texts

Glasová, M. (1995). *Vybrané kapitoly z vývinovej psychológie*. S. 85 – 147. In Glasová, M., Páleník, L., Solárová, E., & Štefanovič, J.: *Vybrané kapitoly zo psychológie*. Metodické centrum Tomášikova. (selected parts)

Langmeier, J., & Krejčířová, D. (2006). *Vývojová psychologie*. 2. aktual. vyd. Grada, 2006.

Šramová, B. (2007). *Osobnosť v procese ontogenézy*. Melius, 2007. (selected parts)

Periodicals and scientific databases

Developmental Psychology; Child Development; Psychológia a patopsychológia;

Československá psychologie, Studia psychologica and others; PsycInfo and others

Languages necessary to complete the course:

Slovak and Czech language primary and English language secondary

Notes:

Past grade distribution						
Total number of evaluated students: 199						
A	ABS	B	C	D	E	FX
6,03	0,0	27,64	38,19	14,57	6,53	7,04
Lecturers: Mgr. Mária Jucková, PhD.						
Last change: 19.10.2025						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde002/22	Course title: Digital technologies 1
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course The course is completed by assessment, the weighting of the interim and final assessment is 100/0. # active participation in seminars conducted by both face-to-face and distance learning methods; # processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits; # development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Present an original and visually impressive presentation of the educational content of the selected teaching subject at primary school / high school in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education at Charles University; The structure of the presentation should be based on one of the templates from the library of customizable templates supported by Prezi Present; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defense of the project constitutes 20% of the total achievable point value and is a condition for the award of credits. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the educational subject it is necessary to obtain at least 60 % of the score. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments,	

excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes and transferable competences:

The aim of the educational discipline Digital Technologies 1 is to develop digital skills of students of teacher-oriented study programmes at the Faculty of Education of the Charles University (hereinafter referred to as the Faculty of Education of the Charles University) to be able to effectively use an appropriate range of didactic software applications in the context of the concept of design and creation of interactive educational activities, knowledge quizzes and assignments, electronic portfolios, impressive didactic presentations, new interactive forms of teaching material and other pedagogical/school documentation usable in the intent of their future teaching profession at different levels of regional education in the Slovak Republic.

By completing the educational discipline Digital Technologies 1, the student has the competences and digital skills to effectively use the tools of the SMART Notebook software application and the SMART Lumio cloud environment by creating gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of students participating in the lesson in the school classroom or in home conditions in the case of distance/hybrid education.

By completing the educational discipline, the student also has the competences and digital skills in the field of design and creation of mind maps through the tools of the Mindomo software application (or FreeMind, XMind) applicable in educational activities implemented in schools and educational institutions for the target group of intact pupils, as well as pupils with special educational needs in order to improve their communication skills and critical thinking.

By completing the educational discipline Digital Technologies 1, the student acquires professional digital competencies in the concept of design and creation of impressive non-linear presentations and interactive presentations of educational content implemented through the Prezi Present cloud

platform Prezi by expressing their own visual ideas usable in their own pedagogical activities in schools or educational institutions.

By completing the educational discipline Digital Technologies 1, the student has, last but not least, the competences and digital skills to effectively use the cloud platform Microsoft 365 with an emphasis on software applications Sway, Word and Excel by creating supplementary teaching materials for the needs of school teaching and maintaining the relevant pedagogical documentation. The student masters the basic possibilities of using the online communication platform Microsoft Teams applicable in the implementation of distance learning at the level of regional education

Class syllabus:

The content of the educational discipline Digital Technologies 1 is divided into four thematic headings and relevant sub-topics in order to ensure the achievement of the set partial educational objectives. The content structure of the educational discipline is designed so that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing the educational topics organized in the present and distance form and at the same time strengthens his professional training in the subject area.

Due to the rapid development of new didactic software usable in the pedagogical process, the specific content structure of the discipline can be adapted to the current requirements of practice and students.

Application of SMART Notebook software application and SMART Lumio cloud environment in the educational process

We develop professional digital competences by the ability to effectively use the tools of the SMART Notebook desktop application and the SMART Lumio cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs) participating in the lesson in the school classroom or in the home environment in the case of distance/hybrid education;

We acquire digital skills in working with the SMART response 2 tool supported by the SMART Notebook desktop application and the SMART Lumio cloud environment in the context of creating knowledge questions - selecting one correct answer from multiple answer alternatives, selecting multiple correct answers from multiple answer alternatives, selecting Yes/No answers, free-form questions - in test sessions designed to test the knowledge of pupils of regional education in the Slovak Republic;

We are mastering the methodology of applying knowledge tests communicated to students through SMART response 2 in the SMART Notebook desktop application and gamification activities supported by the cloud environment SMART Lumio to the process of school teaching of subjects at the lower/upper secondary level of education;

We strengthen professional digital competences in the area of working with complex interactive solutions usable in educational situations with an emphasis on the SMART Board interactive whiteboard.

Topics:

Basic functions and calibration of the SMART Board interactive touchscreen/tablet; Symptoms, causes and solutions to some of the problems encountered when using the SMART Board interactive touchscreen/tablet; Installing and updating the SMART Notebook desktop application; Creating a teacher's virtual classroom in the SMART platform;

Creating and editing objects in the SMART Notebook environment; Using basic tools to support the presentation of processed content; Working with multimedia content from the SMART Gallery; Sharing your own content on the SMART Exchange website; Adding links to external educational resources; Adding sound to objects, Animating objects; Using and sharing your own content; Applying graphic content from other software applications - importing and editing objects;

Applying objects from the Lesson Activity Toolkit 2.0; Creating gamification activities in SMART Lab; SMART Response 2 - creating and administering knowledge tests/quizzes;

Principles of Gamification; Gamification Elements in Educational Content; Some Results of Exact Studies on the Application of Gamification in Education; Application of Gamification in Education in Primary and Secondary Schools; Examples of Gamification Activities Used in the Teaching of Science, Social Studies, Art, Education and Vocational Education.

Teacher/student login to SMART Lumio cloud platform account; Managing the library of learning activities; Creating gamification activities in SMART Lumio - SMART Lesson Activity Builder (Lab); Editing activities in edit mode; Making activities available to students - delivery mode; Sharing options for gamification activities;

Setting up and converting a lesson page to a Handout or Workspace activity; Working with predefined graphical activity templates for use in activating student learning, inquiring about student knowledge, or reflecting; Sharing lessons with the created educational materials with students in SMART Lumio.

Within the distance assignment, the student will create a set of interactive learning/quiz activities and digital presentation material for the target group of learners with effective use of the widest possible range of tools, objects, pre-prepared templates, advanced functions, settings and features supported by the SMART Notebook authoring environment in a range of at least 10 presentation pages/activities. In the accompanying document (a separate file of *.docx format) to the created presentation materials and educational activities stored in *.notebook format, the student shall indicate the methodology of their inclusion in the educational activities of the target group of pupils.

Within the distance assignment, the student will create a set of 10 gamification educational/quiz activities for the target group of students with effective use of pre-made templates and tools of the SMART Lumio cloud environment. The condition is that each type of gamification activity should only occur once in the created set of activities. In the accompanying document (a separate file of *.docx format) to the created gamification educational/quiz activities saved by the student, the student shall indicate the methodology of their application in the educational activities of the target group of pupils.

As part of the distance learning assignment, the student will create a 3-page set of pre-prepared content convertible to Handout format activities and a 3-page set of pre-prepared content convertible to Workspace format activities. In the accompanying document (a separate *.docx file) for the created Handout and Workspace activities stored in the SMART Lumio cloud, the student will indicate the methodology of their application to the educational activities of the target group of students.

Creating and using mind maps in the educational process with the support of digital solutions

We develop professional digital competences by competence in the design and creation of mind maps through the tools of the software application Mindomo (or FreeMind/XMind), usable in our own educational activities implemented in schools and school facilities for the target group of intact pupils, as well as pupils with special educational needs in order to improve communication skills and critical thinking;

We are mastering the methodology of applying mind maps communicated to students through Mindomo (or FreeMind/XMind) to the process of school teaching of the subjects of their approbation at primary school / high school;

Topics:

Explanation of terminology in the field of mind/concept mapping; Desktop/cloud software applications for creating mind maps in the educational process at primary/ secondary schools; Functions and types of mind maps; Principles and principles of creating mind maps; Possibilities of using mind maps in the process of preparation for teaching and directly in the classroom;

Familiarization with the user environment of the Mindomo software application (or FreeMind/XMind);

Structuring a mind map; Inserting, editing and formatting nodes; Creating and formatting branches; Encrypted node; Editing multi-line nodes; Creating image nodes; Moving/copying nodes and groups of nodes in the map; Inserting annotations to nodes; Linking nodes with local links - independent linking of ideas; Hypertext linking of nodes to external information sources - links in nodes leading to external sources (web) or to local files on the local disk of the computer; Importing content into the mind map; Exporting the map to the output of different formats; Text search in the subnetwork of the current node; Mind maps and their use when working with pupils with SEN.

As part of the distance assignment, the student will design and create one mind map from any thematic area of school subject teaching in primary/elementary school. The focus of the mind map should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at primary school/SHS in the intent of the approbation subjects that the student studies in the teacher education programmes at the Faculty of Education at the Charles University. In the mind map, tools and functions of the Mindomo (or FreeMind/XMind) application environment will be applied in the intent of the complexity of the explained issue. The student will justify in a brief written form the choice of the processed content/topic in the form of a mind map, their functionality and use in his/her educational activities.

Creation of non-linear presentations of educational content through the Prezi presentation platform supporting teacher's interpretation and systematization of students' knowledge

We acquire professional digital competencies in the concept of design and creation of impressive non-linear presentations of educational content realized through the Prezi Present cloud platform Prezi applicable to our own pedagogical activities;

We are mastering the methodology of applying the presentation of educational content communicated to pupils through Prezi Present to the process of school teaching of subjects of their approbation at primary school / high school;

Topics:

Introduction of the software tool Prezi Present as a presentation platform - creation of trendy, effective presentations; Explanation and clarification of the terms used in the field of creating didactic presentations in the environment of Prezi Present; Possibilities of using the presentation application Prezi Present in the preparation and creation of supporting educational materials effectively usable in the teaching of their own subject; Presentation of examples of presentations used in teaching science, social science, art-educational and vocational educational disciplines; Illustrative comparison of differences between classical (Microsoft PowerPoint) and dynamic (Prezi Present) presentations;

Theoretical background of presentation preparation and the system of selection of presented information; Basic steps of the procedure for creating didactic presentations in Prezi Present; Functionality of the online presentation tool Prezi Present; Creating dynamic presentations in Prezi Present - working with text and graphic objects; Creating topic/subtopic structures, changing the order of topics/subtopics, Creating depth and rotation effects; Inserting additional graphic visuals into a presentation in Prezi Present; Working in edit mode for main topics, subtopics and other presentation content; Creating visual effects and animations of presentation objects;

Use of templates - change the design - colors, background, fonts; Inserting audio tracks on the background of individual topics/subtopics, the whole presentation; 3D presentations; Importing and editing PowerPoint presentations in Prezi Present; Sharing presentations with other users, sharing on social networks, on web portals; Exporting presentations to *.pdf and Portable Prezi (for off-line presentation); Export options and presentation size; Working with Prezi Present in off-line mode.

Within the distance assignment, the student will use the Prezi Present presentation tool to create an original didactic and visually engaging presentation of the educational content for the target group

of students. The focus of the presentation should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at the primary school / secondary school in the intent of the approbation subjects that the student is studying in the study programmes of teaching at the Faculty of Education of the Charles University. The presentation will be at least 30 presentation views (= topics at the highest hierarchical level, subtopics at lower hierarchical levels and stack structure pages) to a minimum hierarchical nesting depth of three.

Use of Microsoft 365 platform in teacher's pedagogical activity

We develop professional digital competencies in the concept of design and creation of responsive presentations with educational content and emphasis on the cloud solution Microsoft Sway usable in educational activities implemented in schools or school facilities;

We are mastering the methodology of applying the presentation of educational content communicated to pupils through Microsoft Sway to the process of school teaching of subjects of their approbation at primary school / secondary school;

We hone professional digital skills to include the ability to effectively use a range of form content controls and ActiveX elements of Microsoft Word in the creation of interactive worksheets, tests and supplementary learning materials for pupils or other classroom agenda documents usable in the context of pedagogical activity;

We are mastering the methodology of applying interactive worksheets communicated to pupils through Microsoft Word to the process of school teaching of subjects of their area of specialization at primary school / high school;

Develop professional digital skills in the creation of large documents (such as letters, invitations, labels) through a mass correspondence tool usable in the maintenance of relevant pedagogical documentation;

We develop professional digital skills in the creation of statistical calculations, compound expressions using functions for finding conditional frequency, sum, or arithmetic mean and techniques for addressing continuous and discontinuous areas in expressions/functions usable in the tabular processing of classroom data (student evaluations in knowledge or sports activities) supported by Microsoft Excel;

We hone professional competencies to include the ability to effectively apply advanced conditions and techniques for conditional formatting of table records using functions;

We extend digital skills to include the ability to effectively apply an advanced filtering tool to large tabular data by defining compound logical conditions (AND/OR), wildcards (*, ?), and a Subtotal function usable in maintaining appropriate pedagogical documentation;

Develop professional digital skills in creating cumulative graphical visualizations of tabulated data in the context of changing attributes of individual chart elements;

We apply other selected tools of the Microsoft 365 cloud platform, with an emphasis on the Microsoft Teams software application for teachers to use in conducting online learning activities.

Topics:

A basic theoretical introduction to Microsoft cloud solutions;

Sway presentation platform - creation of interactive school materials (portfolios), impressive presentations of educational content; Other possibilities of practical use of Microsoft Sway in educational activities; Concept of creating multimedia responsive presentations; Creating a new Sway, creating a Sway by importing an existing file/presentation, creating a Sway based on a template; Articulating presentation content; Options for inserting and formatting supported visuals via tabs; Grouping multimedia content; Influencing the appearance of a presentation; Changing the layout of content; Adapting specific elements to the style of a presentation; Exporting a presentation in *.pdf/*.docx; Additional options for setting up the presentation in Sway; Share Sway output from a personal Microsoft account; Share Sway output from an account assigned by the educational organization;

Editing large text documents in the Microsoft Word environment - standard settings; Using tabs; Text blocks; Columns; Objects in text - equation editor; Tables in text; Editing a document using a style; Creating your own style and editing an existing style. Document Revision. Definition of the terms section and reference and possibilities of their use; Document revision and its use in writing term papers and qualification papers; Document structuring - dividing a document into sections, types of section breaks, page settings in sections, creating a header and footer in a document divided into sections; Possibilities of using a structured document within the agenda of a teaching staff member; Creating references - automatic content creation, content setup, content formatting, numbering figures and tables, creating a list of tables and figures, footnotes and endnotes, cross-references, citations and list of references used, creating a document index; Creating templates - the importance of a template type document. Electronic forms - what are form elements and what is their difference from ActiveX elements, settings of form elements, ActiveX element and its settings, Form security; Application of the acquired experience and skills of working with Microsoft Word text editor in creating documents useful in own pedagogical activities; Creation of large documents - letters, invitations, labels - by means of the tool of mass correspondence useful in the framework of keeping the relevant pedagogical documentation.

Working with tabular data in Microsoft Excel; Inserting data into cells; Predefined and custom data format; Working with cells - moving, cutting, copying; Bulk filling of data and creating expressions/patterns; Applying elementary functions; Modifying function parameters; Modifying table appearance; Sorting tabular data; Data lists - creating custom lists; Increasing values. Rounding; Absolute and relative cell addressing; Hiding table values; Notes in cells; Working with large data - automatic and extended data filter, Subtotal function; Operations between sheets; Conditional formatting of table data; More advanced functions - If, Count, CountIf, SumIf, SumIfS, AverageIfS; Contingency table; Search functions; Creating forms.

We get familiar with the Microsoft Teams online communication platform environment; Creating teams; Creating a pure team in MS Teams; Creating teams from an existing team and basic team customization; Creating a team from an Office 365 Group; Setting up and managing teams; Managing team members; Managing teams in bulk; Guest in a Team Class; Invitation from MS Teams; Channels; Cards; Creating your first online lesson; Creating a link to a lesson; Connecting students to an online lesson; Running a lesson with MS Teams; Preparing a lesson outline; Presenting in MS Teams; Tools available during the implementation of an online lesson on the student's/teacher's side (e.g. Conversation panel; Reporting for a word; Downloading a list of participants, etc.); Course notes - notepad; Uploading files with educational content; Creating a shared file for pupils/students in the virtual classroom; Creating a quiz; Quiz evaluation, Quiz setup. Within the distance task, the student will design and create a document in the form of an electronic workbook in Microsoft Word using a template and applying content controls and ActiveX elements - text field, drop-down field, drop-down list, comma field, option button, command button - usable in the context of teaching subjects of his/her area of specialization at primary school / high school. Within the distance task, the student will create a table of fictitious evaluation of pupils in the framework of knowledge or sports activities implemented in schools or school facilities in the range of at least 20 rows and 10 columns, where the functions of the Microsoft Excel spreadsheet application will be used in the context of the complexity of the explained issue.

In a distance task, the student formats a table of fictitious assessment of pupils in knowledge/sport activities, applying various conditions and techniques of conditional formatting of the table entries in the intent of the difficulty of the explained problem.

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graphical visualisation the title of the graph, the axis names as well as other parameters of the graph as they wish in the context of the readability of the graph.

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slovak and czech

Notes:

The maximum number of students per study group within the regular learning form of study is 15 (per one teacher). The seminar is conducted in a computer room, each student has a computer at his/her disposal.

Past grade distribution

Total number of evaluated students: 1631

A	ABS	B	C	D	E	FX
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Lecturers: doc. PaedDr. Ján Záhorec, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde002/22	Course title: Digital technologies 1
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course The course is completed by assessment, the weighting of the interim and final assessment is 100/0. # active participation in seminars conducted by both face-to-face and distance learning methods; # processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits; # development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Present an original and visually impressive presentation of the educational content of the selected teaching subject at primary school / high school in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education at Charles University; The structure of the presentation should be based on one of the templates from the library of customizable templates supported by Prezi Present; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defense of the project constitutes 20% of the total achievable point value and is a condition for the award of credits. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the educational subject it is necessary to obtain at least 60 % of the score. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments,	

excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes and transferable competences:

The aim of the educational discipline Digital Technologies 1 is to develop digital skills of students of teacher-oriented study programmes at the Faculty of Education of the Charles University (hereinafter referred to as the Faculty of Education of the Charles University) to be able to effectively use an appropriate range of didactic software applications in the context of the concept of design and creation of interactive educational activities, knowledge quizzes and assignments, electronic portfolios, impressive didactic presentations, new interactive forms of teaching material and other pedagogical/school documentation usable in the intent of their future teaching profession at different levels of regional education in the Slovak Republic.

By completing the educational discipline Digital Technologies 1, the student has the competences and digital skills to effectively use the tools of the SMART Notebook software application and the SMART Lumio cloud environment by creating gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of students participating in the lesson in the school classroom or in home conditions in the case of distance/hybrid education.

By completing the educational discipline, the student also has the competences and digital skills in the field of design and creation of mind maps through the tools of the Mindomo software application (or FreeMind, XMind) applicable in educational activities implemented in schools and educational institutions for the target group of intact pupils, as well as pupils with special educational needs in order to improve their communication skills and critical thinking.

By completing the educational discipline Digital Technologies 1, the student acquires professional digital competencies in the concept of design and creation of impressive non-linear presentations and interactive presentations of educational content implemented through the Prezi Present cloud

platform Prezi by expressing their own visual ideas usable in their own pedagogical activities in schools or educational institutions.

By completing the educational discipline Digital Technologies 1, the student has, last but not least, the competences and digital skills to effectively use the cloud platform Microsoft 365 with an emphasis on software applications Sway, Word and Excel by creating supplementary teaching materials for the needs of school teaching and maintaining the relevant pedagogical documentation. The student masters the basic possibilities of using the online communication platform Microsoft Teams applicable in the implementation of distance learning at the level of regional education

Class syllabus:

The content of the educational discipline Digital Technologies 1 is divided into four thematic headings and relevant sub-topics in order to ensure the achievement of the set partial educational objectives. The content structure of the educational discipline is designed so that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing the educational topics organized in the present and distance form and at the same time strengthens his professional training in the subject area.

Due to the rapid development of new didactic software usable in the pedagogical process, the specific content structure of the discipline can be adapted to the current requirements of practice and students.

Application of SMART Notebook software application and SMART Lumio cloud environment in the educational process

We develop professional digital competences by the ability to effectively use the tools of the SMART Notebook desktop application and the SMART Lumio cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs) participating in the lesson in the school classroom or in the home environment in the case of distance/hybrid education;

We acquire digital skills in working with the SMART response 2 tool supported by the SMART Notebook desktop application and the SMART Lumio cloud environment in the context of creating knowledge questions - selecting one correct answer from multiple answer alternatives, selecting multiple correct answers from multiple answer alternatives, selecting Yes/No answers, free-form questions - in test sessions designed to test the knowledge of pupils of regional education in the Slovak Republic;

We are mastering the methodology of applying knowledge tests communicated to students through SMART response 2 in the SMART Notebook desktop application and gamification activities supported by the cloud environment SMART Lumio to the process of school teaching of subjects at the lower/upper secondary level of education;

We strengthen professional digital competences in the area of working with complex interactive solutions usable in educational situations with an emphasis on the SMART Board interactive whiteboard.

Topics:

Basic functions and calibration of the SMART Board interactive touchscreen/tablet; Symptoms, causes and solutions to some of the problems encountered when using the SMART Board interactive touchscreen/tablet; Installing and updating the SMART Notebook desktop application; Creating a teacher's virtual classroom in the SMART platform;

Creating and editing objects in the SMART Notebook environment; Using basic tools to support the presentation of processed content; Working with multimedia content from the SMART Gallery; Sharing your own content on the SMART Exchange website; Adding links to external educational resources; Adding sound to objects, Animating objects; Using and sharing your own content; Applying graphic content from other software applications - importing and editing objects;

Applying objects from the Lesson Activity Toolkit 2.0; Creating gamification activities in SMART Lab; SMART Response 2 - creating and administering knowledge tests/quizzes;

Principles of Gamification; Gamification Elements in Educational Content; Some Results of Exact Studies on the Application of Gamification in Education; Application of Gamification in Education in Primary and Secondary Schools; Examples of Gamification Activities Used in the Teaching of Science, Social Studies, Art, Education and Vocational Education.

Teacher/student login to SMART Lumio cloud platform account; Managing the library of learning activities; Creating gamification activities in SMART Lumio - SMART Lesson Activity Builder (Lab); Editing activities in edit mode; Making activities available to students - delivery mode; Sharing options for gamification activities;

Setting up and converting a lesson page to a Handout or Workspace activity; Working with predefined graphical activity templates for use in activating student learning, inquiring about student knowledge, or reflecting; Sharing lessons with the created educational materials with students in SMART Lumio.

Within the distance assignment, the student will create a set of interactive learning/quiz activities and digital presentation material for the target group of learners with effective use of the widest possible range of tools, objects, pre-prepared templates, advanced functions, settings and features supported by the SMART Notebook authoring environment in a range of at least 10 presentation pages/activities. In the accompanying document (a separate file of *.docx format) to the created presentation materials and educational activities stored in *.notebook format, the student shall indicate the methodology of their inclusion in the educational activities of the target group of pupils.

Within the distance assignment, the student will create a set of 10 gamification educational/quiz activities for the target group of students with effective use of pre-made templates and tools of the SMART Lumio cloud environment. The condition is that each type of gamification activity should only occur once in the created set of activities. In the accompanying document (a separate file of *.docx format) to the created gamification educational/quiz activities saved by the student, the student shall indicate the methodology of their application in the educational activities of the target group of pupils.

As part of the distance learning assignment, the student will create a 3-page set of pre-prepared content convertible to Handout format activities and a 3-page set of pre-prepared content convertible to Workspace format activities. In the accompanying document (a separate *.docx file) for the created Handout and Workspace activities stored in the SMART Lumio cloud, the student will indicate the methodology of their application to the educational activities of the target group of students.

Creating and using mind maps in the educational process with the support of digital solutions

We develop professional digital competences by competence in the design and creation of mind maps through the tools of the software application Mindomo (or FreeMind/XMind), usable in our own educational activities implemented in schools and school facilities for the target group of intact pupils, as well as pupils with special educational needs in order to improve communication skills and critical thinking;

We are mastering the methodology of applying mind maps communicated to students through Mindomo (or FreeMind/XMind) to the process of school teaching of the subjects of their approbation at primary school / high school;

Topics:

Explanation of terminology in the field of mind/concept mapping; Desktop/cloud software applications for creating mind maps in the educational process at primary/ secondary schools; Functions and types of mind maps; Principles and principles of creating mind maps; Possibilities of using mind maps in the process of preparation for teaching and directly in the classroom;

Familiarization with the user environment of the Mindomo software application (or FreeMind/XMind);

Structuring a mind map; Inserting, editing and formatting nodes; Creating and formatting branches; Encrypted node; Editing multi-line nodes; Creating image nodes; Moving/copying nodes and groups of nodes in the map; Inserting annotations to nodes; Linking nodes with local links - independent linking of ideas; Hypertext linking of nodes to external information sources - links in nodes leading to external sources (web) or to local files on the local disk of the computer; Importing content into the mind map; Exporting the map to the output of different formats; Text search in the subnetwork of the current node; Mind maps and their use when working with pupils with SEN.

As part of the distance assignment, the student will design and create one mind map from any thematic area of school subject teaching in primary/elementary school. The focus of the mind map should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at primary school/SHS in the intent of the approbation subjects that the student studies in the teacher education programmes at the Faculty of Education at the Charles University. In the mind map, tools and functions of the Mindomo (or FreeMind/XMind) application environment will be applied in the intent of the complexity of the explained issue. The student will justify in a brief written form the choice of the processed content/topic in the form of a mind map, their functionality and use in his/her educational activities.

Creation of non-linear presentations of educational content through the Prezi presentation platform supporting teacher's interpretation and systematization of students' knowledge

We acquire professional digital competencies in the concept of design and creation of impressive non-linear presentations of educational content realized through the Prezi Present cloud platform Prezi applicable to our own pedagogical activities;

We are mastering the methodology of applying the presentation of educational content communicated to pupils through Prezi Present to the process of school teaching of subjects of their approbation at primary school / high school;

Topics:

Introduction of the software tool Prezi Present as a presentation platform - creation of trendy, effective presentations; Explanation and clarification of the terms used in the field of creating didactic presentations in the environment of Prezi Present; Possibilities of using the presentation application Prezi Present in the preparation and creation of supporting educational materials effectively usable in the teaching of their own subject; Presentation of examples of presentations used in teaching science, social science, art-educational and vocational educational disciplines; Illustrative comparison of differences between classical (Microsoft PowerPoint) and dynamic (Prezi Present) presentations;

Theoretical background of presentation preparation and the system of selection of presented information; Basic steps of the procedure for creating didactic presentations in Prezi Present; Functionality of the online presentation tool Prezi Present; Creating dynamic presentations in Prezi Present - working with text and graphic objects; Creating topic/subtopic structures, changing the order of topics/subtopics, Creating depth and rotation effects; Inserting additional graphic visuals into a presentation in Prezi Present; Working in edit mode for main topics, subtopics and other presentation content; Creating visual effects and animations of presentation objects;

Use of templates - change the design - colors, background, fonts; Inserting audio tracks on the background of individual topics/subtopics, the whole presentation; 3D presentations; Importing and editing PowerPoint presentations in Prezi Present; Sharing presentations with other users, sharing on social networks, on web portals; Exporting presentations to *.pdf and Portable Prezi (for off-line presentation); Export options and presentation size; Working with Prezi Present in off-line mode.

Within the distance assignment, the student will use the Prezi Present presentation tool to create an original didactic and visually engaging presentation of the educational content for the target group

of students. The focus of the presentation should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at the primary school / secondary school in the intent of the approbation subjects that the student is studying in the study programmes of teaching at the Faculty of Education of the Charles University. The presentation will be at least 30 presentation views (= topics at the highest hierarchical level, subtopics at lower hierarchical levels and stack structure pages) to a minimum hierarchical nesting depth of three.

Use of Microsoft 365 platform in teacher's pedagogical activity

We develop professional digital competencies in the concept of design and creation of responsive presentations with educational content and emphasis on the cloud solution Microsoft Sway usable in educational activities implemented in schools or school facilities;

We are mastering the methodology of applying the presentation of educational content communicated to pupils through Microsoft Sway to the process of school teaching of subjects of their approbation at primary school / secondary school;

We hone professional digital skills to include the ability to effectively use a range of form content controls and ActiveX elements of Microsoft Word in the creation of interactive worksheets, tests and supplementary learning materials for pupils or other classroom agenda documents usable in the context of pedagogical activity;

We are mastering the methodology of applying interactive worksheets communicated to pupils through Microsoft Word to the process of school teaching of subjects of their area of specialization at primary school / high school;

Develop professional digital skills in the creation of large documents (such as letters, invitations, labels) through a mass correspondence tool usable in the maintenance of relevant pedagogical documentation;

We develop professional digital skills in the creation of statistical calculations, compound expressions using functions for finding conditional frequency, sum, or arithmetic mean and techniques for addressing continuous and discontinuous areas in expressions/functions usable in the tabular processing of classroom data (student evaluations in knowledge or sports activities) supported by Microsoft Excel;

We hone professional competencies to include the ability to effectively apply advanced conditions and techniques for conditional formatting of table records using functions;

We extend digital skills to include the ability to effectively apply an advanced filtering tool to large tabular data by defining compound logical conditions (AND/OR), wildcards (*, ?), and a Subtotal function usable in maintaining appropriate pedagogical documentation;

Develop professional digital skills in creating cumulative graphical visualizations of tabulated data in the context of changing attributes of individual chart elements;

We apply other selected tools of the Microsoft 365 cloud platform, with an emphasis on the Microsoft Teams software application for teachers to use in conducting online learning activities.

Topics:

A basic theoretical introduction to Microsoft cloud solutions;

Sway presentation platform - creation of interactive school materials (portfolios), impressive presentations of educational content; Other possibilities of practical use of Microsoft Sway in educational activities; Concept of creating multimedia responsive presentations; Creating a new Sway, creating a Sway by importing an existing file/presentation, creating a Sway based on a template; Articulating presentation content; Options for inserting and formatting supported visuals via tabs; Grouping multimedia content; Influencing the appearance of a presentation; Changing the layout of content; Adapting specific elements to the style of a presentation; Exporting a presentation in *.pdf/*.docx; Additional options for setting up the presentation in Sway; Share Sway output from a personal Microsoft account; Share Sway output from an account assigned by the educational organization;

Editing large text documents in the Microsoft Word environment - standard settings; Using tabs; Text blocks; Columns; Objects in text - equation editor; Tables in text; Editing a document using a style; Creating your own style and editing an existing style. Document Revision. Definition of the terms section and reference and possibilities of their use; Document revision and its use in writing term papers and qualification papers; Document structuring - dividing a document into sections, types of section breaks, page settings in sections, creating a header and footer in a document divided into sections; Possibilities of using a structured document within the agenda of a teaching staff member; Creating references - automatic content creation, content setup, content formatting, numbering figures and tables, creating a list of tables and figures, footnotes and endnotes, cross-references, citations and list of references used, creating a document index; Creating templates - the importance of a template type document. Electronic forms - what are form elements and what is their difference from ActiveX elements, settings of form elements, ActiveX element and its settings, Form security; Application of the acquired experience and skills of working with Microsoft Word text editor in creating documents useful in own pedagogical activities; Creation of large documents - letters, invitations, labels - by means of the tool of mass correspondence useful in the framework of keeping the relevant pedagogical documentation.

Working with tabular data in Microsoft Excel; Inserting data into cells; Predefined and custom data format; Working with cells - moving, cutting, copying; Bulk filling of data and creating expressions/patterns; Applying elementary functions; Modifying function parameters; Modifying table appearance; Sorting tabular data; Data lists - creating custom lists; Increasing values. Rounding; Absolute and relative cell addressing; Hiding table values; Notes in cells; Working with large data - automatic and extended data filter, Subtotal function; Operations between sheets; Conditional formatting of table data; More advanced functions - If, Count, CountIf, SumIf, SumIfS, AverageIfS; Contingency table; Search functions; Creating forms.

We get familiar with the Microsoft Teams online communication platform environment; Creating teams; Creating a pure team in MS Teams; Creating teams from an existing team and basic team customization; Creating a team from an Office 365 Group; Setting up and managing teams; Managing team members; Managing teams in bulk; Guest in a Team Class; Invitation from MS Teams; Channels; Cards; Creating your first online lesson; Creating a link to a lesson; Connecting students to an online lesson; Running a lesson with MS Teams; Preparing a lesson outline; Presenting in MS Teams; Tools available during the implementation of an online lesson on the student's/teacher's side (e.g. Conversation panel; Reporting for a word; Downloading a list of participants, etc.); Course notes - notepad; Uploading files with educational content; Creating a shared file for pupils/students in the virtual classroom; Creating a quiz; Quiz evaluation, Quiz setup. Within the distance task, the student will design and create a document in the form of an electronic workbook in Microsoft Word using a template and applying content controls and ActiveX elements - text field, drop-down field, drop-down list, comma field, option button, command button - usable in the context of teaching subjects of his/her area of specialization at primary school / high school. Within the distance task, the student will create a table of fictitious evaluation of pupils in the framework of knowledge or sports activities implemented in schools or school facilities in the range of at least 20 rows and 10 columns, where the functions of the Microsoft Excel spreadsheet application will be used in the context of the complexity of the explained issue.

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Lecturers: doc. PaedDr. Ján Záhorec, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde012/22	Course title: Digital technologies 2
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites: PdF.KPg/B-VUZde002/22 - Digital technologies 1	
Course requirements: Prerequisites: B-VUZde002 / Digital technologies 1 Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). # active participation in seminars conducted by both face-to-face and distance learning methods; # processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits; # development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Video an original and visually impressive video presentation of the educational content of the selected teaching subject at primary school / secondary school in the context of the subjects that the student studies in the study programs of teaching at the Faculty of Education of Charles University; The structure of the video presentation should be based on the presentation created in the Prezi Present software application; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defence of the project constitutes 20% of the total achievable point value and is a condition for the award of credits. The rating shall be awarded on a scale of A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the educational subject it is necessary to obtain at least 60 % of the score. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation	

in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.

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

Learning outcomes:

Learning outcomes and transferable competences:

The aim of the educational discipline Digital Technologies 2 is to develop digital skills in the field of work with selected software (desktop and cloud) didactic applications and to be able to apply them effectively in the context of their future teaching profession.

By completing the educational discipline Digital Technologies 2, the student has the competences and advanced digital skills to effectively use the tools of the software application ActivInspire and the cloud environment ClassFlow by creating gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of students participating in the lesson in the school classroom or in home conditions in the case of distance/hybrid education.

By completing the educational discipline Digital Technologies 2, the student acquires advanced professional digital competences in the concept of design and creation of interactive video presentations of educational content implemented through Prezi Present and Prezi Video cloud platform Prezi by expressing their own visual ideas usable in their own pedagogical activities in schools or educational institutions.

By completing the educational discipline, the student acquires competence and advanced digital skills in the concept of design, creation and administration of (gamification) quiz and educational activities and knowledge games with dynamic elements created through the cloud tool Socrative 2.0, Kahoot!, Wizer.me and Google Forms usable in own educational activities implemented in schools and school facilities for the target group of intact pupils as well as pupils with special educational needs.

By completing the educational discipline Digital Technologies 2, the student has, last but not least, competencies and advanced digital skills in the field of vector graphic creation in the environment of the cloud application Prezi Design in the implementation of the work activities of a pedagogical employee of regional education or his/her own professional development.

Class syllabus:

Brief outline of the course

The content of the educational discipline Digital Technologies 2 is divided into four thematic headings and relevant sub-topics in order to ensure the achievement of the set partial educational objectives. The content structure of the educational discipline is designed so that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing the educational topics organized in the present and distance form and at the same time strengthens his professional training in the subject area. content structure of the discipline can be adapted to the current requirements of practice and students.

Application of ActivInspire software application and ClassFlow cloud environment in the educational process

We master the principle and methodology of working with selected (Promethean World Ltd) digital didactic resources designed to support interactive teaching of subjects of its approbation in primary and secondary schools;

We develop professional digital competences by the ability to effectively use the software tools of the ActivInspire desktop application and the ClassFlow cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs) participating in a lesson in the school classroom or in home conditions in the case of distance/hybrid education; In the context of the above activity, the trainee is also expected to learn the methodology for applying the activities developed in the school classroom;

We gain knowledge about desktop digital voting solutions and (trendy) cloud-based applications for creating knowledge tests/quizzes currently available on the market as an interactive didactic means of teaching, advantages and disadvantages of their deployment in the teaching process in the field of regional education;

We acquire digital skills in creating, editing and administering knowledge tests through voting sessions and supported by the ActivInspire software application and ActivExpression2 digital voting device to stimulate pupil activation and attention in the classroom; We use the ExpressPoll voting session; we use the question creation wizard to create test activities in the teacher stimulation; we implement the work with the question set wizard for processing at the pupil's own pace (voting session in the pupil stimulation) in the teaching of the subjects of his/her apprenticeship;

We are mastering the methodology of applying the knowledge tests communicated to pupils through the ActivInspire application and the ActivExpression2 digital voting device to the process of school teaching of the subjects of their approbation in primary/ secondary schools;

Develop skills in statistically processing the results of whole group voting activities into the ActivInspire demonstration workbook, as well as exporting them to Microsoft Excel;

We strengthen professional digital competences in the area of working with complex interactive solutions usable in educational situations with an emphasis on the ActivBoard interactive whiteboard.

Topics:

Design of demonstration workbooks - options for setting up and customizing the ActivInspire work environment; Main toolbar - demonstration for familiarizing yourself with the most commonly used tools - ideas for their use in the creation of interactive educational content; Annotation mode on the desktop; Browsers in ActivInspire; Export/Import (*.flipchart) of demonstration workbooks; Teacher-student collaboration on the whiteboard - dual user mode;

Adding additional graphical content to the ActivInspire demonstration workbook; Importing and exporting asset packages; Defining object properties; Using layers and layering: Blind Map, Magic Tunnel, Magic Ink - ideas for using them when designing educational activities aimed at the target

group of students; Adding and removing links to linked external files/internet resources; Creating and using grid features when designing educational activities; Creating interactive demonstration workbooks - creating containers; Working with actions; Suggestions for their use of selected actions in the creation of interactive materials usable in the educational process; Benefits of using profiles; Annotating the desktop; Using desktop tools; Working in dual user mode; Using mathematical and design tools; Demonstrations of the use of mathematical and design tools in the creation of interactive materials usable in the educational process;

We extend professional digital competencies with the ability to effectively apply gamification educational activities through predefined templates - Sorting into categories, Crossword, Learning Cards, Assigning and Sorting items and other templates supported by the cloud-based ClassFlow application;

Current trends in the application of digital voting solutions for education; Technological principle of digital voting systems; Possibilities of using digital voting systems in school teaching in primary schools / elementary schools ; Methodology of working with digital voting systems; Digital voting solutions - effective support of group cooperation in classrooms stimulating the learning process;

We use the ActivExpression2 digital voting system in the classroom; Components of an intelligent digital voting solution; Registration of ActivExpression2 voting devices in ActivInspire; Voting Browser; Types of voting sessions and test questions supported by the ActivInspire software application and ActivExpression2 voting device; Working with voting session results in ActivInspire - viewing results in different formats; Exporting results from ExpressPoll from prepared questions and from a set of self-paced questions to Microsoft Excel; Suggestions for educational activities and games using ActivExpression2 voting devices to promote student activation and attention in the classroom.

Within the framework of the distance assignment, the student in the ActivInspire environment will develop a set of engaging learning activities, knowledge games, engaging presentations of educational content as new interactive forms of learning material supporting the activation and attention of students in the classroom. In conceptualising the design and development of the task, the learner will make use of as wide a range of available tools, functions, actions and features as possible. Within a developed demonstration workbook of at least 6 pages, the student will be expected to primarily use the container activity, magic ink, magic tunnel, set actions and constraints on objects, and apply the presentation tools of the ActivInspire environment. In the accompanying document (a separate file of *.docx format) to the created presentation materials and educational activities stored in *.flipchart format, the student will indicate the methodology of their inclusion in the educational activities of the target group of pupils.

Within the distance assignment, the student will create a set of 10 gamification educational activities for the target group of students with the effective use of pre-prepared templates and tools of the ClassFlow cloud environment. In the accompanying document (a separate file of *.docx format) to the created gamification activities, the student will include the methodology of their integration into the educational activities of the target group of pupils.

Within the framework of the distance task, the student will create, through the ClassFlow cloud environment, a test activity conceived from 20 test questions of supported types with the potential possibility of its use in the teaching of the subjects of his/her apprenticeship to pupils at primary school / secondary school.

We create video presentations of educational content through the cloud application Prezi Video

We develop professional digital competencies in the design and creation of compelling non-linear video presentations of educational content realized through Prezi Present and Prezi Video cloud platform Prezi by expressing visual ideas applicable to our own pedagogical activities;

We are mastering the methodology of applying video presentation of educational content communicated to pupils through Prezi Video to the process of school teaching of subjects of its approbation at primary school / high school;

We innovate didactic approaches to educational activities implemented in schools or educational institutions through immersive non-linear video presentations created in the cloud platform Prezi.
Topics:

We create a video presentation in the Prezi Video online editor environment from scratch using the Quick record tool - selecting a suitable template, inserting text content and other graphic visuals; supplementing the video presentation with a recording of your own image and sound;

We create a video presentation in the Prezi Video online editor environment by offering reusable videos recorded by other Prezi Video users;

Creating a video presentation based on a Prezi Present; Adding an accompanying commentary; Adding a video with accompanying commentary.

Within the distance assignment, the student will create an original didactic and visually engaging video presentation of educational content of his/her choice for the target group of pupils, using the Prezi cloud platform (Prezi Present and Prezi Video), in a range of at least 20 presentation views, usable in teaching the subjects of his/her specialisation at primary school/junior high school.

We use selected Web 2.0 software tools to obtain feedback from students participating in the school teaching process, in the case of students enrolled in distance (online) learning;

We are expanding the knowledge framework in the field of application of gamification (game-based learning) as one of the innovative and activating methods applied in the educational process at the primary school level;

We are expanding digital skills to include the ability to effectively use Socrative 2.0, a cloud-based application designed to create and manage knowledge/quiz activities in order to get immediate feedback from students participating in a lesson in the classroom or at home in the case of distance/hybrid learning;

We are mastering the methodology of applying knowledge/quiz activities communicated to students through Socrative 2.0 to the process of school teaching of subjects of their area of interest in primary schools;

We extend professional digital competences with the ability to create gamification quiz activities and knowledge games through the online platform Kahoot! into the school learning process in a fun and playful way - transforming traditional knowledge testing through quizzes in an activating form using digital means;

We acquire competencies in the application of the application methodology, in the Kahoot! author-prepared, gamified educational and quiz activities to the process of school teaching of subjects of their approbation in primary school / secondary school;

We develop digital competences by the ability to effectively use the cloud tool Wizer.me for creating multimedia online worksheets with educational content for the target group of primary school pupils;

We are mastering the methodology of applying the processed digital graphic outputs of educational content communicated to students through the cloud tool Wizer.me to the process of school teaching of subjects of their approbation in primary school / secondary school;

We master the principle and methodology of working with the cloud application Google Forms designed for the creation of online knowledge tests and research tools usable in the context of pedagogical activities;

Topics:

Socrative.com - a web-based tool for online testing of student knowledge; Free registration vs. benefits of paid registration for teachers; Creating a teacher/student account; Test administration panel in Socrative 2.0 - Creating a new test - question types for creating your own tests - multiple

choice, yes/no and short open answer; Managing teacher-created tests; Creating a copy of a test - a variant for a parallel group with slightly different questions; Deleting a test; Downloading a test to a document in *.pdf; Editing the created test; Importing a test from another teacher - sharing tests between teachers; Access to the results of all (already) completed tests; Modes of making the test available to pupils - immediate feedback: Instant Feedback; Teacher-controlled test; Selecting the ways of displaying the results; Defining the appearance of the test results - a general overview of all pupils with statistics of pupil's success and questions; Separate *.Separate pdf files for each pupil; Success statistics for each test question; Practical examples of administered tests in the Socrative 2.0 environment for different educational disciplines and learning topics;

For the sake of brevity, the thematic focus of Kahoot! is analogous in content to the Socrative 2.0 application;

Cloud Computing; Google Drive; Viewing Google Docs options; Description of the Google Forms environment - Questions tab; Creating a form; Editing the appearance of the form; Setting up the form as a quiz; Evaluating the data obtained from the form administration - Answers tab; Sending the form to respondents; Setting up Google Form sharing - in Google Drive and in the Google Forms editor; Setting up Google Form sharing for a user with an un-created Google account. As part of the distance task, the student will create a knowledge test with ten multiple choice questions, ten yes/no questions and ten short free-form questions using the online software application Socrative. The focus of the knowledge test should be situated in a curricular issue of the student's choice falling within the educational content of the subject taught at primary/ secondary school, in the context of the subjects of interest that the student is studying in the teacher education programmes at PdF UK. The knowledge test defined in this way will be implemented by the student among his/her classmates in his/her educational group. As part of the distance assignment, the student will create a software application Kahoot! test activity made up of 20 knowledge questions of supported types. The focus of the test activity should be situated in a teaching issue of his/her own choice falling within the educational content of the teaching subject at primary school / high school in the intent of the approbation subjects that the student studies in the study programs of teaching at the Faculty of Education of the Charles University. The test activity defined in this way will be implemented by the student among the classmates of his/her educational group.

Within the distance assignment, the student will design and create an engaging multimedia worksheet with educational content for the target group of pupils in primary school / secondary school in the environment of the cloud tool Wizer.me; To the created digital graphic output (in a separate file format *.docx), the student will provide a methodology for its inclusion in the educational activities of the target group of pupils.

As part of the distance learning assignment, the student will create a knowledge quiz activity with a minimum of 15 questions of supported types via the Google Forms cloud application. The focus of the knowledge quiz should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at primary school / high school in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education at PdF UK. The knowledge quiz defined in this way will be implemented by the student among the classmates of his/her educational group.

Creation of digital graphic outputs in the environment of selected cloud applications

Acquire digital competences by the ability to effectively use the Prezi Design cloud tool of the Prezi cloud platform to create multimedia posters with educational content intended for the target group of pupils in primary schools / secondary schools by expressing their own visual ideas;

We develop digital competences by the ability to effectively use the cloud tool Glogster (edu.Glogster.com) for digital storytelling - creating engaging multimedia posters with educational content - designed for the target group of pupils in primary schools / secondary schools by expressing their own visual ideas;

We are mastering the methodology of applying the processed digital graphic outputs of educational content communicated to students through the cloud tool Prezi Design and Glogster to the school teaching of subjects that the student studies in the study programs of teaching at the Faculty of Education at Charles University.

Topics:

Prezi Design as a comprehensive graphic design and data visualization tool; Template library; Creating and editing content by adding multimedia items in the editor; Adding, moving and layering objects; Using *.ppt, *.pdf and *.doc in Prezi Design; Implementing animated elements into the graphic content you create; Creating visual effects to images by applying masks and filters; Adding links to text objects, graphics and shapes; Multi-page design; Linking text, images, icons and shapes to pages and sections; Sharing content created in Prezi Design with your audience on social media using private or public links; Collaborating in the Prezi Design environment; Adding/removing collaborators; Adding an entire team of collaborators; Collaborating in real time;

Creating and editing engaging data visualizations using maps; Creating a social post - adding and editing content, adding animation to the content of the post being created; Downloading and sharing the created content for publishing purposes;

Creating infographics for visual representation of information and data, Adding and editing content; Creating gif and mp4 videos in the Prezi Design environment; Embedding videos from Prezi Video into Prezi Design; Adding videos to Prezi Design and editing settings; Media integrations in Prezi Design - adding content from Prezi Video to projects.

Within the distance task, the student will design and create in the cloud tool Prezi Design an engaging digital poster with multiMedial educational content usable in teaching in the intent of the approbation subjects, which the student studies in the study programs of teaching at the Faculty of Education of the Charles University; To the created digital graphic output (in a special file format *.docx) the student will provide a methodology for its inclusion in the educational activities of the target group of students.

Within the distance task, the student will design and create in the cloud tool edu.Glogster an engaging digital poster with multiMedial educational content usable in teaching in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education of the Charles University; To the created digital graphic output (in a special file format *.docx) the student will provide a methodology for its inclusion in the educational activities of the target group of students

Recommended literature:

Recommended reading:

ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov. Bratislava:

Univerzita Komenského v Bratislave, 141 strán, ISBN 978-80-223-5121-8. https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Inovativne_digitalne_riesenia.pdf

ZÁHOREC, J., BREČKA, P. (2021). Uplatnenie platformy SMART Learning Suite v oblasti tvorby edukačných aktivít. Bratislava: Univerzita Komenského v Bratislave, 129 strán, ISBN 978-80-223-5127-0 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Pouzivame_SMART_Learning_Suite.pdf

ZÁHOREC, J., HAŠKOVÁ, A., MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy. Bratislava: Univerzita Komenského v Bratislave, 305 strán, ISBN 978-80-223-4882-9.

LABJAKOVÁ, I. (2019). Interaktívna tabuľa v edukačnom procese, Bratislava: Metodicko-pedagogické centrum v Bratislave, 2019, 100 s., ISBN 978-80-565-1444-3

Základný študijný text k vzdelávaciemu obsahu disciplíny Digitálne technológie 2 bude študentom pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.

Languages necessary to complete the course:

slovak and czech

Notes:

: The maximum number of students per study group within the regular learning form of study is 15 (per one teacher). The seminar is conducted in a computer room, each student has a computer at his/her disposal.

Past grade distribution

Total number of evaluated students: 85

A	ABS	B	C	D	E	FX
37,65	0,0	30,59	18,82	4,71	2,35	5,88

Lecturers: doc. PaedDr. Ján Záhorec, PhD.**Last change:** 09.11.2022**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde012/22	Course title: Digital technologies 2
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3., 5.	
Educational level: I.	
Prerequisites: PdF.KPg/B-VUZde002/22 - Digital technologies 1	
Course requirements: Prerequisites: B-VUZde002 / Digital technologies 1 Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). # active participation in seminars conducted by both face-to-face and distance learning methods; # processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits; # development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Video an original and visually impressive video presentation of the educational content of the selected teaching subject at primary school / secondary school in the context of the subjects that the student studies in the study programs of teaching at the Faculty of Education of Charles University; The structure of the video presentation should be based on the presentation created in the Prezi Present software application; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defence of the project constitutes 20% of the total achievable point value and is a condition for the award of credits. The rating shall be awarded on a scale of A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the educational subject it is necessary to obtain at least 60 % of the score. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation	

in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.

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

Learning outcomes:

Learning outcomes and transferable competences:

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By completing the educational discipline Digital Technologies 2, the student acquires advanced professional digital competences in the concept of design and creation of interactive video presentations of educational content implemented through Prezi Present and Prezi Video cloud platform Prezi by expressing their own visual ideas usable in their own pedagogical activities in schools or educational institutions.

By completing the educational discipline, the student acquires competence and advanced digital skills in the concept of design, creation and administration of (gamification) quiz and educational activities and knowledge games with dynamic elements created through the cloud tool Socrative 2.0, Kahoot!, Wizer.me and Google Forms usable in own educational activities implemented in schools and school facilities for the target group of intact pupils as well as pupils with special educational needs.

By completing the educational discipline Digital Technologies 2, the student has, last but not least, competencies and advanced digital skills in the field of vector graphic creation in the environment of the cloud application Prezi Design in the implementation of the work activities of a pedagogical employee of regional education or his/her own professional development.

Class syllabus:

Brief outline of the course

The content of the educational discipline Digital Technologies 2 is divided into four thematic headings and relevant sub-topics in order to ensure the achievement of the set partial educational objectives. The content structure of the educational discipline is designed so that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing the educational topics organized in the present and distance form and at the same time strengthens his professional training in the subject area. content structure of the discipline can be adapted to the current requirements of practice and students.

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We develop professional digital competences by the ability to effectively use the software tools of the ActivInspire desktop application and the ClassFlow cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs) participating in a lesson in the school classroom or in home conditions in the case of distance/hybrid education; In the context of the above activity, the trainee is also expected to learn the methodology for applying the activities developed in the school classroom;

We gain knowledge about desktop digital voting solutions and (trendy) cloud-based applications for creating knowledge tests/quizzes currently available on the market as an interactive didactic means of teaching, advantages and disadvantages of their deployment in the teaching process in the field of regional education;

We acquire digital skills in creating, editing and administering knowledge tests through voting sessions and supported by the ActivInspire software application and ActivExpression2 digital voting device to stimulate pupil activation and attention in the classroom; We use the ExpressPoll voting session; we use the question creation wizard to create test activities in the teacher stimulation; we implement the work with the question set wizard for processing at the pupil's own pace (voting session in the pupil stimulation) in the teaching of the subjects of his/her apprenticeship;

We are mastering the methodology of applying the knowledge tests communicated to pupils through the ActivInspire application and the ActivExpression2 digital voting device to the process of school teaching of the subjects of their approbation in primary/ secondary schools;

Develop skills in statistically processing the results of whole group voting activities into the ActivInspire demonstration workbook, as well as exporting them to Microsoft Excel;

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Topics:

Design of demonstration workbooks - options for setting up and customizing the ActivInspire work environment; Main toolbar - demonstration for familiarizing yourself with the most commonly used tools - ideas for their use in the creation of interactive educational content; Annotation mode on the desktop; Browsers in ActivInspire; Export/Import (*.flipchart) of demonstration workbooks; Teacher-student collaboration on the whiteboard - dual user mode;

Adding additional graphical content to the ActivInspire demonstration workbook; Importing and exporting asset packages; Defining object properties; Using layers and layering: Blind Map, Magic Tunnel, Magic Ink - ideas for using them when designing educational activities aimed at the target

group of students; Adding and removing links to linked external files/internet resources; Creating and using grid features when designing educational activities; Creating interactive demonstration workbooks - creating containers; Working with actions; Suggestions for their use of selected actions in the creation of interactive materials usable in the educational process; Benefits of using profiles; Annotating the desktop; Using desktop tools; Working in dual user mode; Using mathematical and design tools; Demonstrations of the use of mathematical and design tools in the creation of interactive materials usable in the educational process;

We extend professional digital competencies with the ability to effectively apply gamification educational activities through predefined templates - Sorting into categories, Crossword, Learning Cards, Assigning and Sorting items and other templates supported by the cloud-based ClassFlow application;

Current trends in the application of digital voting solutions for education; Technological principle of digital voting systems; Possibilities of using digital voting systems in school teaching in primary schools / elementary schools ; Methodology of working with digital voting systems; Digital voting solutions - effective support of group cooperation in classrooms stimulating the learning process;

We use the ActivExpression2 digital voting system in the classroom; Components of an intelligent digital voting solution; Registration of ActivExpression2 voting devices in ActivInspire; Voting Browser; Types of voting sessions and test questions supported by the ActivInspire software application and ActivExpression2 voting device; Working with voting session results in ActivInspire - viewing results in different formats; Exporting results from ExpressPoll from prepared questions and from a set of self-paced questions to Microsoft Excel; Suggestions for educational activities and games using ActivExpression2 voting devices to promote student activation and attention in the classroom.

Within the framework of the distance assignment, the student in the ActivInspire environment will develop a set of engaging learning activities, knowledge games, engaging presentations of educational content as new interactive forms of learning material supporting the activation and attention of students in the classroom. In conceptualising the design and development of the task, the learner will make use of as wide a range of available tools, functions, actions and features as possible. Within a developed demonstration workbook of at least 6 pages, the student will be expected to primarily use the container activity, magic ink, magic tunnel, set actions and constraints on objects, and apply the presentation tools of the ActivInspire environment. In the accompanying document (a separate file of *.docx format) to the created presentation materials and educational activities stored in *.flipchart format, the student will indicate the methodology of their inclusion in the educational activities of the target group of pupils.

Within the distance assignment, the student will create a set of 10 gamification educational activities for the target group of students with the effective use of pre-prepared templates and tools of the ClassFlow cloud environment. In the accompanying document (a separate file of *.docx format) to the created gamification activities, the student will include the methodology of their integration into the educational activities of the target group of pupils.

Within the framework of the distance task, the student will create, through the ClassFlow cloud environment, a test activity conceived from 20 test questions of supported types with the potential possibility of its use in the teaching of the subjects of his/her apprenticeship to pupils at primary school / secondary school.

We create video presentations of educational content through the cloud application Prezi Video

We develop professional digital competencies in the design and creation of compelling non-linear video presentations of educational content realized through Prezi Present and Prezi Video cloud platform Prezi by expressing visual ideas applicable to our own pedagogical activities;

We are mastering the methodology of applying video presentation of educational content communicated to pupils through Prezi Video to the process of school teaching of subjects of its approbation at primary school / high school;

We innovate didactic approaches to educational activities implemented in schools or educational institutions through immersive non-linear video presentations created in the cloud platform Prezi.

Topics:

We create a video presentation in the Prezi Video online editor environment from scratch using the Quick record tool - selecting a suitable template, inserting text content and other graphic visuals; supplementing the video presentation with a recording of your own image and sound;

We create a video presentation in the Prezi Video online editor environment by offering reusable videos recorded by other Prezi Video users;

Creating a video presentation based on a Prezi Present; Adding an accompanying commentary; Adding a video with accompanying commentary.

Within the distance assignment, the student will create an original didactic and visually engaging video presentation of educational content of his/her choice for the target group of pupils, using the Prezi cloud platform (Prezi Present and Prezi Video), in a range of at least 20 presentation views, usable in teaching the subjects of his/her specialisation at primary school/junior high school.

We use selected Web 2.0 software tools to obtain feedback from students participating in the school teaching process, in the case of students enrolled in distance (online) learning;

We are expanding the knowledge framework in the field of application of gamification (game-based learning) as one of the innovative and activating methods applied in the educational process at the primary school level;

We are expanding digital skills to include the ability to effectively use Socrative 2.0, a cloud-based application designed to create and manage knowledge/quiz activities in order to get immediate feedback from students participating in a lesson in the classroom or at home in the case of distance/hybrid learning;

We are mastering the methodology of applying knowledge/quiz activities communicated to students through Socrative 2.0 to the process of school teaching of subjects of their area of interest in primary schools;

We extend professional digital competences with the ability to create gamification quiz activities and knowledge games through the online platform Kahoot! into the school learning process in a fun and playful way - transforming traditional knowledge testing through quizzes in an activating form using digital means;

We acquire competencies in the application of the application methodology, in the Kahoot! author-prepared, gamified educational and quiz activities to the process of school teaching of subjects of their approbation in primary school / secondary school;

We develop digital competences by the ability to effectively use the cloud tool Wizer.me for creating multimedia online worksheets with educational content for the target group of primary school pupils;

We are mastering the methodology of applying the processed digital graphic outputs of educational content communicated to students through the cloud tool Wizer.me to the process of school teaching of subjects of their approbation in primary school / secondary school;

We master the principle and methodology of working with the cloud application Google Forms designed for the creation of online knowledge tests and research tools usable in the context of pedagogical activities;

Topics:

Socrative.com - a web-based tool for online testing of student knowledge; Free registration vs. benefits of paid registration for teachers; Creating a teacher/student account; Test administration panel in Socrative 2.0 - Creating a new test - question types for creating your own tests - multiple

choice, yes/no and short open answer; Managing teacher-created tests; Creating a copy of a test - a variant for a parallel group with slightly different questions; Deleting a test; Downloading a test to a document in *.pdf; Editing the created test; Importing a test from another teacher - sharing tests between teachers; Access to the results of all (already) completed tests; Modes of making the test available to pupils - immediate feedback: Instant Feedback; Teacher-controlled test; Selecting the ways of displaying the results; Defining the appearance of the test results - a general overview of all pupils with statistics of pupil's success and questions; Separate *.Separate pdf files for each pupil; Success statistics for each test question; Practical examples of administered tests in the Socrative 2.0 environment for different educational disciplines and learning topics;

For the sake of brevity, the thematic focus of Kahoot! is analogous in content to the Socrative 2.0 application;

Cloud Computing; Google Drive; Viewing Google Docs options; Description of the Google Forms environment - Questions tab; Creating a form; Editing the appearance of the form; Setting up the form as a quiz; Evaluating the data obtained from the form administration - Answers tab; Sending the form to respondents; Setting up Google Form sharing - in Google Drive and in the Google Forms editor; Setting up Google Form sharing for a user with an un-created Google account. As part of the distance task, the student will create a knowledge test with ten multiple choice questions, ten yes/no questions and ten short free-form questions using the online software application Socrative. The focus of the knowledge test should be situated in a curricular issue of the student's choice falling within the educational content of the subject taught at primary/ secondary school, in the context of the subjects of interest that the student is studying in the teacher education programmes at PdF UK. The knowledge test defined in this way will be implemented by the student among his/her classmates in his/her educational group. As part of the distance assignment, the student will create a software application Kahoot! test activity made up of 20 knowledge questions of supported types. The focus of the test activity should be situated in a teaching issue of his/her own choice falling within the educational content of the teaching subject at primary school / high school in the intent of the approbation subjects that the student studies in the study programs of teaching at the Faculty of Education of the Charles University. The test activity defined in this way will be implemented by the student among the classmates of his/her educational group.

Within the distance assignment, the student will design and create an engaging multimedia worksheet with educational content for the target group of pupils in primary school / secondary school in the environment of the cloud tool Wizer.me; To the created digital graphic output (in a separate file format *.docx), the student will provide a methodology for its inclusion in the educational activities of the target group of pupils.

As part of the distance learning assignment, the student will create a knowledge quiz activity with a minimum of 15 questions of supported types via the Google Forms cloud application. The focus of the knowledge quiz should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at primary school / high school in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education at PdF UK. The knowledge quiz defined in this way will be implemented by the student among the classmates of his/her educational group.

Creation of digital graphic outputs in the environment of selected cloud applications

Acquire digital competences by the ability to effectively use the Prezi Design cloud tool of the Prezi cloud platform to create multimedia posters with educational content intended for the target group of pupils in primary schools / secondary schools by expressing their own visual ideas;

We develop digital competences by the ability to effectively use the cloud tool Glogster (edu.Glogster.com) for digital storytelling - creating engaging multimedia posters with educational content - designed for the target group of pupils in primary schools / secondary schools by expressing their own visual ideas;

We are mastering the methodology of applying the processed digital graphic outputs of educational content communicated to students through the cloud tool Prezi Design and Glogster to the school teaching of subjects that the student studies in the study programs of teaching at the Faculty of Education at Charles University.

Topics:

Prezi Design as a comprehensive graphic design and data visualization tool; Template library; Creating and editing content by adding multimedia items in the editor; Adding, moving and layering objects; Using *.ppt, *.pdf and *.doc in Prezi Design; Implementing animated elements into the graphic content you create; Creating visual effects to images by applying masks and filters; Adding links to text objects, graphics and shapes; Multi-page design; Linking text, images, icons and shapes to pages and sections; Sharing content created in Prezi Design with your audience on social media using private or public links; Collaborating in the Prezi Design environment; Adding/removing collaborators; Adding an entire team of collaborators; Collaborating in real time;

Creating and editing engaging data visualizations using maps; Creating a social post - adding and editing content, adding animation to the content of the post being created; Downloading and sharing the created content for publishing purposes;

Creating infographics for visual representation of information and data, Adding and editing content; Creating gif and mp4 videos in the Prezi Design environment; Embedding videos from Prezi Video into Prezi Design; Adding videos to Prezi Design and editing settings; Media integrations in Prezi Design - adding content from Prezi Video to projects.

Within the distance task, the student will design and create in the cloud tool Prezi Design an engaging digital poster with multiMedial educational content usable in teaching in the intent of the approbation subjects, which the student studies in the study programs of teaching at the Faculty of Education of the Charles University; To the created digital graphic output (in a special file format *.docx) the student will provide a methodology for its inclusion in the educational activities of the target group of students.

Within the distance task, the student will design and create in the cloud tool edu.Glogster an engaging digital poster with multiMedial educational content usable in teaching in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education of the Charles University; To the created digital graphic output (in a special file format *.docx) the student will provide a methodology for its inclusion in the educational activities of the target group of students

Recommended literature:

Recommended reading:

ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov. Bratislava:

Univerzita Komenského v Bratislave, 141 strán, ISBN 978-80-223-5121-8. https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Inovativne_digitalne_riesenia.pdf

ZÁHOREC, J., BREČKA, P. (2021). Uplatnenie platformy SMART Learning Suite v oblasti tvorby edukačných aktivít. Bratislava: Univerzita Komenského v Bratislave, 129 strán, ISBN 978-80-223-5127-0 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Pouzivame_SMART_Learning_Suite.pdf

ZÁHOREC, J., HAŠKOVÁ, A., MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy. Bratislava: Univerzita Komenského v Bratislave, 305 strán, ISBN 978-80-223-4882-9.

LABJAKOVÁ, I. (2019). Interaktívna tabuľa v edukačnom procese, Bratislava: Metodicko-pedagogické centrum v Bratislave, 2019, 100 s., ISBN 978-80-565-1444-3

Základný študijný text k vzdelávaciemu obsahu disciplíny Digitálne technológie 2 bude študentom pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.

Languages necessary to complete the course:

slovak and czech

Notes:

: The maximum number of students per study group within the regular learning form of study is 15 (per one teacher). The seminar is conducted in a computer room, each student has a computer at his/her disposal.

Past grade distribution

Total number of evaluated students: 85

A	ABS	B	C	D	E	FX
37,65	0,0	30,59	18,82	4,71	2,35	5,88

Lecturers: doc. PaedDr. Ján Záhorec, PhD.**Last change:** 09.11.2022**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPg/B-VUZde013/22			Course title: Digital technologies 3			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 4., 6.						
Educational level: I.						
Prerequisites: PdF.KPg/B-VUZde012/22 - Digital technologies 2						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
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: doc. PaedDr. Ján Záhorec, PhD.						
Last change: 22.04.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPg/B-VUZde013/22			Course title: Digital technologies 3			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 3., 5.						
Educational level: I.						
Prerequisites: PdF.KPg/B-VUZde012/22 - Digital technologies 2						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
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: doc. PaedDr. Ján Záhorec, PhD.						
Last change: 22.04.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde022/22	Course title: Education towards tolerance
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Assessment: consists of 2 intermediate assessments (40+60, total 100 points). Intermediate assessment 1: consists of a term paper and its oral presentation Semester work for intermediate assessment 1: Critical analysis of a relevant source on a selected topic in tolerance education for a minimum of 10 min. and 10 images (in the selected graphic program) for 40 points. A relevant source is defined as: e.g., a revival article, study, documentary, scholarly discussion, etc. The topic of the term paper: it should be related to current issues in education (multiculturalism, pro-sociality, stereotypes, minorities, tolerance, inclusion, discrimination, extremism, etc.). The chosen topic should address various social issues that we can systematically promote through education and training (e.g. critical thinking) and through various cross-cutting themes (e.g. media education, civic initiative, ecology, segregation, otherness, religious freedom, human rights, plurality of opinion, etc.). For the presentation, the student will prepare critical questions for social discourse and lead the discussion. Intermediate assessment 2: consists of a test of the acquired knowledge, i.e. a 60-point test. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments,	

excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach in developing interim assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

For a grade of C at least 73 points. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

For a grade D of at least 66 points. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application of knowledge in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in class during the semester in collaboration with the instructor or other students.

At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning objectives and outcomes:

By completing the course Education for Tolerance, the student should:

- Demonstrate key knowledge and skills in the field of education for tolerance - multicultural education, ethics education, global education, education for human rights, etc,
- be able to evaluate and select relevant sources on the topic of education for tolerance,
- be able to apply critical analysis of a relevant source,
- be able to lead a debate and ask critical questions in social discourse,
- be able to create and apply activities to promote tolerance in the classroom,
- understand social values within the framework of tolerance as a key area in education.

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

Class syllabus:

Brief outline of the course:

The aim of the course is to prepare students for the future teaching profession in the areas of critical and independent thinking, collaboration, creative activity, self-knowledge, etc. in the areas of tolerance, multiculturalism, empathy and positive communication. Using a variety of activating methods and problem-based assignments, students will actively participate in the learning process and create course content themselves, in which they will use their own potential and develop intra and interpersonal aspects of their personality.

Topics:

Definition of basic concepts, tolerance, empathy, positive communication and positive attitudes, pro-sociality, multicultural education, stereotypes, minorities, refugees, European context, developing relationships and active listening. Applying PE in the school environment, aims of PE, diversity, religious freedom, plurality of opinion in society and education, countering extremism. Methods for developing education for tolerance. Experiential pedagogy. Overview of methods and activities, concrete examples, video demonstrations, institutions and organisations involved in the protection of HR, third sector. Video analysis - discussion questions, argumentation, development of critical thinking in the framework of education for tolerance, discussion. Positive communication, how to argue properly, how to avoid manipulation, forms of discrimination. Democracy and freedom. How to develop democratic thinking within a European context, values of society and personal values. The teacher, the personality of the teacher and his/her goals in the educational process in education for tolerance. Otherness and prejudice.

Recommended literature:

Reference sources:

Required reading:

BAGALOVÁ, Ľ., GOGOLOVÁ D. (2007). Ľudské práva a zručnosti potrebné na ich uplatnenie. Metodická príručka pre učiteľov základných a stredných škôl. Bratislava: Štátny pedagogický ústav, 2007. 116s. ISBN 978-80-89225-26-2

https://cloud6n.edupage.org/cloud/Ludske_prava_a_zrucnosti_potrebne_na_ich_uplatnenie.pdf?z%3AEOkxIo%2BPktZ20N3iZdGXb2nU5Utxp3cFkE4LvHo1nhT4r7yEiKLYJ9B8tPNFfppW

DÚBRAVOVÁ, V., HRADSKÁ, J., KUMANOVÁ, A. a kol. (2006). MULTI-KULTI na školách: Metodická príručka pre multikultúrnu výchovu. Bratislava: Nadácia Milana Šimečku, 2006. 164s. ISBN 80-89008-21-6

https://globalnevezdelavanie.sk/wp-content/uploads/2019/08/multi-kulti_pre_skoly.pdf

Recommended reading:

MISTRÍK, E. a kol. (2008). Multikultúrna výchova v škole. Bratislava: OSF, 2008. 87s. ISBN 978-80-969271-4-2

http://bojnak.wbl.sk/MultiKulturalna_vychova_v_skole.pdf

ONDRUŠEK, D., POTOČKOVÁ, D., HIPŠ, J. (2007). Výchova k tolerancii hrou. Bratislava: PDCS, 2007. 84s. ISBN978-80-969431-5-9.

https://eknizky.sk/wp-content/uploads/2019/02/Vychova_k_tolerancii_hrou.pdf

ŠIŠKOVÁ, T. (2008). Výchova k tolerancii a proti rasizmu. Praha, 2008. 280s. ISBN 978-80-7367-182-2

ŠRAMOVÁ, B. (2010). Tolerancia a intolerancia v spoločnosti. Bratislava: Melius, 2010. 180s. ISBN 978-80-97806309

https://kis.ukf.sk/epcfiles/0F78B1FE60F84E33BEE74B56A7D6AFE5/zbornik_komplet.pdf

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 91

A	ABS	B	C	D	E	FX
58,24	0,0	26,37	10,99	1,1	2,2	1,1

Lecturers:

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde022/22	Course title: Education towards tolerance
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Assessment: consists of 2 intermediate assessments (40+60, total 100 points). Intermediate assessment 1: consists of a term paper and its oral presentation Semester work for intermediate assessment 1: Critical analysis of a relevant source on a selected topic in tolerance education for a minimum of 10 min. and 10 images (in the selected graphic program) for 40 points. A relevant source is defined as: e.g., a revival article, study, documentary, scholarly discussion, etc. The topic of the term paper: it should be related to current issues in education (multiculturalism, pro-sociality, stereotypes, minorities, tolerance, inclusion, discrimination, extremism, etc.). The chosen topic should address various social issues that we can systematically promote through education and training (e.g. critical thinking) and through various cross-cutting themes (e.g. media education, civic initiative, ecology, segregation, otherness, religious freedom, human rights, plurality of opinion, etc.). For the presentation, the student will prepare critical questions for social discourse and lead the discussion. Intermediate assessment 2: consists of a test of the acquired knowledge, i.e. a 60-point test. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments,	

excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach in developing interim assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

For a grade of C at least 73 points. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

For a grade D of at least 66 points. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application of knowledge in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in class during the semester in collaboration with the instructor or other students.

At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning objectives and outcomes:

By completing the course Education for Tolerance, the student should:

- Demonstrate key knowledge and skills in the field of education for tolerance - multicultural education, ethics education, global education, education for human rights, etc,
- be able to evaluate and select relevant sources on the topic of education for tolerance,
- be able to apply critical analysis of a relevant source,
- be able to lead a debate and ask critical questions in social discourse,
- be able to create and apply activities to promote tolerance in the classroom,
- understand social values within the framework of tolerance as a key area in education.

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

Class syllabus:

Brief outline of the course:

The aim of the course is to prepare students for the future teaching profession in the areas of critical and independent thinking, collaboration, creative activity, self-knowledge, etc. in the areas of tolerance, multiculturalism, empathy and positive communication. Using a variety of activating methods and problem-based assignments, students will actively participate in the learning process and create course content themselves, in which they will use their own potential and develop intra and interpersonal aspects of their personality.

Topics:

Definition of basic concepts, tolerance, empathy, positive communication and positive attitudes, pro-sociality, multicultural education, stereotypes, minorities, refugees, European context, developing relationships and active listening. Applying PE in the school environment, aims of PE, diversity, religious freedom, plurality of opinion in society and education, countering extremism. Methods for developing education for tolerance. Experiential pedagogy. Overview of methods and activities, concrete examples, video demonstrations, institutions and organisations involved in the protection of HR, third sector. Video analysis - discussion questions, argumentation, development of critical thinking in the framework of education for tolerance, discussion. Positive communication, how to argue properly, how to avoid manipulation, forms of discrimination. Democracy and freedom. How to develop democratic thinking within a European context, values of society and personal values. The teacher, the personality of the teacher and his/her goals in the educational process in education for tolerance. Otherness and prejudice.

Recommended literature:

Reference sources:

Required reading:

BAGALOVÁ, Ľ., GOGOLOVÁ D. (2007). Ľudské práva a zručnosti potrebné na ich uplatnenie. Metodická príručka pre učiteľov základných a stredných škôl. Bratislava: Štátny pedagogický ústav, 2007. 116s. ISBN 978-80-89225-26-2

https://cloud6n.edupage.org/cloud/Ludske_prava_a_zrucnosti_potrebne_na_ich_uplatnenie.pdf?z%3AEOkxIo%2BPktZ20N3iZdGXb2nU5Utxp3cFkE4LvHo1nhT4r7yEiKLYJ9B8tPNFfppW

DÚBRAVOVÁ, V., HRADSKÁ, J., KUMANOVÁ, A. a kol. (2006). MULTI-KULTI na školách: Metodická príručka pre multikultúrnu výchovu. Bratislava: Nadácia Milana Šimečku, 2006. 164s. ISBN 80-89008-21-6

https://globalnevezdelavanie.sk/wp-content/uploads/2019/08/multi-kulti_pre_skoly.pdf

Recommended reading:

MISTRÍK, E. a kol. (2008). Multikultúrna výchova v škole. Bratislava: OSF, 2008. 87s. ISBN 978-80-969271-4-2

http://bojnak.wbl.sk/MultiKulturalna_vychova_v_skole.pdf

ONDRUŠEK, D., POTOČKOVÁ, D., HIPŠ, J. (2007). Výchova k tolerancii hrou. Bratislava: PDCS, 2007. 84s. ISBN978-80-969431-5-9.

https://eknizky.sk/wp-content/uploads/2019/02/Vychova_k_tolerancii_hrou.pdf

ŠIŠKOVÁ, T. (2008). Výchova k tolerancii a proti rasizmu. Praha, 2008. 280s. ISBN 978-80-7367-182-2

ŠRAMOVÁ, B. (2010). Tolerancia a intolerancia v spoločnosti. Bratislava: Melius, 2010. 180s. ISBN 978-80-97806309

https://kis.ukf.sk/epcfiles/0F78B1FE60F84E33BEE74B56A7D6AFE5/zbornik_komplet.pdf

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 91

A	ABS	B	C	D	E	FX
58,24	0,0	26,37	10,99	1,1	2,2	1,1

Lecturers:

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde018/22	Course title: Educational counselling
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Students are required to complete a midterm paper for 40 points and a midterm test for 60 points, for a total of 100 points. The condition for successful completion of the course is obtaining at least 60% of the maximum possible grade for the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim of the course Educational Counselling is to provide students with an initial framework of knowledge in the field of the educational counselling system. Upon successful completion of the course, students will be able to navigate the school counseling system. They understand the place and role of the guidance counselor in the guidance counseling system and master the prerequisites for the position of guidance counselor. Know the differences in the responsibilities of the class teacher, guidance counsellor or school counsellor in the provision of guidance on educational issues. They know the methods of educational counselling. They know strategies for the prevention of problem behaviour and understand their importance. They are able to apply the acquired knowledge in solving specific problem situations in educational practice. They are oriented in school career guidance. They can describe and interpret the importance of school cooperation with educational guidance and prevention institutions, social and legal protection bodies and others.

Transferable competences: by analysing, solving and discussing seminar assignments, students are able to communicate their conclusions, think critically and think in context.

Class syllabus:

Brief outline of the course:

1. School guidance system.
2. The framework for the work of an educational counsellor, professional and personal prerequisites of an educational counsellor, education of an educational counsellor.
3. The class teacher and his/her role in advising pupils and guardians in education and training.
4. Methods of work in educational counselling.
5. Strategies for preventing problem behaviour in pupils.
6. Addressing pupils' educational difficulties.
7. Methods and options for intervention of problem behaviour of pupils.
8. Career counselling.
9. Educational counselling in the field of care for gifted pupils.
10. Cooperation of the school with other institutions, family. Social and legal protection of children and youth.

Recommended literature:

Reference sources:

Required reading:

HORVÁTHOVÁ, K. (2002). Aktuálne otázky výchovného poradenstva v školskej praxi.

Bratislava: MPC Tomášikova, 57 s. ISBN 80-88796-25-3.

KNOTOVÁ, D. a kol. (2014). Školní poradenství. Praha: Grada. 258 s. ISBN 978-80-247-4502-2

Recommended reading:

DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IRIS. 144 s. ISBN 978-80-8200-034-7
 FERKOVÁ, Š. (2015), Skúsenosti s využitím influenčného programu zameraného na elimináciu rizikového správania žiakov v škole. In Prevencia. roč. 13., č. 4. s. 37 – 34.
 KYRIACOU, CH. (2003). Řešení výchovných problémů ve škole. Praha: Portál, 151 s. ISBN 80-7178-945-3.
 ZEMANČÍKOVÁ, V. (2014). Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov. In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 22-36. ISSN 1805-8825.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 101

A	ABS	B	C	D	E	FX
23,76	0,0	29,7	22,77	11,88	4,95	6,93

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde018/22	Course title: Educational counselling
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Students are required to complete a midterm paper for 40 points and a midterm test for 60 points, for a total of 100 points. The condition for successful completion of the course is obtaining at least 60% of the maximum possible grade for the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim of the course Educational Counselling is to provide students with an initial framework of knowledge in the field of the educational counselling system. Upon successful completion of the course, students will be able to navigate the school counseling system. They understand the place and role of the guidance counselor in the guidance counseling system and master the prerequisites for the position of guidance counselor. Know the differences in the responsibilities of the class teacher, guidance counsellor or school counsellor in the provision of guidance on educational issues. They know the methods of educational counselling. They know strategies for the prevention of problem behaviour and understand their importance. They are able to apply the acquired knowledge in solving specific problem situations in educational practice. They are oriented in school career guidance. They can describe and interpret the importance of school cooperation with educational guidance and prevention institutions, social and legal protection bodies and others.

Transferable competences: by analysing, solving and discussing seminar assignments, students are able to communicate their conclusions, think critically and think in context.

Class syllabus:

Brief outline of the course:

1. School guidance system.
2. The framework for the work of an educational counsellor, professional and personal prerequisites of an educational counsellor, education of an educational counsellor.
3. The class teacher and his/her role in advising pupils and guardians in education and training.
4. Methods of work in educational counselling.
5. Strategies for preventing problem behaviour in pupils.
6. Addressing pupils' educational difficulties.
7. Methods and options for intervention of problem behaviour of pupils.
8. Career counselling.
9. Educational counselling in the field of care for gifted pupils.
10. Cooperation of the school with other institutions, family. Social and legal protection of children and youth.

Recommended literature:

Reference sources:

Required reading:

HORVÁTHOVÁ, K. (2002). Aktuálne otázky výchovného poradenstva v školskej praxi.

Bratislava: MPC Tomášikova, 57 s. ISBN 80-88796-25-3.

KNOTOVÁ, D. a kol. (2014). Školní poradenství. Praha: Grada. 258 s. ISBN 978-80-247-4502-2

Recommended reading:

DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IRIS. 144 s. ISBN 978-80-8200-034-7
 FERKOVÁ, Š. (2015), Skúsenosti s využitím influenčného programu zameraného na elimináciu rizikového správania žiakov v škole. In Prevencia. roč. 13., č. 4. s. 37 – 34.
 KYRIACOU, CH. (2003). Řešení výchovných problémů ve škole. Praha: Portál, 151 s. ISBN 80-7178-945-3.
 ZEMANČÍKOVÁ, V. (2014). Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov. In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 22-36. ISSN 1805-8825.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 101

A	ABS	B	C	D	E	FX
23,76	0,0	29,7	22,77	11,88	4,95	6,93

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde011/22	Course title: Educational psychology
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organisational form: 2 hours lecture + 2 hours seminar/week; 44 hours total per semester, combined form (primarily full-time). Student workload: 11 x 4 hours of direct teaching = 44 hours; continuous preparation (15 hours); preparation for the midterm test (20 hours); preparation of the seminar paper - output in video format (15 hours); preparation for the final examination (26 hours). 120 hours in total.	
Number of credits: 4	
Recommended semester: 4.	
Educational level: I.	
Prerequisites: PdF.KPsPp/B-PSYde005/22 - Developmental psychology	
Recommended prerequisites: B-PSYde005 Developmental psychology	
Course requirements: 50% of the interim evaluation + 50% of the final evaluation There will be one written examination during the semester with the possibility to get 30 points, students and present a seminar paper of max. 20 minutes + 10 minutes discussion or make the output interactive in the way of PepTalk/TedTalk, or as a video presentation (of students' choice) (max. 15 points), the level of giving feedback in the group (5 points). The exam will consist of a written part (30 points) and an oral part (20 points). Credit will not be awarded to a student who scores less than 50% on any of the assignments. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required). For a grade of A, the student needs to produce consistently excellent results, be able to study independently, and be able to reflect on the problems presented. The student is able to navigate a variety of literary sources of information and is able to select relevant sources for his/her study, is able to analyze and select professional or scientific information and to present to a group, is	

proficient in the basics of educational psychology and is able to apply this information in practice. They are also able to self-reflect, receive feedback, and give feedback to others.

A grade of B means that the student achieved above average results throughout the semester, was capable of independent study, knows basic information related to educational psychology, can navigate the literature study, can apply the acquired knowledge to practice in educational work with children and pupils, is capable of self-reflection, accepting feedback and providing feedback to others, there are moderate deficiencies in his/her creative and critical thinking.

A grade of C means that the student has performed well during the semester, his/her theoretical knowledge of the subject matter is at a good level, but the ability to apply this knowledge quite correctly, to critically evaluate and compare individual literary sources and psychological knowledge is lacking. Minor shortcomings are evident in the ability to work with feedback and in the area of self-reflection.

A grade D means that the student has been less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work as well as in group work, cannot critically analyse information independently and has problems in correctly applying knowledge to practice, presentation skills and the ability to give feedback are at a weaker level.

A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyse and collate multiple pieces of knowledge, and more often fails to think critically and apply theoretical knowledge to practice, but knows most of the theoretical knowledge in the course and presentation skills and the ability to give feedback are at a borderline level of proficiency.

A grade of Fx indicates that the student needs additional study to acquire the necessary knowledge. Scale of assessment (preliminary/final): 50% of the interim evaluation + 50% of the final evaluation

Learning outcomes:

The aim of the course - which is another supporting component in the core of basic psychological disciplines, important in the profile of graduates of the field of psychology teacher education combined already at the bachelor's degree - is to make graduates know how to navigate the basic theoretical and empirically research-based knowledge of educational psychology. Students will be able to use this knowledge in their further studies and later in educational practice. They will be able to take a creative and active approach to working with children and pupils/students in school, know their motivation, learning styles and be able to select the right way of learning in individual conditions when working with a child/student, distinguish between different educational styles and educational situations, understand pupils' failure to thrive and know how to motivate them. They will also be able to assess, analyse and compare information, be able to think critically and evaluate different models of learning and working with children/students. In addition, they will further develop (transferable competences) their presentation skills, working with modern technologies, the ability to self-evaluate and give feedback.

Class syllabus:

1. System and methods of educational psychology. Determinants of individual psyche formation in the context of education and teaching/learning.
2. Psychological issues of learning. The concept of learning in terms of psychological theories of learning, types of learning, laws of learning, control of learning processes, motivation, and its influence on learning.
3. Cognitive and learning styles.
4. Social-psychological cognition in the pedagogical space (impression formation, distorting mechanisms in assessing performance or learning success, attitudes, stereotypes).

5. Communication in the pedagogical process - verbal and non-verbal communication, conflict situations and their resolution.
6. Teacher's strategies in classroom management, teacher's social-psychological competences.
7. Psychological analysis of success and failure of pupils or students in school. Psychological aspects of the personality of the teacher/person working with the child. Performance of pupils/students and teachers.
8. Psychological issues in education, logical implications.
9. Individual characteristics of pupils/students with giftedness and behavioural disorders.
10. Individual characteristics of pupils/students with learning disabilities.
11. Individual characteristics of pupils/students and working with them. Multiculturalism, culture of poverty.

Recommended literature:

Compulsory readings:

Čáp, J., & Mareš, J. (2007). Psychologie pro učitele. Portál.

Jedlička, R., Kořa, J., & Slavík, J. (2018). Pedagogická psychologie pro učitele. Psychologie vo výchově a vzdělávání. Grada. (vybrané kapitoly: 1., 2., 3.2, 3.3. 3.4., 3.5, 3.6 ale aj 4., 5.6 a 9).

Recommended readings:

Jursová Zacharová, Z., Lemešová, M., Miškolci, J., Cabanová, K., Horváthová, Ľ., & Sokolová, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Univerzita Komenského.

(vybrané kapitoly: 2.2. Rozdielnosť detí – pohľad spoza učiteľskej katedry a 2.3 Rastové alebo fixné nastavenie pri vnímaní rozdielnosti, 2.4 Predsudky učiteľov a učiteľiek voči rómskemu etniku vo vzťahu k inklúzii).

Sokolová, L., Jursová Zacharová, Z., Lemešová, M., Cabanová, K., & Šramová, B. (2015).

Osobnosť a sociálno-psychologické kompetencie učiteľov a učiteľiek. Univerzita Komenského. 7-69.

Veselský, M. (2007). Pedagogická psychológia 1. Teória a prax. Univerzita Komenského.

Websites:

Asociácia školskej psychológie - <http://www.aspsr.sk/skolska-psychologia>.

Pedagogická a školská psychológia (Učebnica) <https://pdf.truni.sk/e-ucebnice/psp/>.

Časopis: Školní psycholog/Školský psycholog: <https://journals.muni.cz/skolnipsycholog/index>.

VUDPaP: www.vudpap.sk.

Languages necessary to complete the course:

Slovak language (active), Czech language and English language (passive - reading literature, understanding videos)

Notes:

Past grade distribution

Total number of evaluated students: 158

A	ABS	B	C	D	E	FX
59,49	0,0	20,25	10,13	6,33	3,8	0,0

Lecturers: Mgr. Veronika Horníková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde030/22	Course title: Environmetal education
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will be evaluated on an ongoing basis: a) defending a term paper with the content of current environmental problems on the territory of the Slovak Republic as well as environmental problems that are solved globally with a maximum value of 20 points b) its elaboration in the form of analysis and critical evaluation of the chosen environmental issue, in the form of creating reflections from each presented environmental topic and application of the chosen topic to the education of pupils with a maximum value of 80 points. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who obtains less than 40 points in a seminar paper and fails to defend the paper. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results), excellent performance, the student can work well with professional literature dealing with the issue of current environmental problems not only in the Slovak Republic but also at the global level, can critically evaluate environmental problems in society and create appropriate activating methods for the environmental problem usable in pedagogical practice B (90-81%, very good - above average standard), excellent performance, the student can work with the literature dealing with the issues of current environmental problems not only in the Slovak Republic but also at the global level very well, but critical thinking in the field of environmental science is borderline, but can create appropriate activating methods for the environmental problem usable in pedagogical practice C (80-73%, good - normal reliable work), good performance, the student can work well with literature dealing with current environmental problems not only in the Slovak Republic but also at the global level, but critical thinking in the field of environmental science is partially absent, but can create appropriate activating methods for the environmental problem usable in pedagogical practice	

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student can only partially work with professional literature dealing with current environmental problems not only in the Slovak Republic but also at the global level, critical thinking in the field of environmental science is partially absent and only partially knows how to apply environmental theory in the form of the creation of activating methods in pedagogical practice

E (65-60%, sufficient - the results meet the minimum criteria), sufficient performance, the student can work with the literature dealing with current environmental problems not only in the Slovak Republic but also at the global level at a minimum level, critical thinking in the field of environmental science is absent and his ability to apply environmental theory in the form of creating activating methods in pedagogical practice is minimal

Fx (59-0%, insufficient - additional work required), insufficient performance, student is unable to work with literature dealing with current environmental issues not only in the Slovak Republic but also on a global level, nor critically evaluate environmental issues and is unable to apply environmental theory in the form of creating activating methods to pedagogical practice

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

Learning outcomes:

Learning outcomes and transferable competences:

Upon completion of the course, the student will gain basic information on nature conservation, quality of life assurance and remediation options, which will subsequently enable him/her to solve problems in environmental issues. He will be able to apply all this knowledge to teaching practice; he will strengthen his digital skills in searching for literature on environmental issues on appropriate professional domestic and foreign Internet portals, as well as his communication skills, critical thinking and evaluation of environmental problems in society.

Class syllabus:

Brief outline of the course:

1. Ecology. (the student can distinguish between the concepts of ecology and environmental science, knows the relationships of organisms in the environment and how endogenous and exogenous factors affect the environment)

2. Stability and biodiversity of ecosystems. Protected areas. Regulation of trophic chains. Anthropocentrism, biocentrism and ecocentrism. (the student will learn to perceive the interconnectedness of relationships in nature, the sensitivity of ecosystem stability, how this stability is affected by man himself and ultimately be able to take a stance on the protection of individual ecosystems for the need to maintain balance in nature)

3. Waste management. (the student will get acquainted with the issues of waste management, the creation and regulation of the amount of waste in society, the problem of black dumps but also with the process of recycling as an option for environmental protection)

4. Transport and the greenhouse effect. (the student is able to assess the negative impact of transport use on the environment and is able to adopt the right attitude to dealing with the issue in terms of protecting the environment in which he/she lives)

5. Environmental education in primary schools. Environmental projects of the Slovak Republic. (The student knows how to incorporate environmental education as a cross-cutting theme in the state educational programme, knows how environmental education contributes to the development of the pupil's personality by acquiring the ability to understand, analyse and evaluate the relationships between man and his environment on the basis of knowledge of the laws governing life on Earth, to know and understand the connections between the development of human population and the relationship to the environment in different areas of the world, to understand the connections between local and global problems and their own responsibility in relation to the environment, ultimately the student will also become familiar with the current environmental projects of the

Slovak Republic that support this education at primary school and will be able to bring the environmental problems to the student's mental level by appropriate activating methods)

Recommended literature:

Recommended reading:

CHRENŠČOVÁ, V., ELEK, Š., FUCHSOVÁ, M., MATIS, D., ŽARNOVIČAN, H. (2010).

Pracovný zošit o vode pre základné školy - nižšie sekundárne vzdelávanie : Vzdelávací program Modrá škola. Bratislava Mladí vedci Slovenska, 31 s. ISBN 978-80-970496-2-1 http://new.modraskola.sk/wp-content/uploads/2016/12/SV_doplnkoveTexty.pdf

CHRENŠČOVÁ, V., ELEK, Š., ELEK, T., FUCHSOVÁ, M., JASAŇ, I., LIBOVIČ, M., MATIS, D., ŽARNOVIČAN, H. (2010). Doplnkové študijné texty o vode pre základné školy - nižšie sekundárne vzdelávanie: Vzdelávací program Modrá škola. Bratislava: Mladí vedci Slovenska, 64 s. ISBN 978-80-970496-1-4 http://new.modraskola.sk/wp-content/uploads/2016/12/SV_doplnkoveTexty.pdf

BIELIKOVÁ, D., FÜRY, D., FUCHSOVÁ, M. (2011) Environmentálne aktivity využiteľné vo výchovno-vzdelávacom procese na základných školách. In: Envirohorizonty ... od teórie k praxi Bratislava: Univerzita Komenského, 20 s, ISBN 978-80-223-3083-1

MAJZLAN, O. A FEDOR, P. (2012). Základy ekológie a environmentalistiky pre pedagogické smery. Bratislava: Univerzita Komenského, 180 s. ISBN 978-80-223-3175-3

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 419

A	ABS	B	C	D	E	FX
66,11	0,0	21,96	6,44	0,72	0,72	4,06

Lecturers: Mgr. Mária Fuchsová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde030/22	Course title: Environmetal education
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will be evaluated on an ongoing basis: a) defending a term paper with the content of current environmental problems on the territory of the Slovak Republic as well as environmental problems that are solved globally with a maximum value of 20 points b) its elaboration in the form of analysis and critical evaluation of the chosen environmental issue, in the form of creating reflections from each presented environmental topic and application of the chosen topic to the education of pupils with a maximum value of 80 points. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who obtains less than 40 points in a seminar paper and fails to defend the paper. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results), excellent performance, the student can work well with professional literature dealing with the issue of current environmental problems not only in the Slovak Republic but also at the global level, can critically evaluate environmental problems in society and create appropriate activating methods for the environmental problem usable in pedagogical practice B (90-81%, very good - above average standard), excellent performance, the student can work with the literature dealing with the issues of current environmental problems not only in the Slovak Republic but also at the global level very well, but critical thinking in the field of environmental science is borderline, but can create appropriate activating methods for the environmental problem usable in pedagogical practice C (80-73%, good - normal reliable work), good performance, the student can work well with literature dealing with current environmental problems not only in the Slovak Republic but also at the global level, but critical thinking in the field of environmental science is partially absent, but can create appropriate activating methods for the environmental problem usable in pedagogical practice	

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student can only partially work with professional literature dealing with current environmental problems not only in the Slovak Republic but also at the global level, critical thinking in the field of environmental science is partially absent and only partially knows how to apply environmental theory in the form of the creation of activating methods in pedagogical practice

E (65-60%, sufficient - the results meet the minimum criteria), sufficient performance, the student can work with the literature dealing with current environmental problems not only in the Slovak Republic but also at the global level at a minimum level, critical thinking in the field of environmental science is absent and his ability to apply environmental theory in the form of creating activating methods in pedagogical practice is minimal

Fx (59-0%, insufficient - additional work required), insufficient performance, student is unable to work with literature dealing with current environmental issues not only in the Slovak Republic but also on a global level, nor critically evaluate environmental issues and is unable to apply environmental theory in the form of creating activating methods to pedagogical practice

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

Learning outcomes:

Learning outcomes and transferable competences:

Upon completion of the course, the student will gain basic information on nature conservation, quality of life assurance and remediation options, which will subsequently enable him/her to solve problems in environmental issues. He will be able to apply all this knowledge to teaching practice; he will strengthen his digital skills in searching for literature on environmental issues on appropriate professional domestic and foreign Internet portals, as well as his communication skills, critical thinking and evaluation of environmental problems in society.

Class syllabus:

Brief outline of the course:

1. Ecology. (the student can distinguish between the concepts of ecology and environmental science, knows the relationships of organisms in the environment and how endogenous and exogenous factors affect the environment)

2. Stability and biodiversity of ecosystems. Protected areas. Regulation of trophic chains. Anthropocentrism, biocentrism and ecocentrism. (the student will learn to perceive the interconnectedness of relationships in nature, the sensitivity of ecosystem stability, how this stability is affected by man himself and ultimately be able to take a stance on the protection of individual ecosystems for the need to maintain balance in nature)

3. Waste management. (the student will get acquainted with the issues of waste management, the creation and regulation of the amount of waste in society, the problem of black dumps but also with the process of recycling as an option for environmental protection)

4. Transport and the greenhouse effect. (the student is able to assess the negative impact of transport use on the environment and is able to adopt the right attitude to dealing with the issue in terms of protecting the environment in which he/she lives)

5. Environmental education in primary schools. Environmental projects of the Slovak Republic. (The student knows how to incorporate environmental education as a cross-cutting theme in the state educational programme, knows how environmental education contributes to the development of the pupil's personality by acquiring the ability to understand, analyse and evaluate the relationships between man and his environment on the basis of knowledge of the laws governing life on Earth, to know and understand the connections between the development of human population and the relationship to the environment in different areas of the world, to understand the connections between local and global problems and their own responsibility in relation to the environment, ultimately the student will also become familiar with the current environmental projects of the

Slovak Republic that support this education at primary school and will be able to bring the environmental problems to the student's mental level by appropriate activating methods)

Recommended literature:

Recommended reading:

CHRENŠČOVÁ, V., ELEK, Š., FUCHSOVÁ, M., MATIS, D., ŽARNOVIČAN, H. (2010).

Pracovný zošit o vode pre základné školy - nižšie sekundárne vzdelávanie : Vzdelávací program Modrá škola. Bratislava Mladí vedci Slovenska, 31 s. ISBN 978-80-970496-2-1 http://new.modraskola.sk/wp-content/uploads/2016/12/SV_doplnkoveTexty.pdf

CHRENŠČOVÁ, V., ELEK, Š., ELEK, T., FUCHSOVÁ, M., JASAŇ, I., LIBOVIČ, M., MATIS, D., ŽARNOVIČAN, H. (2010). Doplnkové študijné texty o vode pre základné školy - nižšie sekundárne vzdelávanie: Vzdelávací program Modrá škola. Bratislava: Mladí vedci Slovenska, 64 s. ISBN 978-80-970496-1-4 http://new.modraskola.sk/wp-content/uploads/2016/12/SV_doplnkoveTexty.pdf

BIELIKOVÁ, D., FÜRY, D., FUCHSOVÁ, M. (2011) Environmentálne aktivity využiteľné vo výchovno-vzdelávacom procese na základných školách. In: Envirohorizonty ... od teórie k praxi Bratislava: Univerzita Komenského, 20 s, ISBN 978-80-223-3083-1

MAJZLAN, O. A FEDOR, P. (2012). Základy ekológie a environmentalistiky pre pedagogické smery. Bratislava: Univerzita Komenského, 180 s. ISBN 978-80-223-3175-3

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 419

A	ABS	B	C	D	E	FX
66,11	0,0	21,96	6,44	0,72	0,72	4,06

Lecturers: Mgr. Mária Fuchsová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde021/22	Course title: Ethical Propaedeutics
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 2 hours seminar/week; total 22 hours per semester, combined (primarily full-time) Student workload: 11 x 2 hours of teaching = 22 hours; 33 hours of class preparation (including written preparation); 2 hours of preparation for the paper. Total 57 Teaching methods: In the self-study, it is mainly a work with the text (selected passages of works of important authors relevant to the topic under discussion, scientific articles) or a critical reflection on other material (film); during seminars, the individual study of the assigned text (material) - which determines the main topic of the lesson - is followed mainly by dialogical methods such as discussion, interview, Socratic method, which are complemented by monological methods of interpretation, explanation, or lecturing.	
Number of credits: 2	
Recommended semester: 3.	
Educational level: I.	
Prerequisites:	
Course requirements: 100% of the continuous assessment, which includes: 20% class preparation, 40% class activity, 40% report. 1. Preparation for each lesson, which consists of reading and reviewing the assigned text and handing in the outline by the beginning of the lesson. 2. Active participation in class - engaging in discussion. 3. Prepare and present a paper on the chosen topic. For successful completion of the course, it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), B (93-86%, very good - above average standard), C (85-76%, well - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required).	

For grade A, the students performed excellently during the semester, they were always thoroughly prepared for classes, actively participated in the teaching and showed interest in the subject matter, their theoretical knowledge in the field of ethics is at a high level, they are able to apply the acquired knowledge without any problems, critically assess and compare individual ethical concepts and knowledge.

For grade B, students performed very well during the semester, they were prepared for the classes, they participated in the teaching, their theoretical knowledge in the field of ethics is at a very good level, they are able to apply the acquired knowledge, they can critically assess and compare individual ethical concepts and knowledge.

For a grade of C, students performed well throughout the semester, their theoretical knowledge of ethics is at a good level, but they lack the ability to apply this knowledge, critically evaluate and compare individual ethical concepts and knowledge.

For a grade of D, students were less prepared during the semester; they have slight deficiencies in theoretical knowledge related to ethics; they have difficulty working independently; they are unable to critically analyze information.

For a grade of E, students were only minimally prepared during the semester, were only minimally engaged in the course of instruction, have significant deficiencies in theoretical knowledge related to ethics; have significant difficulty working independently, and cannot critically analyze information.

For the Fx assessment, students were unprepared for class during the semester, did not engage in the course and were unable to respond to questions posed, unable to work independently, and had significant deficiencies in theoretical knowledge in the area of ethics.

Scale of assessment (preliminary/final): 100% of the continuous assessment, which includes: 20% class preparation, 40% class activity, 40% report.

Learning outcomes:

The aim is to be able to orientate oneself in the issue of social pathological phenomena, to know the cause of their occurrence, the consequences for the individual and to be able to implement preventive measures to eliminate them.

After completing the course, the student can: define the subject of ethics and the basic concepts of ethics, give an overview of the most important ethical concepts, understand the development of morality and ethical concepts in a historical context, understand the psychology of moral development, highlight the alternative and equivalence of ethical concepts, distinguish the ethical from the non-ethical sphere, help navigate ethical issues, recognize the value aspect of ethical categories, clarify the basic categories of ethics, find intrinsic motivational sources of behaviour, cultivate and develop empathy and the good in us. By completing the course, the student develops the following transferable competencies: communication skills, analytical skills, interpersonal skills, creativity and the ability to think abstractly, critical thinking skills, motivation and the ability to learn, reasoning in context.

Class syllabus:

1. Introduction to ethics as a philosophical discipline; definition of the subject of ethics and the basic concepts of ethics, morality, etiquette; basic forms of ethics.
2. Introduction of basic ethical concepts (virtue ethics, hedonism, deontological ethics, utilitarianism).
3. Selected forms of psychological ethics (Freud, Fromm, Frankl).
4. Psychology and the Problem of Evil (Zimbardo, Milgram).
5. The psychology of morality (Piaget, Kohlberg).

Recommended literature:

Compulsory readings:

Aristoteles (2011). Etika Nikomachova. Kalligram (Kniha druhá, kap. 1-6).
 Epikuros (2014). O šťastnom živote I. Thetis, (List Menoikeovi).
 Frankl, V. E. (1992). Vôľa k zmyslu. Filozofia 47(11), 680 – 685.
 Freud, S. (2015). Totem a tabu. Európa (časť IV, 5-7).
 Kant, I. (2004). Základy metafyziky mravov. Kalligram (Predslov a Prvá kapitola).
 Kohák, E. (2004). Svoboda, svedomí, soužití. Kapitoly z mezilidské etiky. SLON (První přednáška. Filosofie, etika, svoboda).
 Mill, J. S. (2005). Utilitarizmus. In: Mill, J. S.: Logika liberalizmu. Kalligram (II. kap. Čo je utilitarizmus).
 Vacek, P. (2008). Rozvoj morálního vědomí žáků. Portál (1 Kapitoly z psychologie morálky 1.1 – 1.2).
 Zimbardo, P. (2015). Luciferův efekt. Jak se z dobrých lidí stávají lidé zlí. Academia (X. kap. Význam a poselství Stanfordského vězeňského experimentu: alchymie transformace charakteru).
 Recommended readings:
 Anzenbacher, A. (1994). Úvod do etiky. Zvon.
 Čapek, J. et al. (2015). Přístupy k etice II. Filozofia.
 Kohák, E. (1993). Člověk, dobro a zlo. JEŽEK.
 Remišová, A. (ed.) (2008). Dejiny etického myslenia v Európe a USA. Kalligram.
 Sokol, J. (2014). Etika, život, instituce. Pokus o praktickou filosofii. Vyšehrad.
 Špinka, Š. et al. (2014). Přístupy k etice I. Filozofia.

Languages necessary to complete the course:

Slovak and Czech

Notes:

Past grade distribution

Total number of evaluated students: 19

A	ABS	B	C	D	E	FX
63,16	0,0	26,32	10,53	0,0	0,0	0,0

Lecturers: Mgr. Michal Bizoň, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde016/22	Course title: Ethics and professional ethics
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the interim grade, which includes 30% class activity (30 points) and 70% project (70 points). For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively knowledge, including its meaningful integration into the realities of life and pedagogical practice. B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately, including their meaningful integration into the realities of life and pedagogical practice. C (85-76%, good - routine reliable work), students performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge. They cannot critically analyze information. E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Fx (59-0%, insufficient - extra work required). Learning outcomes: Learning objectives and outcomes and transferable competences: The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession (teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable	

classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.

This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).

The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to

defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession (teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.

This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication). The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.

Class syllabus:

Brief outline of the course:

1. Introduction to the subject: defining the basic concepts: ethics and morality.

Ethics and professional ethics: definition of basic terms: applied ethics - sectoral division of applied ethics. Professional ethics as a part of applied ethics.

2. Professional tact and etiquette as a basis for the formation of the code of ethics of individual professions.

3. The teaching profession and the teacher's code of ethics. Status and role of the teacher. Resolving dilemmas in the teaching profession.

4. Positive climate in the classroom, relationships between school climate factors.

5. Convention on the Rights of the Child.

6. A closer definition of bioethics and its areas of interest on concrete examples, the issue of the code of ethics. Classical ethical theories and alternative methods in solving ethical dilemmas.

Recommended literature:

Compulsory reading:

ANZENBACHER, A. (2001). Úvod do etiky. Praha: Academia, s. 13 – 17. ISBN 978-80-200-0917-5

GLUCHMAN, V. (2000). Úvod do etiky. Prešov: Univerzum, s. 7 – 103, 122 – 133. ISBN 978-80-890-1200-0

GLUCHMANOVÁ, M., GLUCHMAN, V. (2008). Učiteľská etika. Prešov: FF PU (ESF), s. 88 – 127, 194 – 215. ISBN 978-80-806-8808-0

Recommended reading:

HUPKOVÁ, M., PETLÁK, E. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: IRIS, 2004. s. 11 – 26, 81 – 96. ISBN 978-80-89018-77-7

KOSOVIČOVÁ, B. a kol. (2012). Vysokoškolské vzdelávanie učiteľov. Banská Bystrica: Pedagogická fakulta UMB v Banskej Bystrici, s. 6 – 21, 52 – 61. ISBN 978-80-557-0353-4

LIESSMANN, K. P. (2012). Teorie nevdčanosti. Praha: ACADEMIA, s. 37 – 61. ISBN 978-80-200-1677-5

MALANKIEVIČOVÁ, S. (2008). Profesijná etika. Prešov: FF PU (ESF), s. 13 – 35. ISBN 978-80-806-8811-0

REMIŠOVÁ, A. (1997). Podnikateľská etika. Nitra: ENIGMA, s. 12 – 49, 198 – 211.

VAJDA, J. (2004). Úvod do etiky. Nitra: Enigma, s. 13 - 56. ISBN 978-80-8913-212-6

VETEŠKA, J., TURECKIOVÁ, M. (2008). Kompetence ve vzdělávání. Praha: GRADA, s. 13 – 57. ISBN 978-80-247-1770-8

ŽILÍNEK, M. (1997). Étos a utváranie mravnej identity osobnosti. Bratislava: IRIS, s. 12 – 108. ISBN 978-80-88778-60-3

WILLIAMS, B. (2021). Morálka: úvod do etiky. Praha: OYIKOYMENH. ISBN 978-80-7298-569-2

DANIŠKOVÁ, Z. (2013). Môže prístup „new public management“ dopomôcť k etablovaníu etického kódexu učiteľa? 2013 dostupné na http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 800

A	ABS	B	C	D	E	FX
58,25	0,0	20,88	9,5	4,13	2,38	4,88

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde016/22	Course title: Ethics and professional ethics
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the interim grade, which includes 30% class activity (30 points) and 70% project (70 points). For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively knowledge, including its meaningful integration into the realities of life and pedagogical practice. B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately, including their meaningful integration into the realities of life and pedagogical practice. C (85-76%, good - routine reliable work), students performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge. They cannot critically analyze information. E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Fx (59-0%, insufficient - extra work required). Learning outcomes: Learning objectives and outcomes and transferable competences: The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession (teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable	

classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.

This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).

The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to

defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession (teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.

This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication). The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.

Class syllabus:

Brief outline of the course:

1. Introduction to the subject: defining the basic concepts: ethics and morality.

Ethics and professional ethics: definition of basic terms: applied ethics - sectoral division of applied ethics. Professional ethics as a part of applied ethics.

2. Professional tact and etiquette as a basis for the formation of the code of ethics of individual professions.

3. The teaching profession and the teacher's code of ethics. Status and role of the teacher. Resolving dilemmas in the teaching profession.

4. Positive climate in the classroom, relationships between school climate factors.

5. Convention on the Rights of the Child.

6. A closer definition of bioethics and its areas of interest on concrete examples, the issue of the code of ethics. Classical ethical theories and alternative methods in solving ethical dilemmas.

Recommended literature:

Compulsory reading:

ANZENBACHER, A. (2001). Úvod do etiky. Praha: Academia, s. 13 – 17. ISBN 978-80-200-0917-5

GLUCHMAN, V. (2000). Úvod do etiky. Prešov: Univerzum, s. 7 – 103, 122 – 133. ISBN 978-80-890-1200-0

GLUCHMANOVÁ, M., GLUCHMAN, V. (2008). Učiteľská etika. Prešov: FF PU (ESF), s. 88 – 127, 194 – 215. ISBN 978-80-806-8808-0

Recommended reading:

HUPKOVÁ, M., PETLÁK, E. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: IRIS, 2004. s. 11 – 26, 81 – 96. ISBN 978-80-89018-77-7

KOSOVIČOVÁ B. a kol. (2012). Vysokoškolské vzdelávanie učiteľov. Banská Bystrica: Pedagogická fakulta UMB v Banskej Bystrici, s. 6 – 21, 52 – 61. ISBN 978-80-557-0353-4

LIESSMANN, K. P. (2012). Teorie nevdčanosti. Praha: ACADEMIA, s. 37 – 61. ISBN 978-80-200-1677-5

MALANKIEVIČOVÁ, S. (2008). Profesijná etika. Prešov: FF PU (ESF), s. 13 – 35. ISBN 978-80-806-8811-0

REMIŠOVÁ, A. (1997). Podnikateľská etika. Nitra: ENIGMA, s. 12 – 49, 198 – 211.

VAJDA, J. (2004). Úvod do etiky. Nitra: Enigma, s. 13 - 56. ISBN 978-80-8913-212-6

VETEŠKA, J., TURECKIOVÁ, M. (2008). Kompetence ve vzdělávání. Praha: GRADA, s. 13 – 57. ISBN 978-80-247-1770-8

ŽILÍNEK, M. (1997). Étos a utváranie mravnej identity osobnosti. Bratislava: IRIS, s. 12 – 108. ISBN 978-80-88778-60-3

WILLIAMS, B. (2021). Morálka: úvod do etiky. Praha: OYIKOYMENH. ISBN 978-80-7298-569-2

DANIŠKOVÁ, Z. (2013). Môže prístup „new public management“ dopomôcť k etablovaníu etického kódexu učiteľa? 2013 dostupné na http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 800

A	ABS	B	C	D	E	FX
58,25	0,0	20,88	9,5	4,13	2,38	4,88

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde024/22	Course title: Family education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points). The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim of the Family Education course is to convey basic information about the family as an educational institution and about the possible impact of the specifics of family life and family education on the educational process in school. The student is able to define the family as an educational institution, remembers its functions, knows the typology of families. The student can explain the transformations of the family in a historical context and the transformations of the family within its life cycle. The student knows and understands the educational goals, content, methods and means of family education. The student is able to critically evaluate and articulate the specifics of family education in alternative forms of partnership cohabitation. The student is able to categorize styles of family education. Describe and interpret inappropriate approaches in family education and predict their possible effects on student performance in school. The student is able to apply the acquired knowledge in solving educational difficulties of the pupil resulting from the specifics of family life and family education.

Transferable competences: by analysing, proposing solutions and discussing problem problems assigned during seminars, the student is able to communicate his/her conclusions, think critically, think in context.

Class syllabus:

Brief outline of the course:

1. Definition of family (traditional vs. newer concept of family), family typology and functions.
2. Basic demographic changes of the family in historical context (from traditional to postmodern family).
3. Family life cycle. Marriage as an institution. Education for marriage and parenthood.
4. The (un)stable family - the contemporary family and the issue of divorce. Inappropriate approaches in family upbringing in the period of divorce. Pupil in school in the period of parents' divorce process.
5. Alternative forms of cohabitation (cohabitation, mingle, single, "patchwork", homosexual partnerships...) - specifics of family education in alternative forms of cohabitation.
6. Pedagogy of the family. Theory of family education. Objectives, content, methods and means of family education. Styles of family education.
7. Relational attachment as a key prerequisite for harmonious personality development. Pupil's manifestations at school with regard to the type of relational attachment.
8. Alternative family education. Specifics of raising a child in foster care.
9. Different forms of violence in the family and their negative impact on the child's personality.

10. Specifics of family education in families with children with disabilities.

Recommended literature:

Compulsory reading:

POTOČÁROVÁ, M. (2018). Etika v rodinných vzťahoch. Bratislava: Univerzita Komenského, 228 s. ISBN 97-880-223-3998-8.

POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská RV. Bratislava: UK, 216 s. ISBN 978-80-223-2458-8.

DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IKAR, 146 s. ISBN 978-80-8200-034-7.

Recommended reading:

BAKOŠOVÁ, Z., ZEMANČÍKOVÁ, V. (2011). Výchova sociálnych a prosociálnych kompetencií v rodine. In: Teórie sociálnej pedagogiky: edukačné, sociálne a komunikačné aspekty [Z. Bakošová]. Bratislava: Slovenská pedagogická spoločnosť SAV, 2011.184 s. ISBN 978-80-970675-0-2. BRISCH, K. H. (2011). Bezpečná vzťahová väzba. Attachment v tehotenstve a prvých rokoch života. Trenčín: Vydavateľstvo F, 150 s. ISBN 978-80-88952-67-1.

POTOČÁROVÁ, M. Výchova k hodnotám v slovenskej rodine. In Pedagogická orientace, 45(5-6),1996.

PŠENIČKA, O. 1995. Sexuální výchova v rodině. Hradec Králové: Rodina, 310s. ISBN-10 8090152414.

ZEMANČÍKOVÁ, V. 2008. Fyzické tresty vo výchove detí v rodine. In: Výchova v pedagogickom výskume a praxi. zborník z medzinárodnej vedeckej konferencie. Trnava: Univerzita sv. Cyrila a Metoda, 2008

Languages necessary to complete the course:

slovak language

Notes:

Past grade distribution

Total number of evaluated students: 692

A	ABS	B	C	D	E	FX
55,35	0,0	23,7	10,26	4,34	2,02	4,34

Lecturers: prof. PhDr. Mária Potočárová, PhD., Mgr. Vladimíra Zemančíková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde024/22	Course title: Family education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points). The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim of the Family Education course is to convey basic information about the family as an educational institution and about the possible impact of the specifics of family life and family education on the educational process in school. The student is able to define the family as an educational institution, remembers its functions, knows the typology of families. The student can explain the transformations of the family in a historical context and the transformations of the family within its life cycle. The student knows and understands the educational goals, content, methods and means of family education. The student is able to critically evaluate and articulate the specifics of family education in alternative forms of partnership cohabitation. The student is able to categorize styles of family education. Describe and interpret inappropriate approaches in family education and predict their possible effects on student performance in school. The student is able to apply the acquired knowledge in solving educational difficulties of the pupil resulting from the specifics of family life and family education.

Transferable competences: by analysing, proposing solutions and discussing problem problems assigned during seminars, the student is able to communicate his/her conclusions, think critically, think in context.

Class syllabus:

Brief outline of the course:

1. Definition of family (traditional vs. newer concept of family), family typology and functions.
2. Basic demographic changes of the family in historical context (from traditional to postmodern family).
3. Family life cycle. Marriage as an institution. Education for marriage and parenthood.
4. The (un)stable family - the contemporary family and the issue of divorce. Inappropriate approaches in family upbringing in the period of divorce. Pupil in school in the period of parents' divorce process.
5. Alternative forms of cohabitation (cohabitation, mingle, single, "patchwork", homosexual partnerships...) - specifics of family education in alternative forms of cohabitation.
6. Pedagogy of the family. Theory of family education. Objectives, content, methods and means of family education. Styles of family education.
7. Relational attachment as a key prerequisite for harmonious personality development. Pupil's manifestations at school with regard to the type of relational attachment.
8. Alternative family education. Specifics of raising a child in foster care.
9. Different forms of violence in the family and their negative impact on the child's personality.

10. Specifics of family education in families with children with disabilities.

Recommended literature:

Compulsory reading:

POTOČÁROVÁ, M. (2018). Etika v rodinných vzťahoch. Bratislava: Univerzita Komenského, 228 s. ISBN 97-880-223-3998-8.

POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská RV. Bratislava: UK, 216 s. ISBN 978-80-223-2458-8.

DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IKAR, 146 s. ISBN 978-80-8200-034-7.

Recommended reading:

BAKOŠOVÁ, Z., ZEMANČÍKOVÁ, V. (2011). Výchova sociálnych a prosociálnych kompetencií v rodine. In: Teórie sociálnej pedagogiky: edukačné, sociálne a komunikačné aspekty [Z. Bakošová]. Bratislava: Slovenská pedagogická spoločnosť SAV, 2011.184 s. ISBN 978-80-970675-0-2. BRISCH, K. H. (2011). Bezpečná vzťahová väzba. Attachment v tehotenstve a prvých rokoch života. Trenčín: Vydavateľstvo F, 150 s. ISBN 978-80-88952-67-1.

POTOČÁROVÁ, M. Výchova k hodnotám v slovenskej rodine. In Pedagogická orientace, 45(5-6),1996.

PŠENIČKA, O. 1995. Sexuální výchova v rodině. Hradec Králové: Rodina, 310s. ISBN-10 8090152414.

ZEMANČÍKOVÁ, V. 2008. Fyzické tresty vo výchove detí v rodine. In: Výchova v pedagogickom výskume a praxi. zborník z medzinárodnej vedeckej konferencie. Trnava: Univerzita sv. Cyrila a Metoda, 2008

Languages necessary to complete the course:

slovak language

Notes:

Past grade distribution

Total number of evaluated students: 692

A	ABS	B	C	D	E	FX
55,35	0,0	23,7	10,26	4,34	2,02	4,34

Lecturers: Mgr. Vladimíra Zemančíková, PhD., prof. PhDr. Mária Potočárová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde032/22	Course title: Family education and cooperation between school and family
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student will also complete an intermediate written assessment of knowledge (maximum possible points - 60). To pass the course, a minimum of 60% of the points must be obtained (min. 60 out of 100 points). The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim of the course Family Education and Family-School Cooperation is to convey basic information about the contemporary family as an important socializing and educational institution. Students will be introduced to the implications of the specifics of family life and family education specifically for the educational process in school. The student will be able to define the family as an educational institution, remember its functions, and know the typology of families. The student can explain the transformations of the family in a historical context and the transformations of the family within its life cycle. The student knows and understands the educational goals, content, methods, styles and means of family education. Describe and interpret inappropriate approaches in family education and predict their possible effects on student performance in school. The student will be able to apply the knowledge acquired in solving educational difficulties of the pupil resulting from the specifics of family life and family education. The student deals with trends and current forms in family-school cooperation, is able to analyze them and propose solutions in approaches of this cooperation. A particular issue in the aims of education is the knowledge of the aims, criteria and methods of home education.

Transferable competences: by analysing, proposing solutions and discussing the problem tasks assigned during the seminars, the student is able to communicate his/her conclusions, think critically, and reason in context.

Class syllabus:

Recommended literature:

Reference sources:

Required reading:

DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IKAR, 146 s. ISBN 978-80-8200-034-7.

POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská RV. Bratislava: UK, 216 s. ISBN 978-80-223-2458-8

RABUŠICOVÁ, M. ŠEĐOVÁ, K., ČIHÁČEK, V. (2004) Škola a versus rodina. Brno : Masarykova univerzita, 176 s. ISBN 80-210-3598-6

RABUŠICOVÁ, M., EMMEROVÁ, K. (2003) Role rodičů ve vztahu ke škole – teoretické koncepty. In: pedagogika, LIII, 2003, č. 2, s. 141- 151, ISSN 3380-3815

Recommended reading:

POTOČÁROVÁ, M. Výchova k hodnotám v slovenskej rodine. In Pedagogická orientace, 45(5-6),1996.

RABUŠICOVÁ, M., POL, M. (1996) Vztahy školy a rodiny dnes : hledání partnerství. IN : Pedagogika č. 1, č. 2, 1996

SIEGLOVÁ, D. Konec školní nudy - Didaktické metody pro 21. století. Praha : GRADA, 336 s.

Languages necessary to complete the course:

: slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 161

A	ABS	B	C	D	E	FX
62,73	0,0	14,91	9,32	1,24	2,48	9,32

Lecturers: prof. PhDr. Mária Potočárová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde032/22	Course title: Family education and cooperation between school and family
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student will also complete an intermediate written assessment of knowledge (maximum possible points - 60). To pass the course, a minimum of 60% of the points must be obtained (min. 60 out of 100 points). The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim of the course Family Education and Family-School Cooperation is to convey basic information about the contemporary family as an important socializing and educational institution. Students will be introduced to the implications of the specifics of family life and family education specifically for the educational process in school. The student will be able to define the family as an educational institution, remember its functions, and know the typology of families. The student can explain the transformations of the family in a historical context and the transformations of the family within its life cycle. The student knows and understands the educational goals, content, methods, styles and means of family education. Describe and interpret inappropriate approaches in family education and predict their possible effects on student performance in school. The student will be able to apply the knowledge acquired in solving educational difficulties of the pupil resulting from the specifics of family life and family education. The student deals with trends and current forms in family-school cooperation, is able to analyze them and propose solutions in approaches of this cooperation. A particular issue in the aims of education is the knowledge of the aims, criteria and methods of home education.

Transferable competences: by analysing, proposing solutions and discussing the problem tasks assigned during the seminars, the student is able to communicate his/her conclusions, think critically, and reason in context.

Class syllabus:

Recommended literature:

Reference sources:

Required reading:

DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IKAR, 146 s. ISBN 978-80-8200-034-7.

POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská RV. Bratislava: UK, 216 s. ISBN 978-80-223-2458-8

RABUŠICOVÁ, M. ŠEĐOVÁ, K., ČIHÁČEK, V. (2004) Škola a versus rodina. Brno : Masarykova univerzita, 176 s. ISBN 80-210-3598-6

RABUŠICOVÁ, M., EMMEROVÁ, K. (2003) Role rodičů ve vztahu ke škole – teoretické koncepty. In: pedagogika, LIII, 2003, č. 2, s. 141- 151, ISSN 3380-3815

Recommended reading:

POTOČÁROVÁ, M. Výchova k hodnotám v slovenskej rodine. In Pedagogická orientace, 45(5-6),1996.

RABUŠICOVÁ, M., POL, M. (1996) Vztahy školy a rodiny dnes : hledání partnerství. IN : Pedagogika č. 1, č. 2, 1996

SIEGLOVÁ, D. Konec školní nudy - Didaktické metody pro 21. století. Praha : GRADA, 336 s.

Languages necessary to complete the course:

: slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 161

A	ABS	B	C	D	E	FX
62,73	0,0	14,91	9,32	1,24	2,48	9,32

Lecturers: prof. PhDr. Mária Potočárová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde018/22	Course title: Gender aspects of education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: Prerequisites for successful completion of the course: The course is completed with an assessment, weighted interim/final assessment 100/0. 100% of the continuous assessment includes: during the semester there will be approximately 6 - 8 assignments: focused on working with a professional text and its application in an example and the interpretation of the example processed on the basis of the professional text, the analysis of stereotypes in educational texts, the processing of professional literature into an annotation with questions on the read text. Students will use the e-learning environment moodle for their studies. For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes and transferable competences:

Students know the mechanisms to prevent the violation of equal opportunities for women and men (girls and boys) in education; they can identify gender stereotypes and their negative consequences in the educational process. They use methods to deepen gender democracy in school; They perceive the educational process from a gender perspective. They can name and find connections between gender-sensitive education and the cross-cutting theme of education for marriage and parenthood (sex education); apply the gender perspective in relational sex education.

Learning objectives:

Students will acquire knowledge and skills that will enable them to prevent violations of equal opportunities for women and men (girls and boys), eliminate gender stereotypes and their negative consequences in the educational process, deepen gender democracy at school, and perceive the educational process from a gender perspective.

Class syllabus:

Brief outline of the course:

Definition of the terms: gender, sex, gender stereotypes, gender sensitive education, direct and indirect discrimination. Education and training from a gender perspective - theories of gender socialisation, feminist pedagogy, models of gender-sensitive pedagogy. Gender in the pedagogical process. Inequalities in school from a gender perspective. Language - gender insensitivity. Research, projects, development of study materials, methodologies - gender perspective. Gender aspects of marriage and parenthood/sexual relationship education in schools.

Recommended literature:

Recommended reading:

Compulsory reading:

BOSÁ, M., MINAROVICHOVÁ, K. (2011). Rodovo citlivá výchova, In: Kiczková, Z., Szapuová, M. Rodové štúdiá, Bratislava : Univerzita Komenského v Bratislave, s. 161-181. ISBN 978-80-223-2934-7

SMETÁČKOVÁ, I. (2016). Genderové vyjednávani ve školních třídách. In: Genderové představy a vztahy. Praha: SLON, s. 177-216. ISBN 978-80-7419-229-6

SMETÁČKOVÁ, I., VLKOVÁ, K. (zost.). (2005). Gender ve škole I, II. Praha: Otevřená společnost, 2005.

Recommended reading:

BABANOVÁ, A., MIŠKOLCI, J. (zost.). (2007). Genderově citlivá výchova: Kde začít? Praha: Žába na prameni. ISBN 978-80-239-8798-0

- BOSÁ, M., MINAROVIČOVÁ, K. (2006). Rodovo citlivá výchova. Bratislava: EsFem.
- CVIKOVÁ, J., JURÁŇOVÁ, J. (ed.). (2003). Ružový a modrý svet. Bratislava: Aspekt. ISBN 0-89140-02-5.
- HOPPE, H., HOPPE, S., KREBEL, J. (2001). Sociálne psychologické hry pro dospívající: Rozvoj pohlavní identity, prevence agresivity a zneužívání. Praha: Portál, ISBN 978-80-7178-434-0
- JARKOVSKÁ, L. (2014). Gender před tabulí. Praha: SLON. ISBN 978-80-7419-119-0.
- LUKŠÍK, I., SUPEKOVÁ, M. (2003). Sexualita a rodovosť v sociálnych a výchovných súvislostiach. Bratislava: Humanitas,. ISBN 80-89124-01-1.
- OSAĐAN, R. RAPOŠOVÁ, P. SMETANOVÁ, D. (v tlači). Úvod do problematiky rodovosti a sexuality detí. Vysokoškolská učebnica. Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.
- RENZETTI, C.M., CURRAN, D. J. (2005). Ženy, muži a společnost. Praha: Karolinum. ISBN 80-246-0525-2
- ROVNANOVÁ, L., LUKŠÍK, I., LUKŠÍKOVÁ, Ľ. (Eds.). (2007). Príručka pre sexuálnu výchovu na druhom stupni základných škôl v rámci osnov výchovy k manželstvu a rodičovstvu. Bratislava: OKAT PLUS, ISBN 978-80-8872-010-2.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 611

A	ABS	B	C	D	E	FX
79,05	0,0	10,64	3,27	2,45	1,8	2,78

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde018/22	Course title: Gender aspects of education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: Prerequisites for successful completion of the course: The course is completed with an assessment, weighted interim/final assessment 100/0. 100% of the continuous assessment includes: during the semester there will be approximately 6 - 8 assignments: focused on working with a professional text and its application in an example and the interpretation of the example processed on the basis of the professional text, the analysis of stereotypes in educational texts, the processing of professional literature into an annotation with questions on the read text. Students will use the e-learning environment moodle for their studies. For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes and transferable competences:

Students know the mechanisms to prevent the violation of equal opportunities for women and men (girls and boys) in education; they can identify gender stereotypes and their negative consequences in the educational process. They use methods to deepen gender democracy in school; They perceive the educational process from a gender perspective. They can name and find connections between gender-sensitive education and the cross-cutting theme of education for marriage and parenthood (sex education); apply the gender perspective in relational sex education.

Learning objectives:

Students will acquire knowledge and skills that will enable them to prevent violations of equal opportunities for women and men (girls and boys), eliminate gender stereotypes and their negative consequences in the educational process, deepen gender democracy at school, and perceive the educational process from a gender perspective.

Class syllabus:

Brief outline of the course:

Definition of the terms: gender, sex, gender stereotypes, gender sensitive education, direct and indirect discrimination. Education and training from a gender perspective - theories of gender socialisation, feminist pedagogy, models of gender-sensitive pedagogy. Gender in the pedagogical process. Inequalities in school from a gender perspective. Language - gender insensitivity. Research, projects, development of study materials, methodologies - gender perspective. Gender aspects of marriage and parenthood/sexual relationship education in schools.

Recommended literature:

Recommended reading:

Compulsory reading:

BOSÁ, M., MINAROVICHOVÁ, K. (2011). Rodovo citlivá výchova, In: Kiczková, Z., Szapuová, M. Rodové štúdiá, Bratislava : Univerzita Komenského v Bratislave, s. 161-181. ISBN 978-80-223-2934-7

SMETÁČKOVÁ, I. (2016). Genderové vyjednávani ve školních třídách. In: Genderové představy a vztahy. Praha: SLON, s. 177-216. ISBN 978-80-7419-229-6

SMETÁČKOVÁ, I., VLKOVÁ, K. (zost.). (2005). Gender ve škole I, II. Praha: Otevřená společnost, 2005.

Recommended reading:

BABANOVÁ, A., MIŠKOLCI, J. (zost.). (2007). Genderově citlivá výchova: Kde začít? Praha: Žába na prameni. ISBN 978-80-239-8798-0

BOSÁ, M., MINAROVIČOVÁ, K. (2006). Rodovo citlivá výchova. Bratislava: EsFem.

CVIKOVÁ, J., JURÁŇOVÁ, J. (ed.). (2003). Ružový a modrý svet. Bratislava: Aspekt. ISBN 0-89140-02-5.

HOPPE, H., HOPPE, S., KREBEL, J. (2001). Sociálne psychologické hry pro dospívající: Rozvoj pohlavní identity, prevence agresivity a zneužívání. Praha: Portál, ISBN 978-80-7178-434-0

JARKOVSKÁ, L. (2014). Gender před tabulí. Praha: SLON. ISBN 978-80-7419-119-0.

LUKŠÍK, I., SUPEKOVÁ, M. (2003). Sexualita a rodovosť v sociálnych a výchovných súvislostiach. Bratislava: Humanitas,. ISBN 80-89124-01-1.

OSAĐAN, R. RAPOŠOVÁ, P. SMETANOVÁ, D. (v tlači). Úvod do problematiky rodovosti a sexuality detí. Vysokoškolská učebnica. Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.

RENZETTI, C.M., CURRAN, D. J. (2005). Ženy, muži a spoločnosť. Praha: Karolinum. ISBN 80-246-0525-2

ROVNANOVÁ, L., LUKŠÍK, I., LUKŠÍKOVÁ, Ľ. (Eds.). (2007). Príručka pre sexuálnu výchovu na druhom stupni základných škôl v rámci osnov výchovy k manželstvu a rodičovstvu. Bratislava: OKAT PLUS, ISBN 978-80-8872-010-2.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 611

A	ABS	B	C	D	E	FX
79,05	0,0	10,64	3,27	2,45	1,8	2,78

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde001/22	Course title: General educational theory
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 1.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by examination, the weighting of the interim and final assessment is 50/50. As part of the interim assessment, students will create (25 points) and critically analyse (25 points) a reflective journal (can take the form of a concept map) focused on pedagogical situational (self)reflection (50 points in total). As part of the final assessment, they will develop (30 points) and defend in a colloquium discussion (20 points) a term paper - a conceptual proposal (with pedagogical analysis of a specific problem(s)) to address a selected educational problem(s) in a school or extra-curricular setting (50 points total). The aim is coherent pedagogical (self-)reflection, critique, identification of critical moments of education (and/or teaching) and presentation of students' forming pedagogical thinking, production of ideas for improving the personal progress of the educated and the teacher, anticipation of the development of educational reality (under the influence of current problems and theories). A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course you must obtain a minimum of 60% of the marks. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyse, synthesise and assess (critically evaluate, develop, enrich with own ideas), is oriented in current scientific-pedagogical theories and can also critically analyse and evaluate them - in relation to the key stages of their	

development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,

B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, is familiar with current scientific and pedagogical theories and can also critically evaluate them - in relation to the key stages of their development and their implications for practice, but only in selected problems, not in a generalizing way,

C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it adequately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific-pedagogical theories, but lacks their critical and generalizing evaluation,

D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation is absent,

E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited in terms of correctness and accuracy, there is no critical analysis and development of their own ideas, the orientation in current scientific-pedagogical theories is limited to partial areas, there is no critical evaluation and generalization of them,

Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in current scientific-pedagogical theories is incoherent, limited to partial areas, their generalizing application is absent.

Scale of assessment (preliminary/final): 50/50

Learning outcomes:

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

Class syllabus:

Brief outline of the course: General educational theory explores educational reality in its breadth and complexity, helping teachers to orient themselves and gain the clearest possible picture of the complex spectrum of different determinants that shape it. It makes accessible the formation and nature of pedagogical thought and characterizes the whole process of constructing pedagogical knowledge. There is a present and necessary discourse in pedagogy about different conceptions and approaches to educational reality. Orientation in the contemporary scientific discourse of pedagogy initiates in student teachers the process of forming individual conceptions which, for their teaching practice, constitute the basic platform of their pedagogical thinking and action.

Lecture topics:

1. Pedagogy as a science. Social, gnoseological, psychological and logical foundations of the science of pedagogy; Scientific legitimacy of pedagogy; Subject of pedagogy; Use and significance of pedagogy in the present.

2. The development of pedagogical thinking in the 20th and 21st centuries. Basic paradigms in education and training; Paradigms of humanization and constructivism; subject and object of education and training.
3. Factors in the development of the human individual. Personality in relation to education; Functions of education; Education, education, teaching, teaching, learning (to); Selected methods of education.
4. Education as a subject of pedagogical science. The nature of education; Attributes of education; Education as deliberate purposeful action; Education and self-education.
5. Conceptual structure of education and training in Slovakia Determinants of selection of the content of education and training in Slovakia; Documents of educational policy; International and domestic documents of educational policy.
6. Education outside the classroom. Specific features, organisation and aims of education outside the classroom.
7. Principles, methods, forms and means of education and training for the meaningful development of the individual (teaching process). Educational problems in school and their optimal solution.
8. Teacher and educator. Status of teacher and educator; competencies, professionalism of teacher; educational styles; humanization of education. Pedagogical diagnostics and effectiveness of the educational process.
9. The phenomenon of teacher social competence. Basic concepts; Characteristic features, approaches and their meaning.
10. Alternative Education. Basic typology of alternative schools; History and development; Modern alternative approaches.
11. Scientific approaches in pedagogy. Basic concepts; Objectives, methods and conceptual bases of pedagogical research.

Recommended literature:

Recommended reading:

HELUS, Z. 2004. Dítě v osobnostním pojetí. Obrat k dítěti jako výzva a úkol pro učitele i rodiče.

2. prepr. a rozš. vyd. Praha : Portál, 2004. ISBN 80-7178-888-0.

HLÁSNA, S. – HORVÁTHOVÁ, K. – MUCHA, M. – TÓTHOVÁ, R., 2006. Úvod do pedagogiky. Nitra : ENIGMA. ISBN: 80-89132-29-4.

KOSTRUB, D. a kol. 2018. Vychovávanie a starostlivosť o deti do troch rokov veku. Tvorba výchovného programu. Bratislava : Univerzita Komenského, 2018. ISBN 978-80-223-4667-2. (.kap.: 5.3 Komunikácia v rodine a v zariadeniach. Ostradický, P., Pirháčová Lapšanská, M.).

MANNIOVÁ, Jolana. Kapitoly z pedagogiky I. Bratislava: Luskpress, 2004. ISBN 80-968956-2-1

POTOČÁROVÁ, M., KOLDEOVÁ, L., FERKOVÁ, Š, DERKOVÁ, J. 2021. Teória výchovy 1. Univerzita Komenského v Bratislave : Bratislava. 1. vydanie, 308 strán. ISBN 978-80-223-5327-4.

PRŮCHA, Ján. Přehled pedagogiky. 3. aktual. vyd. Praha: Portál, s.r.o., 2009. ISBN 978-7367-567-7.

ŠIPOŠOVÁ, M. OSTRADICKÝ, P. 2021. Formovanie pedagogického myslenia študentov učiteľstva angličtiny o problematike výučby gramatiky cudzieho jazyka v kontinuu ich cudzojazyčnej výučby (výskumná štúdia) In Forlang [elektronický dokument] : periodický zborník vedeckých príspevkov a odborných článkov z medzinárodnej vedeckej konferencie konanej 23. - 24. júna 2021 : Roč. 8, č. 1. - : 1. vyd. ISBN 978-80-553-3948-1. - Košice : Technická univerzita v Košiciach, 2021. - S. 368-380 [CD-ROM].

ZELINOVÁ, M. 2012. Voľný čas efektívne a tvorivo. Teória a prax výchovy mimo vyučovania. Iura Edition: Bratislava, 2012. 146s. ISBN 978-80-8078-479-9.

Languages necessary to complete the course: slovak and czech						
Notes:						
Past grade distribution Total number of evaluated students: 203						
A	ABS	B	C	D	E	FX
39,9	0,0	19,21	18,23	6,9	6,9	8,87
Lecturers: prof. PhDr. Mária Potočárová, PhD.						
Last change: 10.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde010/22	Course title: General pathopsychology
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 1 hour lecture + 1 hour seminar; 22 hours total per semester, combined (mostly attendance) Student workload: 11 x 2 hours of direct teaching = 22 hours; preparation of seminar paper and presentation (28 hours), preparation for the mid-term test (30 hours), preparation for the final examination (40 hours). 120 hours in total. Teaching methods: lecture, heuristic method, work with professional text and information sources	
Number of credits: 4	
Recommended semester: 3.	
Educational level: I.	
Prerequisites: PdF.KPsPp/B-PSYde005/22 - Developmental psychology	
Recommended prerequisites: B-PSYde005 Developmental psychology	
Course requirements: 50% of the interim evaluation + 50% of the final evaluation The interim assessment includes an interim test (30 points) and a seminar paper on the assigned topic and Power Point presentation (20 points). The final assessment will consist of a final exam in the form of a written test (50 points). For successful completion of the course, it is necessary to obtain a minimum of 60% of the points. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required). For a grade of A, students need to submit outstanding work and results continuously throughout the semester and are capable of independent study. Students are able to select relevant sources for their study, understand the general patterns of psyche formation under disability conditions, and	

the specific features of the psyche of individuals with different types of disability and are able to apply their knowledge in practice.

A grade of B means that students performed above average throughout the semester, were able to study independently, have a basic understanding of general pathopsychology, they are able to navigate the information in the literature very well.

A grade of C means that students performed at a standard level throughout the semester, their theoretical knowledge of general pathopsychology is at a good level, but they lack the ability to use this knowledge without to apply this knowledge in practice.

A grade of D indicates that students were less prepared during the semester, having slight deficiencies in theoretical knowledge related to general pathopsychology. They have considerable difficulties in independent work, they cannot critically analyse information.

A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastery of most of the theoretical knowledge in the course.

A grade of Fx indicates that the student needs additional study to acquire the necessary knowledge. Scale of assessment (preliminary/final): 50% of the interim evaluation + 50% of the final evaluation

Learning outcomes:

The aim of the course - which represents a pro-inclusive approach in psychological and related sciences and is also an essential element in the progressive comprehensive preparation of graduated psychology teachers in combination already at the bachelor's level – to be able to orient themselves correctly in the knowledge of general pathopsychology and to know the laws of the formation of the psyche in the conditions of disability and the peculiarities of the psyche of individuals with disabilities. After completing the course, the student will acquire the basic concepts of general pathopsychology. The student will acquire a basic overview of the theory and related knowledge of general pathopsychology, also necessary for working with children, adolescents, and adults with disabilities in the context of lifelong development and education. Understands the general patterns of psychological formation in conditions of disability and the specific features of the psyche of individuals with disabilities. It should be able to identify the specific features of the psychological processes of individuals with disabilities and know the basic methods of pathopsychological diagnostics. Apply the knowledge acquired in further studies and in practice in the approach and care of individuals with disabilities. Graduates are able to work critically with knowledge in general pathopsychology and apply knowledge in theory and practice.

1. Introduction to the study of general pathopsychology: subject, methods, and history in pathopsychology. Development of pathopsychology in Slovakia.
2. Basic concepts of general pathopsychology and related disciplines.
3. Normality - abnormality in relation to pathopsychology. Normality and disability.
4. Pathopsychological research of psychological processes. Methodology of pathopsychological research on children and adolescents.
5. Peculiarities of the psychological development of individuals with disabilities.
6. Social-psychological aspects of disability. Attitudes of society towards the disabled people. Issues of the family of disabled individual.
7. Personality of individuals with disabilities.
8. Psychological problems of integration and inclusion of the people with disability into society. Psychological aspects of school integration/inclusion.

Class syllabus:

1. Introduction to the study of general pathopsychology: subject, methods, and history in pathopsychology. Development of pathopsychology in Slovakia.

2. Basic concepts of general pathopsychology and related disciplines.
3. Normality - abnormality in relation to pathopsychology. Normality and disability.
4. Pathopsychological research of psychological processes. Methodology of pathopsychological research on children and adolescents.
5. Peculiarities of the psychological development of individuals with disabilities.
6. Social-psychological aspects of disability. Attitudes of society towards the disabled people. Issues of the family of disabled individual.
7. Personality of individuals with disabilities.
8. Psychological problems of integration and inclusion of the people with disability into society. Psychological aspects of school integration/inclusion.

Recommended literature:

Compulsory readings:

Požár, L. (1996). Psychológia osobnosti postihnutých. Univerzita Komenského v Bratislave.

Požár, L. (2007). Základy psychológie ľudí s postihnutím. Typi universitatis a VEDA SAV.

Recommended readings:

Cabanová, K., Sokolová, L., & Karaffová, E. (eds.) (2012). Patopsychológia - vznik, vývin a...Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského v Bratislave.

Heretik, A. a kol. (2007). Klinická psychológia. Psychoprof.

Jakabčic, L., & Požár, L. (1995). Všeobecná patopsychológia. Patopsychológia mentálne postihnutých. IRIS.

Matějček, Z. (2001). Psychologie nemocných a telesne oslabených. IKAR.Říčany, P., Krejčířová, D. et al. (2006). Dětská klinická psychologie. Grada.

Šmidová, M. (2012). Sociálna práca s osobami so zdravotným postihnutím. Dobrá kniha.

Vágnerová, M., Hadj-Mousová, Z., & Štech, S. (2004). Psychologie handicapu. Karolinum.

Languages necessary to complete the course:

Slovak language, English language

Notes:

Past grade distribution

Total number of evaluated students: 175

A	ABS	B	C	D	E	FX
50,29	0,0	37,14	9,14	2,86	0,0	0,57

Lecturers: doc. PhDr. Marian Groma, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde001/22	Course title: General psychology
Educational activities: Type of activities: seminar / lecture Number of hours: per week: 2 / 2 per level/semester: 26 / 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: 2 hours lecture + 2 hours seminar = 4 hours/week, 44 hours total for the semester, combined method (mostly full-time) Student workload: 11x4 hours of direct instruction = 44 hours; ongoing preparation for classes (15 hours), preparation of a seminar paper presentation in an attractive interactive format related to modern research in general psychology and its written completion of 5-7 pages (10 hours); preparation for the mid-term test (15 hours); final essay on the most interesting areas of general psychology and its use in teaching practice (6 hours); preparation for the final test (20 hours); preparation for the oral examination (10 hours). 120 hours in total. Teaching methods: Lecture: lecture using heuristic methods, group discussion, group work, analysis of videos and real situations, analysis of problem situations, guided self-study, and work with a professional text. Seminar: group work, analysis of videos, independent work with professional text, work with authentic text, work with samples of psychological questionnaires and other psychological tests, heuristic methods: problem-based interpretation and brainstorming, concept mapping, critical analysis of psychological research, free association method, work with digital resources (textual and audiovisual), game test activities.	
Number of credits: 4	
Recommended semester: 1.	
Educational level: I.	
Prerequisites:	
Course requirements: 50% of continuous assessment + 50% of final assessment During the semester there will be two written examinations with the possibility to obtain a maximum of 15 points each (15 closed questions, 1 question = 1 point), students will prepare a seminar paper on the topic of an interesting psychological experiment from history or the present of the discipline, which they will present in an interactive way in a study group (also using various online applications) in the scope of about 10 minutes (20 points). The exam will consist of a written part (15 open and closed questions) (30 points) and an oral part (20 points). Credit will not be awarded to a student who scores less than 50% on any of the tasks. In order to pass the course, the student must obtain a minimum of 50% on each assignment and a minimum of 60% overall.	

The grade is awarded on a scale:

A (100-94%, excellent - outstanding),

B (93-86%, very good - above average standard),

C (85-76%, good - normal reliable work),

D (75-68%, satisfactory - acceptable results),

E (67-60%, satisfactory - results meet minimum criteria),

Fx (59-0%, inadequate - extra work required).

For a grade of A, the student needs to produce consistently excellent results, be able to study independently, and be able to reflect on the problems presented. The student is able to navigate through a variety of professional information, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is proficient in theoretical and empirically derived knowledge of general psychology, and understands the scientific way of thinking and hypothesis formation. He/she is also able to self-reflect, to receive feedback in the process of evaluating his/her studies and outcomes, and to provide feedback to others.

A grade of B means that the student has performed above average throughout the semester, has been able to study independently, has a very good command of all the important knowledge of general psychology, can navigate the literature study very well, understands the scientific way of thinking, but has slight deficiencies in creative and critical thinking.

A grade of C means that the student has performed standardly well during the semester, has engaged in activities, his/her theoretical knowledge of the subject matter is at a good level, but lacks the ability to apply this knowledge quite correctly, to critically evaluate and compare the various literary sources and psychological knowledge. He is not able to reflect and evaluate more complex or problematic situations (psychological theories, experiments, etc.) adequately; he needs help in creative and critical thinking tasks.

A grade of D means that the student has been less well prepared during the semester, has moderate deficiencies in theoretical knowledge related to the subject of education and has greater problems in independent implementation work as well as in group work, cannot critically analyse information quite well and has problems applying more complex knowledge to practice.

A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyse and compare multiple pieces of knowledge correctly on his/her own, and fails more often in critical thinking and in applying more complex theoretical knowledge to practice, but has mastered most of the basic and necessary theoretical knowledge of the subject.

A grade of Fx indicates that the student needs further study or extra work on assignments to acquire the necessary knowledge at the required standard level (60%).

Scale of assessment (preliminary/final): 50% of continuous assessment + 50% of final assessment

Learning outcomes:

The aim of education in the subject of general psychology - which is a fundamental conceptual-methodological basic discipline in the system of psychological sciences - is to provide graduates of this subject as future teachers, in addition to this basic system of theoretical knowledge related to the necessary overview of the knowledge and terminology of general psychology, with the ability to compare and critically evaluate professional and scientific information and related various information sources. After successful completion of the course, students are also able to correctly reproduce and clarify professional knowledge, including the graphs and tables used, to apply the acquired knowledge in the study of other related psychological disciplines and also in real-life situations; they are also able to find logical connections and differentiate individual findings in opinions and ideas, to evaluate them, and then to present and clarify them. They are able to compare, evaluate and analyse research and apply the findings to practice (in the sense of a sound scientific understanding of psychological functions, personality, and behaviour in the context of the psychological sciences system as well as in the context of education and training). They

also develop further organisational and digital skills (transferable competences) by completing the course, including, for example, working with modern information technology, improving their self-assessment and social communication skills, and providing feedback in a more effective way.

Class syllabus:

1. Historical foundations of psychology, basic psychological trends.
2. Methods of research in psychology.
3. Biological processes, central nervous system, complex organization of the nervous system, the contribution of genetic processes in psychological functions manifestations and behavior.
4. Sensory processes; sensation and perception, consciousness and mental states.
5. Memory, types or divisions of memory and memory processes, implicit/explicit and other types of memory, memory enhancement.
6. Learning and conditioning - theoretical approaches to learning in psychology, classical and instrumental conditioning, other types of learning, learning and cognition.
7. Attention - the concept of attention in psychology, classification of types of attention, attention and other cognitive mental functions. Imagination - the concept of imagination in psychology, classification of types of imagination and their relationship to other psychological functions and personality.
8. Thinking and intelligence - their conceptualization in psychology; reasoning, heuristic and analytical thinking, problem solving, assessment of intellectual abilities and their limits, modern theories of intelligence, heredity, and intelligence, fixed and growth mind-set.
9. Language and speech, language and communication in psychology, concepts and categorization of communication, language acquisition/speech development.
10. Motivation and emotions - concept of homeostasis in psychology, drives, needs, intrinsic and extrinsic motives; concept of emotion in psychology, components of emotion, cognitive appraisal and emotion, bodily changes and emotion, complex reactions to emotion and emotion regulation.
11. Personality - Concept of personality in psychology, personality typologies, personality and inter-individual differences, different approaches to theories of personality in psychology, hereditary aspects of personality.

Recommended literature:

Nolen-Hoeksema, S., Frederickson, B. L., Loftus, G. R., & Wagenaar, W. A. (2012). Psychologie Atkinsonové a Hilgarda. Portál. (selected chapters)

Sokolová, L., & Brozmanová, E. (2015). Psychológia trochu inak. Univerzita Komenského.

Recommended reading:

Jursová Zacharová, Z. (2013). Osvojovanie si materinského jazyka. In Jursová Zacharová, Z. & Sokolová L. Na ceste za dvojjazyčnosťou: od informálneho k formálnemu vzdelávaniu = On the path to bilingualism: from informal to formal education. DITI. 15-44.

Glasová, M., Harvanová, S., & Vancu, E. (2021). Multimodalita vývinu emocionálnej regulácie u adolescentov. Univerzita Komenského.

Kubáni, V. (2010). Všeobecná psychológia. Prešovská univerzita.

Sokolová, L., Brozmanová, E., Harvanová, S., Jursová Zacharová, Z., Lemešová, M., & Minarovičová, K. (2019). Empatia učiteľov a učiteliek: prierezová štúdia. In Československá psychologie. 63(1), 13-25.

Languages necessary to complete the course:

Slovak language (active), Czech and English (passive - studying literature, understanding videos).

Notes:

Past grade distribution						
Total number of evaluated students: 251						
A	ABS	B	C	D	E	FX
22,71	0,0	17,13	20,72	12,75	12,35	14,34
Lecturers: PaedDr. Eva Vancu, PhD.						
Last change: 19.10.2025						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde007/22	Course title: General theory of instruction
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 3 per level/semester: 39 Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 4.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an examination. The weighting of the interim and final assessment is 50/50. As part of the interim assessment, students will create (25 points) and critically analyse (25 points) a reflective journal (can take the form of a concept map) focused on pedagogical-didactic situational (self)reflection (50 points in total). As part of the final assessment, they will develop (30 points) and defend in a colloquial discussion (20 points) a term paper - a conceptual proposal (with a pedagogical-didactic analysis of a specific problem) for solving a selected teaching-learning problem in school. The aim is a coherent pedagogical-didactic (self-)reflection, critique, identification of critical moments of teaching and forming pedagogical thinking, production of ideas for improving the personal progress of learners and teachers, anticipation of the development of educational reality (under the influence of current problems and theories). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course you must obtain a minimum of 60% of the marks. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyse, synthesise and assess (critically evaluate, develop, enrich with own ideas), is oriented in the current scientific-didactic theories and can also critically analyse and evaluate them - in relation to the key stages of their	

development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,

B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, but only in selected problems and not in a generalizing way, is oriented in current scientific-didactic theories and can also critically evaluate them - in relation to the key stages of their development and their implications for practice, but only in selected problems and not in a generalizing way.

C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific-didactic theories, but lacks their critical and generalizing evaluation,

D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in current scientific-didactic theories is limited to specific areas, their critical evaluation is absent,

E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, critical analysis and development of own ideas is absent, orientation in the current scientific-didactic theories is limited to specific areas, their critical evaluation and generalization is absent,

Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in current scientific-didactic theories is incoherent, limited to specific areas, their generalizing application is absent.

Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning outcomes: by completing the course, the student will be competent to implement analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of didactics, processes of personal-professional development based on cognition and (self-)reflection, he/she will be familiar with and be able to apply (in the specific outcomes of the course) the necessary resources, strategies and methods for this purpose.

Transferable competences: the student will know and be able to apply resources, strategies and methods for the continuous development of intra and interpersonal communication, organizational, (self-)cognitive competences.

Class syllabus:

Brief outline of the course: didactics explores the educational process in its breadth and complexity, helping teachers to orient themselves and to get the clearest possible picture of the complex range of different determinants that need to be taken into account in teaching. It makes accessible the formation and nature of teaching objectives, curriculum, as well as practical didactic principles in the teaching process. It characterizes the whole process of constructing a lesson (from the planning phase to evaluation and feedback). A discourse of different concepts and approaches to the teaching process is currently present and necessary in didactics. The orientation in teaching conceptions in student teachers initiates the process of developing individual conceptions, which for their practice represent the basic platform of their pedagogical thinking.

Topics of lectures/seminars:

1. Didactics as a science. Didactic ideas and views of some educators; Subject of didactics; brief development of theoretical foundations; division of didactics; Methods of didactic research.
2. The system and elements of the teaching process. Concept of the teaching process; Objectives of the teaching process; Social, gnoseological, psychological and logical foundations of the teaching process; Conditions of the teaching process; Phases of the teaching process; Teaching as a synthesis of education and upbringing; Models of the teaching process.
3. Educational content and curriculum. Definition of basic terms; Documents of educational policy in Slovakia after 1989; Planned curriculum; Decentralisation of curriculum; Two-level model of curriculum.
4. Teaching/educational objectives. Definition of basic terms; From general to specific learning objectives; Specific (sub) learning objectives; Key competences.
5. Teaching methods. Concept of teaching methods; Classification of teaching methods and their characteristics - logical learning procedures; Characteristics of selected methods, monological methods, dialogical methods, selected activating methods; Determinations of optimal selection of methods.
6. Selected teaching concepts. Introduction to the concepts of teaching; Verbal-narrative teaching; Problem-based teaching; Cooperative teaching; Constructivist concepts of teaching; Constructivism as a theory of cognition; Foundations of constructivism and socio-cognitive constructivism in the theories of J. Piaget and L. S. Vygotsky.
7. Transmission versus construction in the implementation of instruction. Basic features of two antagonistic approaches to teaching - Behaviorism vs. constructivism; Deductive, inductive and participatory approaches in teaching
8. Didactic principles/principles for a meaningful teaching process. Characteristics of didactic principles; Alternative approaches to support authentic/productive learning.
9. Teacher and pupil in teaching. Teaching styles of the teacher; Professional competences; Teacher self-reflection; Creativity in the teacher's work; Pupil in teaching; Communication between teacher and pupil.
10. Diagnostics and assessment in teaching. Control of teaching results; Roles and functions of control in teaching; Internal and external control of the school.
11. Material and didactic resources. Concept and classification of material didactic means; Classification of teaching aids and technical equipment; Functions of material didactic means in the teaching process.

Recommended literature:

Required reading:

TOTHOVÁ R. - KOSTRUB, D. - FERKOVÁ Š. 2017. Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva). Prešov: ROKUS. ISBN 978-80-89510-61-0.

Recommended reading:

FISHER, R.: Učíme děti myslet a učit se. Praha : Portál, 2011. ISBN 978-80-26200-43-7.

HLÁSNA, S. – HORVÁTHOVÁ, K. – MUCHA, M. – TÓTHOVÁ, R., 2006. Úvod do pedagogiky. Nitra : ENIGMA. ISBN: 80-89132-29-4 (3.kap.: Všeobecná didaktika).

KOREŇOVÁ, L.- KOSTRUB, D.-OSTRADICKÝ, P. 2018. Constructionist teaching and learning of mathematics through the optics of qualitative methodology. In DICTAP2018 & ICEE2018 [elektronický dokument]. - : 1. vyd. ISBN 978-1-941968-50-5.

KOSTRUB, D. – OSTRADICKÝ, P. 2014. Phenomena that determine didactic teacher thinking within the process of selecting optimal methods of teaching. In EDUKACJA KU PRZYSZŁOŚCI, 2014, 1. vyd., s.114-122. ISBN 978-83-62160-20-4.

KOSTRUB, D. - OSTRADICKÝ, P. 2016. Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MŁODZIEZY I DOROSŁYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.

KOSTRUB, D. 2008. Dieťa/žiak/štvák – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6.

OSTRADICKÝ, P. 2017. Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017 [elektronický zdroj]. - Brno : Masarykova univerzita, 2017. - ISBN 978-80-87952-22-1. - S. 843-852 [CD-ROM].

OSTRADICKÝ, P. KOSTRUB, D. 2021. Chain (re)actions as the birth and development of pupil autonomy. In EDULEARN21 [elektronický dokument] : 13th annual International Conference on Education and New Learning Technologies, Barcelona, 5th - 6th of July, 2021 : Roč. 13. - : 1. vyd. ISBN 978-84-09-31267-2. - Barcelona : IATED, 2021. - S. 11734-11742 [CD-ROM].

PORUBSKÝ, Š. 2007. Učiteľ-diskurz-žiak. Osobnostno-sociálny model primárnej edukácie. Banská Bystrica: UMB v Banskej Bystrici, 2007. ISBN 978-80-8083-392-3.

SKALKOVÁ, J. 2007. Obecná didaktika. 2., rozšírené a aktualizované vydanie. Praha : Grada, 2007. ISBN: 80-24718-21-7.

ŠIPOŠOVÁ, M. OSTRADICKÝ, P. 2021. Formovanie pedagogického myslenia študentov učiteľstva angličtiny o problematike výučby gramatiky cudzieho jazyka v kontinuu ich cudzojazyčnej výučby (výskumná štúdia) In Forlang [elektronický dokument] : periodický zborník vedeckých príspevkov a odborných článkov z medzinárodnej vedeckej konferencie konanej 23. - 24. júna 2021 : Roč. 8, č. 1. - : 1. vyd. ISBN 978-80-553-3948-1. - Košice : Technická univerzita v Košiciach, 2021. - S. 368-380 [CD-ROM]

Languages necessary to complete the course:

slovak and czech and english

Notes:

Past grade distribution

Total number of evaluated students: 102

A	ABS	B	C	D	E	FX
24,51	0,0	27,45	22,55	13,73	8,82	2,94

Lecturers: prof. PaedDr. Dušan Kostrub, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde009/22	Course title: Guidelines for writing professional texts in education
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 2.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with a grade of: 100% of the intermediate grade. The interim evaluation includes the following: <ul style="list-style-type: none"> • Intermediate work: 40 points, • term paper: 60 points. The rating is awarded on a scale: <ul style="list-style-type: none"> A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

Students will acquire knowledge in the field of professional text production and will be able to work independently with professional text. They will be familiar with the specific genres of professional texts in pedagogy and the requirements for their content, form and language.

The student will be able to use the acquired knowledge and skills in the creation of his/her own professional text,

teaching resources, term and final papers.

The student will master access to material such as scientific and professional literature, statistical materials, empirical data, etc.; he/she will master the principles of using professional terminology, editing the linguistic and formal aspects of a professional text. Students will acquire the skills to write a professional text in pedagogy in compliance with the principles of professional text production in the sense of publishing ethics.

Transferable competences: the course develops students' analytical, critical, evaluative and creative thinking, reasoning in context and supports the development of their interpersonal skills, self-development and personal and professional growth.

Class syllabus:

Brief outline of the course:

Definition of basic terms.

Study of professional texts, research, effective reading and documentation of what you have read.

Genres used in pedagogy, professional style and peculiarities of professional text structure.

Professional terminology and its use.

Linguistic and formal aspects of the professional text.

Content of professional texts.

Recommended models for the production of professional texts (IMRAD).

Working text, its revision, formal and linguistic adaptation.

The most common mistakes when writing professional texts.

Publication ethics, plagiarism and copyright infringement.

Selected software tools for creating professional texts in pedagogy.

Methods of in-text citation.

Bibliographic references

Recommended literature:

Required reading:

STAROŇOVÁ, K. (2011). Vedecké písanie: Ako písať akademické a vedecké texty. Martin.

ŠANDEROVÁ, J. (2007). Jak číst a psát odborný text ve společenských vědách. Praha.

Recommended reading:

KATUŠČÁK, D. (2013). Ako písať vysokoškolské a kvalifikačné práce. Bratislava : Enigma, 2013.
KIMLIČKA, Š. (2002). Ako citovať a vytvárať zoznamy bibliografických odkazov podľa noriem ISO 690 pre „klasické“ aj elektronické zdroje. Bratislava: Stimul, 2002.
MEŠKO, D. a kol. (2004). Akademická príručka. Martin: Osveta, 2004. 496 s. ISBN 80-8063-150-6

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 120

A	ABS	B	C	D	E	FX
38,33	0,0	24,17	20,0	5,83	4,17	7,5

Lecturers: Mgr. Peter Ostradický, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde009/22	Course title: Guidelines for writing professional texts in education
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 1.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with a grade of: 100% of the intermediate grade. The interim evaluation includes the following: <ul style="list-style-type: none"> • Intermediate work: 40 points, • term paper: 60 points. The rating is awarded on a scale: <ul style="list-style-type: none"> A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

Students will acquire knowledge in the field of professional text production and will be able to work independently with professional text. They will be familiar with the specific genres of professional texts in pedagogy and the requirements for their content, form and language.

The student will be able to use the acquired knowledge and skills in the creation of his/her own professional text,

teaching resources, term and final papers.

The student will master access to material such as scientific and professional literature, statistical materials, empirical data, etc.; he/she will master the principles of using professional terminology, editing the linguistic and formal aspects of a professional text. Students will acquire the skills to write a professional text in pedagogy in compliance with the principles of professional text production in the sense of publishing ethics.

Transferable competences: the course develops students' analytical, critical, evaluative and creative thinking, reasoning in context and supports the development of their interpersonal skills, self-development and personal and professional growth.

Class syllabus:

Brief outline of the course:

Definition of basic terms.

Study of professional texts, research, effective reading and documentation of what you have read.

Genres used in pedagogy, professional style and peculiarities of professional text structure.

Professional terminology and its use.

Linguistic and formal aspects of the professional text.

Content of professional texts.

Recommended models for the production of professional texts (IMRAD).

Working text, its revision, formal and linguistic adaptation.

The most common mistakes when writing professional texts.

Publication ethics, plagiarism and copyright infringement.

Selected software tools for creating professional texts in pedagogy.

Methods of in-text citation.

Bibliographic references

Recommended literature:

Required reading:

STAROŇOVÁ, K. (2011). Vedecké písanie: Ako písať akademické a vedecké texty. Martin.

ŠANDEROVÁ, J. (2007). Jak číst a psát odborný text ve společenských vědách. Praha.

Recommended reading:

KATUŠČÁK, D. (2013). Ako písať vysokoškolské a kvalifikačné práce. Bratislava : Enigma, 2013.
KIMLIČKA, Š. (2002). Ako citovať a vytvárať zoznamy bibliografických odkazov podľa noriem ISO 690 pre „klasické“ aj elektronické zdroje. Bratislava: Stimul, 2002.
MEŠKO, D. a kol. (2004). Akademická príručka. Martin: Osveta, 2004. 496 s. ISBN 80-8063-150-6

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 120

A	ABS	B	C	D	E	FX
38,33	0,0	24,17	20,0	5,83	4,17	7,5

Lecturers:

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde022/22	Course title: History of education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The students' task is to solve 10 continuously assigned problems during the semester and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated on a 3-0 point scale according to specific criteria set for each problem. The maximum number of points possible is 30. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), B (93-86%, very good - above average standard), C (85-76%, well - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 28 points is required for a final grade of A (excellent - outstanding results), a minimum of 25 points is required for a grade of B (very good - above average standard), a minimum of 22 points is required for a grade of C (good - normal reliable work), a minimum of 20 points is required for a grade of D (satisfactory - acceptable results), and a minimum of 18 points is required for a grade of E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students scoring 17 points or less. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Learning outcomes and transferable competences: Upon completion of the course, students will be able to use professional terminology, define the subject, and describe the system of the History of education. They are able to explain the context of the emergence and the main features of the historical currents of educational thought, describe and compare the systems of education and training in different historical periods, explain the views	

and characterize the work of important figures in the history of education and training, critically evaluate them and identify their influence on education and training today.

Working with original historical sources and their contemporary interpretations, students will be able to critically reflect and discuss ethical issues of education and education, the position and roles of the subjects of education and education. In solving, presenting and discussing the results of ongoing assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills.

Students will be able to use the acquired knowledge and skills creatively in the study of other pedagogical disciplines and in their future pedagogical practice.

Class syllabus:

Brief outline of the course:

The subject, terminology and system of the History of education. Education and education in ancient and medieval times. Education and pedagogical ideas in the period of humanism and the Renaissance. Life, work and pedagogical views of J. A. Comenius. The development of education and pedagogical thinking in the works of selected representatives in the world (Lock, Rousseau, Pestalozzi, Herbart, Tolstoy) and in the territory of present-day Slovakia (Bel, Tešedík, Fándly, Lehocký) in the 17th-19th centuries. Pedagogical trends and schools of the 20th century in the world. Education in Slovakia in the 20th century. Contemporary trends in education.

Recommended literature:

Recommended reading:

BRŤKOVÁ, M., et al. (2000). Kapitoly z dejín pedagogiky. Bratislava: Pressent, 250 s. ISBN 80-967824-4-4

JŮVA, V. jun., JŮVA, V. sen. (2003). Stručné dějiny pedagogiky. Brno: Paido, 91 s. ISBN 80-7315-062-X

KASPER, T, KASPEROVÁ, D. (2008). Dějiny pedagogiky. Praha: Grada, 224 s. ISBN 978-80-247-2429-4

KUDLÁČOVÁ, B. (2003). Človek a výchova v dejinách európskeho myslenia. Trnava: PF TU, 168 s. ISBN 80-89074-66-9

PORUBSKÝ, Š. (2012). Úryvky z dejín pedagogického myslenia. Banská Bystrica: PF UMB, 110 s. ISBN: 978-80-557-0433-3

PŠENÁK, J. (2012). Dejiny školstva a pedagogiky. Žilina: EDIS-vydavateľstvo ŽUŽ, 167 s. ISBN 978-80-554-0596-4

ŠMAHELOVÁ, B. (2008). Nástin vývoje pedagogického myšlení. Brno: MSD, spol. s r.o., 98 s. ISBN 978-80-7392-040-1.

Languages necessary to complete the course:

slovak and czech

Notes:**Past grade distribution**

Total number of evaluated students: 335

A	ABS	B	C	D	E	FX
51,94	0,0	12,84	11,34	6,87	9,85	7,16

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde022/22	Course title: History of education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The students' task is to solve 10 continuously assigned problems during the semester and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated on a 3-0 point scale according to specific criteria set for each problem. The maximum number of points possible is 30. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), B (93-86%, very good - above average standard), C (85-76%, well - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 28 points is required for a final grade of A (excellent - outstanding results), a minimum of 25 points is required for a grade of B (very good - above average standard), a minimum of 22 points is required for a grade of C (good - normal reliable work), a minimum of 20 points is required for a grade of D (satisfactory - acceptable results), and a minimum of 18 points is required for a grade of E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students scoring 17 points or less. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Learning outcomes and transferable competences: Upon completion of the course, students will be able to use professional terminology, define the subject, and describe the system of the History of education. They are able to explain the context of the emergence and the main features of the historical currents of educational thought, describe and compare the systems of education and training in different historical periods, explain the views	

and characterize the work of important figures in the history of education and training, critically evaluate them and identify their influence on education and training today.

Working with original historical sources and their contemporary interpretations, students will be able to critically reflect and discuss ethical issues of education and education, the position and roles of the subjects of education and education. In solving, presenting and discussing the results of ongoing assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills.

Students will be able to use the acquired knowledge and skills creatively in the study of other pedagogical disciplines and in their future pedagogical practice.

Class syllabus:

Brief outline of the course:

The subject, terminology and system of the History of education. Education and education in ancient and medieval times. Education and pedagogical ideas in the period of humanism and the Renaissance. Life, work and pedagogical views of J. A. Comenius. The development of education and pedagogical thinking in the works of selected representatives in the world (Lock, Rousseau, Pestalozzi, Herbart, Tolstoy) and in the territory of present-day Slovakia (Bel, Tešedík, Fándly, Lehocký) in the 17th-19th centuries. Pedagogical trends and schools of the 20th century in the world. Education in Slovakia in the 20th century. Contemporary trends in education.

Recommended literature:

Recommended reading:

BRŤKOVÁ, M., et al. (2000). Kapitoly z dejín pedagogiky. Bratislava: Pressent, 250 s. ISBN 80-967824-4-4

JŮVA, V. jun., JŮVA, V. sen. (2003). Stručné dějiny pedagogiky. Brno: Paido, 91 s. ISBN 80-7315-062-X

KASPER, T, KASPEROVÁ, D. (2008). Dějiny pedagogiky. Praha: Grada, 224 s. ISBN 978-80-247-2429-4

KUDLÁČOVÁ, B. (2003). Človek a výchova v dejinách európskeho myslenia. Trnava: PF TU, 168 s. ISBN 80-89074-66-9

PORUBSKÝ, Š. (2012). Úryvky z dejín pedagogického myslenia. Banská Bystrica: PF UMB, 110 s. ISBN: 978-80-557-0433-3

PŠENÁK, J. (2012). Dejiny školstva a pedagogiky. Žilina: EDIS-vydavateľstvo ŽUŽ, 167 s. ISBN 978-80-554-0596-4

ŠMAHELOVÁ, B. (2008). Nástin vývoje pedagogického myšlení. Brno: MSD, spol. s r.o., 98 s. ISBN 978-80-7392-040-1.

Languages necessary to complete the course:

slovak and czech

Notes:**Past grade distribution**

Total number of evaluated students: 335

A	ABS	B	C	D	E	FX
51,94	0,0	12,84	11,34	6,87	9,85	7,16

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde014/22	Course title: History of philosophy 1
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an assessment, the midterm/final assessment ratio is 100/0, which includes a final test in the assessment week of the semester (100% of the assessment). A minimum of 60% of the total mark is required to pass the course. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in class during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing assignments using a model, above-average professional knowledge and application of that knowledge in problem solving assignments using tutorials, above-average problem orientation, above-average communication skills, responsibility and timely completion of assignments, and above-average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject, good communication skills, completion of the assigned tasks, average activity in the class during the semester at the invitation of the teacher. A minimum of 66 points is required for a final grade of D. For this grade, the student should demonstrate: the ability to develop assignments using a given template and with the assistance of the	

instructor, average proficiency and application in problem solving in a group or with the assistance of the instructor, average orientation to the problem, average communication skills, completion of assignments, and basic activity in class during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

Completion of the course will provide students with a certain handle on orientation in the nowadays almost opaque tangle of diverse philosophical directions, movements, orientations and attitudes, will provide them with basic categorical-conceptual equipment and methodological instrumentation useful in other special sciences and disciplines (sociology, pedagogy, political science, psychology, etc.), which will help to bridge their particularism in favour of a global vision and solutions to the problems of the contemporary world. Knowledge of the approaches of different philosophical trends to certain problems will facilitate the students' professional and human orientation in the contemporary world, since many pedagogical, economic, social, legal and political concepts are based on these philosophical trends as their conceptual framework. The course also emphasizes the mapping of these overlaps of philosophy into other components of culture. The problem field thus delineated will help the students to reflect and specify their own position and provide arguments for the vindication of their own positions, thus contributing to better self-knowledge and self-identification. History of Philosophy provides students with the experience of encountering the "other", giving guidance and cultivating habits of coping with it, and thus teaching them tolerance and respect for other points of view. By completing the course, the student develops transferable competencies such as communication skills, analytical skills, abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.

Learning objectives and transferable competences:

To familiarize students with the history of European philosophical thought and to provide them with a basic conceptual and methodological apparatus that they will be able to use in other special sciences such as pedagogy, political science, psychology, or sociology.

Class syllabus:

Brief outline of the course:

History of Philosophy I focuses on the period from Antiquity to the French Enlightenment.

1. Introduction: philosophy and its importance for man; The study of the history of philosophy as an introduction to philosophy; Periodization of the history of philosophy.
2. Ancient Philosophy: the Pre-Socratics (Ionian Philosophy - School of Miletus, Xenophanes, Heraclitus; Philosophy in the West - Pythagoras, Parmenides, Zeno, Empedocles; Reaction of Ionian Philosophy - Anaxagoras, Democritus); Classical Greek Philosophy (Sophists, Socrates, Plato, Aristotle); Hellenistic Period (Stoicism, Epicureanism, Skepticism).
3. Medieval Philosophy: Patristics (Augustine); Early Scholasticism (Eriugena, Anselm of Canterbury, Abaelard); High Scholasticism (Albert the Great, Aquinas, Bonaventure, R. Bacon); Late Scholasticism (Occam, Scotus)
4. Renaissance philosophy: M. Kuzansky; Renaissance Platonism and Aristotelianism (Ficinus, Mirandola, Pompanazzi); Renaissance natural science (Copernicus, Kepler, Galilei)

Renaissance philosophy of nature (Telesio, Bruno); Renaissance social philosophy (Machiavelli, More, Campanella); Renaissance humanism (Erasmus of Rotterdam, Montaigne); Reformation (Luther, Calvin, Münzer, Zwingli)

5. Modern Philosophy: Origins of Modern Empiricism and Mechanistic Materialism (F. Bacon, Hobbes); Modern Rationalism (Descartes, Spinoza, Leibniz); Modern Empiricism (Locke, Berkley, Hume)

6. The Enlightenment in France (Montesquieu, Voltaire, Rousseau, the Encyclopedists, Materialists)

Recommended literature:

Recommended reading:

LEŠKO, V., MIHINA, F. (1993). Dejiny filozofie. Bratislava: Iris, 357 s., ISBN 80-967013-3-9

STORIG, H. J. (2007). Malé dějiny filosofie. Kostelní Vydří: KNA, 653 s. ISBN

978-80-7195-206-0 <https://amper.ped.muni.cz/~jonas/umco/St%c3%b6rig-H.---Mal%c3%a9-d%c4%9bjiny-filosofie.pdf> .

Dějiny filosofie zv. 1-9. Praha: Oikoymenh, 2001 – 2020.

Antológia z diel filozofov - Predsokratovci a Platón. Bratislava: IRIS, 607 s. 1998.

Antológia z diel filozofov - Od Aristotela po Plotina. Bratislava: IRIS, 600 s. 2007.

Antológia z diel filozofov - Patristika a scholastika. Bratislava: Dobrá kniha, 472 s. 2009.

Antológia z diel filozofov - Humanizmus a renesancia. Bratislava: IRIS, 560 s. 2009.

Antológia z diel filozofov V. Novoveká empirická a osvietenská filozofia. Bratislava: VPL, 539 s.

1976. Antológia z diel filozofov VI. Novoveká racionalistická filozofia. Bratislava: Epocha, 784 s. 1970.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 581

A	ABS	B	C	D	E	FX
36,83	0,0	30,46	13,08	7,06	4,99	7,57

Lecturers: Mgr. Michal Bizoň, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde014/22	Course title: History of philosophy 1
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an assessment, the midterm/final assessment ratio is 100/0, which includes a final test in the assessment week of the semester (100% of the assessment). A minimum of 60% of the total mark is required to pass the course. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in class during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing assignments using a model, above-average professional knowledge and application of that knowledge in problem solving assignments using tutorials, above-average problem orientation, above-average communication skills, responsibility and timely completion of assignments, and above-average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject, good communication skills, completion of the assigned tasks, average activity in the class during the semester at the invitation of the teacher. A minimum of 66 points is required for a final grade of D. For this grade, the student should demonstrate: the ability to develop assignments using a given template and with the assistance of the	

instructor, average proficiency and application in problem solving in a group or with the assistance of the instructor, average orientation to the problem, average communication skills, completion of assignments, and basic activity in class during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

Completion of the course will provide students with a certain handle on orientation in the nowadays almost opaque tangle of diverse philosophical directions, movements, orientations and attitudes, will provide them with basic categorical-conceptual equipment and methodological instrumentation useful in other special sciences and disciplines (sociology, pedagogy, political science, psychology, etc.), which will help to bridge their particularism in favour of a global vision and solutions to the problems of the contemporary world. Knowledge of the approaches of different philosophical trends to certain problems will facilitate the students' professional and human orientation in the contemporary world, since many pedagogical, economic, social, legal and political concepts are based on these philosophical trends as their conceptual framework. The course also emphasizes the mapping of these overlaps of philosophy into other components of culture. The problem field thus delineated will help the students to reflect and specify their own position and provide arguments for the vindication of their own positions, thus contributing to better self-knowledge and self-identification. History of Philosophy provides students with the experience of encountering the "other", giving guidance and cultivating habits of coping with it, and thus teaching them tolerance and respect for other points of view. By completing the course, the student develops transferable competencies such as communication skills, analytical skills, abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.

Learning objectives and transferable competences:

To familiarize students with the history of European philosophical thought and to provide them with a basic conceptual and methodological apparatus that they will be able to use in other special sciences such as pedagogy, political science, psychology, or sociology.

Class syllabus:

Brief outline of the course:

History of Philosophy I focuses on the period from Antiquity to the French Enlightenment.

1. Introduction: philosophy and its importance for man; The study of the history of philosophy as an introduction to philosophy; Periodization of the history of philosophy.
2. Ancient Philosophy: the Pre-Socratics (Ionian Philosophy - School of Miletus, Xenophanes, Heraclitus; Philosophy in the West - Pythagoras, Parmenides, Zeno, Empedocles; Reaction of Ionian Philosophy - Anaxagoras, Democritus); Classical Greek Philosophy (Sophists, Socrates, Plato, Aristotle); Hellenistic Period (Stoicism, Epicureanism, Skepticism).
3. Medieval Philosophy: Patristics (Augustine); Early Scholasticism (Eriugena, Anselm of Canterbury, Abaelard); High Scholasticism (Albert the Great, Aquinas, Bonaventure, R. Bacon); Late Scholasticism (Occam, Scotus)
4. Renaissance philosophy: M. Kuzansky; Renaissance Platonism and Aristotelianism (Ficinus, Mirandola, Pompanazzi); Renaissance natural science (Copernicus, Kepler, Galilei)

Renaissance philosophy of nature (Telesio, Bruno); Renaissance social philosophy (Machiavelli, More, Campanella); Renaissance humanism (Erasmus of Rotterdam, Montaigne); Reformation (Luther, Calvin, Münzer, Zwingli)

5. Modern Philosophy: Origins of Modern Empiricism and Mechanistic Materialism (F. Bacon, Hobbes); Modern Rationalism (Descartes, Spinoza, Leibniz); Modern Empiricism (Locke, Berkley, Hume)

6. The Enlightenment in France (Montesquieu, Voltaire, Rousseau, the Encyclopedists, Materialists)

Recommended literature:

Recommended reading:

LEŠKO, V., MIHINA, F. (1993). Dejiny filozofie. Bratislava: Iris, 357 s., ISBN 80-967013-3-9

STORIG, H. J. (2007). Malé dějiny filosofie. Kostelní Vydří: KNA, 653 s. ISBN

978-80-7195-206-0 <https://amper.ped.muni.cz/~jonas/umco/St%c3%b6rig-H.---Mal%c3%a9-d%c4%9bjiny-filosofie.pdf> .

Dějiny filosofie zv. 1-9. Praha: Oikoymenh, 2001 – 2020.

Antológia z diel filozofov - Predsokratovci a Platón. Bratislava: IRIS, 607 s. 1998.

Antológia z diel filozofov - Od Aristotela po Plotina. Bratislava: IRIS, 600 s. 2007.

Antológia z diel filozofov - Patristika a scholastika. Bratislava: Dobrá kniha, 472 s. 2009.

Antológia z diel filozofov - Humanizmus a renesancia. Bratislava: IRIS, 560 s. 2009.

Antológia z diel filozofov V. Novoveká empirická a osvietenská filozofia. Bratislava: VPL, 539 s.

1976. Antológia z diel filozofov VI. Novoveká racionalistická filozofia. Bratislava: Epocha, 784 s. 1970.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 581

A	ABS	B	C	D	E	FX
36,83	0,0	30,46	13,08	7,06	4,99	7,57

Lecturers: Mgr. Michal Bizoň, PhD., PhDr. Slávka Drozdová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPg/B-VUZde015/15			Course title: History of philosophy 2			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 2., 4., 6.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 90						
A	ABS	B	C	D	E	FX
35,56	0,0	34,44	15,56	5,56	4,44	4,44
Lecturers: PhDr. Slávka Drozdová, PhD.						
Last change: 03.09.2016						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPg/B-VUZde015/15			Course title: History of philosophy 2			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 1., 3., 5.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 90						
A	ABS	B	C	D	E	FX
35,56	0,0	34,44	15,56	5,56	4,44	4,44
Lecturers: PhDr. Slávka Drozdová, PhD.						
Last change: 03.09.2016						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde004/22	Course title: History of psychology
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: 2 hours seminar/week; 22 hours total per semester, combined (primarily full-time). Student workload: 11 x 2 hours of direct teaching = 22 hours; preparation for the seminar paper and its presentation (14 hours); preparation for the midterm test (20 hours), total 56 hours. Teaching methods: Group discussion, guided discussion of the topic covered, heuristic method, guided self-study, and work with the text.	
Number of credits: 2	
Recommended semester: 2.	
Educational level: I.	
Prerequisites:	
Course requirements: 100% of continuous assessment Over the course of the semester, students will complete a term paper (analyze the main ideas from major psychologists - authored monographs that have influenced basic directions in psychology, max. 30 points), present the term paper (on schedule, max. 10 points), and successfully complete a midterm test (max. 60 points). To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required). For a grade of A, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through the tangle of information in various literary sources, select relevant sources of information for their study, are knowledgeable about the history of psychology, the various psychological science trends, and are able to compare the various modern psychological trends based on their knowledge.	

A grade of B means that students performed above average throughout the semester, were able to study independently, have a very good command of basic information related to the history of psychology, and are able to navigate the information in the literature very well.

A grade of C means that students performed well throughout the semester, their theoretical knowledge of the history of psychology is at a good level, but they sometimes lack the ability to apply this knowledge in deeper study, to critically evaluate and compare the various literary sources of information and contemporary psychological trends.

A grade of D indicates that students were less well prepared during the semester, with moderate deficiencies in theoretical knowledge related to the history of psychology. They have considerable difficulty in working independently; they are not able to critically analyze information quite correctly on their own.

A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastery of most of the theoretical knowledge in the course.

A grade of Fx indicates that the student needs extra study to acquire the necessary knowledge.

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

Learning outcomes:

The aim of successful completion of the course is to be able to orient oneself correctly in the knowledge of the history of psychology, to know the psychological trends and the main founders of scientific psychology itself. Students will be able to think in context and orient themselves in the different psychological trends and currents (form psychology, behaviourism, psychodynamic psychology, existential and humanistic psychology, cognitive and transpersonal psychology), which will help them in the further education process. They will be able to compare the various modern psychological trends on the basis of their acquired knowledge. At the same time, they are able to assess, analyse and compare the findings of different psychological trends, think critically and evaluate monographs written by eminent psychologists who have influenced the basic trends in psychology. They develop their analytical thinking while working with professional monographs written by representatives of the most important psychological trends. They also learn about the development of psychology in Slovakia and important personalities in the field of psychology and pathopsychology.

Class syllabus:

1. Founders of independent psychology as a science.
2. The main psychological trends and currents.
3. Shape psychologists.
4. Behaviorism and neobehaviorism.
5. Representatives of psychodynamic psychology.
6. Existential and humanistic psychology.
7. Cognitive psychology.
8. Transpersonal psychology.
9. Postmodern psychology.
10. Development of psychology and pathopsychology in Slovakia.

Recommended literature:

Required reading:

Plháková, A. (2006). Dějiny psychologie. Grada.

Recommended reading:

Bačová, V. (2000). Súčasný smery v psychológii. Prešovská Univerzita.

Brunclíková, Z. (2012). Významná osobnosť patopsychológie na Slovensku – profesor Ladislav Požár. In Patopsychológia – vznik, vývin a ... (elektronický zdroj). Univerzita Komenského.

Hoskovec, J., & Hoskovcová, S. (2000). Malé dějiny české a středoevropské psychologie. Portál.
Hunt, M. (2000). Dějiny psychologie. Portál.
Sokolová, L., & Brozmanová, E. (2015). Psychológia trochu inak. Univerzita Komenského.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 200

A	ABS	B	C	D	E	FX
49,5	0,0	27,5	14,0	3,5	3,0	2,5

Lecturers: Mgr. Veronika Horníková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde003/22	Course title: History of schooling and education
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 2.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an examination. The weighting of the interim and final assessment is 50/50. Interim assessment (50%) consists of an assessment of 10 assignments completed by students. The solution of each task is assessed on a 2-0 point scale according to the specific criteria set for each task. The maximum possible number of points obtained in the interim assessment is 20. The final grade (50%) consists of an assessment of the following knowledge and competencies demonstrated by the student in the oral examination: The student's ability to use professional terminology (assessed on a 2-0 point scale), to define the subject and describe the system of the history of education (2-0), to explain the context of the emergence and the main features of the historical currents of educational thought (4-0), to describe and compare the systems of education in different historical periods (6-0), to explain the views and characterize the work of significant figures in the history of education, to critically evaluate them and to identify their influence on education and education today (6-0). The maximum possible marks in the continuous assessment are 20. For successful completion of the course it is necessary to obtain at least 60% of the points (24 points). The overall grade is awarded on a grading scale: A (40-37 points) - excellent (outstanding results), B (36-33 points) - very good (above average standard), C (32-30 points) - good (average results), D (29-27 points) - satisfactory (acceptable results), E (26-24 points) - sufficient (results meet the minimum criteria), FX (23-0 points) - underperforming (unacceptable results). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation	

in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning outcomes:

Upon completion of the course, students will be able to use professional terminology, define the subject, and describe the system of the history of pedagogy. They are able to explain the context of the emergence and the main features of the historical currents of educational thought, describe and compare the systems of education and training in different historical periods, explain the views and characterize the work of important figures in the history of education and training, critically evaluate them and identify their influence on education and training today.

Transferable competences: working with original historical sources and their contemporary interpretations, students will be able to critically reflect and discuss ethical issues of education and education, the status and roles of the subjects of education and education. In solving, presenting and discussing the results of ongoing assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills.

Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future pedagogical practice.

Class syllabus:

Brief outline of the course:

The subject, terminology and system of the history of pedagogy. Education and education in ancient and medieval times. Education and pedagogical ideas in the period of humanism and the Renaissance. Life, work and pedagogical views of J. A. Comenius. The development of education and pedagogical thinking in the works of selected representatives in the world (Lock. Rousseau, Pestalozzi, Herbart, Tolstoy) and in the territory of present-day Slovakia (Bel, Tešedík, Fándly, Lehocký) in the 17th-19th centuries. Pedagogical trends and schools of the 20th century in the world. Education in Slovakia in the 20th century. Contemporary trends in education.

Recommended literature:

Reference sources:

BRŤKOVÁ, M., et al. Kapitoly z dejín pedagogiky. Bratislava: Present 2000.
JŮVA, V. jun., JŮVA, V. sen. Stručné dějiny pedagogiky. Brno: Paido 2003.
KASPER, T, KASPEROVÁ, D. Dějiny pedagogiky. Praha: Grada. 2008.
KUDLÁČOVÁ, B. Človek a výchova v dejinách európskeho myslenia. Trnava: PF TU, 2007.
PORUBSKÝ, Š. Úryvky z dejín pedagogického myslenia. Banská Bystrica: PF UMB, 2012.
PŠENÁK, J. Dejiny školstva a pedagogiky. Žilina: EDIS-vydavateľstvo ŽUŽ 2012.
ŠMAHELOVÁ, B. Nástin vývoje pedagogického myšlení. Brno: MSD, spol. s r.o., 2008

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 160

A	ABS	B	C	D	E	FX
32,5	0,0	23,13	16,88	10,0	5,0	12,5

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde022/22	Course title: Intercultural psychology
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organisational form: 2 hours seminar/week; total of 22 hours per semester, combined form (primarily by attendance). Student workload: Attendance (22 hours), independent work on assignments (12 hours), group work (26 hours), total 60 hours of work. Teaching methods: Dialogical and discussion methods, work with tests and questionnaires, work with authentic text, work with information sources, case study, case study, psychological games, brainstorming, problem-based interpretation.	
Number of credits: 2	
Recommended semester: 3.	
Educational level: I.	
Prerequisites: PdF.KPsPp/B-PSYde007/22 - Social psychology	
Recommended prerequisites: B-PSYde007 Social psychology	
Course requirements: 100% pass mark The continuous assessment includes assignments and tasks for independent (40%) and group work (60% of the assessment). Independent work includes a case study (10%), a critical analysis of psychological theory (20%) and a reflective essay (10%). Group work in randomly formed subgroups consists of the creation of a case study (20%) and a proposal for a project to develop the target group's intercultural competence (40%), in which the subgroup will use knowledge from their study combination. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale of: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required).	

For a grade of A, the student correctly explains and identifies knowledge and phenomena that are part of intercultural psychology and is able to integrate them meaningfully with knowledge from other disciplines. Critically and creatively applies the information learned to school and everyday practice using a variety of tools, methods, and techniques. Can design strategies leading to change in the perception of others (otherness caused by belonging to a different culture, ethnicity, etc.).

For a grade of B, the student can explain and identify, at an appropriate level, the knowledge and phenomena that are part of intercultural psychology and can integrate them into the knowledge of other disciplines. Critically and creatively applies the information learned to school and everyday practice using a variety of tools, methods, and techniques. Can design strategies leading to change in the perception of others (otherness caused by belonging to a different culture, ethnicity, etc.).

A grade of C is awarded if the student can generally explain and identify knowledge and phenomena that are part of intercultural psychology and can integrate them with knowledge from other disciplines. He/she is able to apply the information acquired in school and in everyday practice using the tools, methods and techniques selected. In most cases, he/she can correctly propose strategies leading to a change in the perception of others (otherness caused by belonging to a different culture, ethnicity, etc.).

A grade of D will be awarded if the student can explain the basic knowledge and phenomena involved in intercultural psychology and knows the interdisciplinary context. He/she can apply the acquired information with greater guidance in school and everyday practice using the selected tools, methods and techniques. In most cases, he/she will correctly propose strategies leading to a change in the perception of others (otherness caused by belonging to a different culture, ethnicity, etc.).

For grade E, the student can only to a limited extent explain the basic knowledge and phenomena that are part of intercultural psychology and knows the interdisciplinary contexts. At a minimal level, the student is able to apply the acquired information in school and everyday practice using selected tools, methods and techniques. At least in some cases, correctly suggests strategies leading to a change in the perception of others (otherness caused by belonging to a different culture, ethnicity, etc.).

A grade of Fx indicates that the student needs additional study to gain the necessary knowledge.

Scale of assessment (preliminary/final): 100% pass mark

Learning outcomes:

The aim of the course is to introduce the status, history of the emergence and basic terminology of intercultural psychology as well as the possibilities of developing and diagnosing intercultural competences.

Intercultural psychology is now a recognized theoretical and research field due to globalization and the intermingling of different cultures.

Upon completion of the course, the student:

- can delineate areas of inquiry in intercultural psychology and define key terms, e.g., culture, acculturation, culture shock, etc.,
- can identify universal and culturally specific aspects of the psyche,
- recognises the reactions and phenomena that arise when different cultures meet and when people move from culture to culture,
- knows the tools, methods and techniques that can be used to diagnose and develop intercultural competences,
- applies the knowledge of intercultural psychology to school practice and specifically to the teaching of psychology.

Class syllabus:

1. Definition and history of intercultural psychology (ethnology, sociology, cultural anthropology).

2. Basic terminology and areas of inquiry (culture, assimilation, ethnicity, ethnic consciousness, nation, nationality, ethnic minority, race, racism).
3. Stereotypes, prejudices and attitudes towards other cultures in children and adults.
4. Culture as a key concept.
5. Intercultural competences, their diagnosis and development (cognitive, affective and behavioural competences).
6. Application of intercultural psychology in school practice and psychology teaching.
7. Intercultural training and its specifics.

Recommended literature:

Recommended readings:

ECRI. (European Commission against Racism and Intolerance). (2020) Správa ECRI o Slovenskej republike. (Predklad z francúzskeho originálu). Conseil de l'Europe.

Jursová Zacharová, Z., Lemešová, M., Miškolci, J., Cabanová, K., Horváthová, L., & Sokolová, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Univerzita Komenského v Bratislave

Kalmárová, V. Lášticová, B., Findor, A., & Hruška, M. (2017). Aké vzdelávacie faktory súvisia s postojmi slovenských stredoškôľakov a stredoškôľáčok k menšinám? Správa z výskumu. Štátna školská inšpekcia, ÚVSK SAV, FSEV UK.

Lemešová, M. (2014). Národná a etnická rozmanitosť. In Psychológia zážitkom: metodická príručka. Univerzita Komenského.s. 1-66.

Morgensternová, M., & Šulová, L. a kol. (2009). Interkulturní psychologie. Karolinum.

Průcha, J. (2010). Interkulturní psychologie: sociopsychologické zkoumání kultur, etnik, ras a národů. Portál.

Shirayev, E. B., & David, L. A. (2020). Mezikulturní psychologie. Academia.

Languages necessary to complete the course:

Slovak, Czech and English

Notes:

Past grade distribution

Total number of evaluated students: 12

A	ABS	B	C	D	E	FX
83,33	0,0	8,33	8,33	0,0	0,0	0,0

Lecturers:

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPg/B-PEDde028/20			Course title: Internship A			
Educational activities: Type of activities: internship Number of hours: per week: per level/semester: 10s Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 4.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
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	0,0	0,0	0,0	6,25
Lecturers: Ing. Mgr. Jozef Strakoš, PhD., doc. Mgr. Martin Kuruc, PhD.						
Last change: 03.02.2021						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPg/B-PEDde028/20			Course title: Internship A			
Educational activities: Type of activities: internship Number of hours: per week: per level/semester: 10s Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 1., 3., 5.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
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	0,0	0,0	0,0	6,25
Lecturers: Ing. Mgr. Jozef Strakoš, PhD., doc. Mgr. Martin Kuruc, PhD.						
Last change: 03.02.2021						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPg/B-PEDde029/20			Course title: Internship B			
Educational activities: Type of activities: internship Number of hours: per week: per level/semester: 10s Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 5.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 2						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: Ing. Mgr. Jozef Strakoš, PhD., doc. Mgr. Martin Kuruc, PhD.						
Last change: 03.02.2021						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPg/B-PEDde029/20			Course title: Internship B			
Educational activities: Type of activities: internship Number of hours: per week: per level/semester: 10s Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 4., 6.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 2						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: Ing. Mgr. Jozef Strakoš, PhD., doc. Mgr. Martin Kuruc, PhD.						
Last change: 03.02.2021						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPg/B-VUZde017/15			Course title: Introduction to gender studies			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 1., 3., 5.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 418						
A	ABS	B	C	D	E	FX
75,36	0,0	7,42	7,18	3,35	2,39	4,31
Lecturers: Mgr. Veronika Valkovičová, PhD.						
Last change: 03.09.2016						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPg/B-VUZde017/15		Course title: Introduction to gender studies				
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 2., 4., 6.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 418						
A	ABS	B	C	D	E	FX
75,36	0,0	7,42	7,18	3,35	2,39	4,31
Lecturers: Mgr. Veronika Valkovičová, PhD.						
Last change: 03.09.2016						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde016/22	Course title: Introduction to the studying of psychology
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 2 hours seminar/week; total 22 hours per semester, combined form (primarily full-time). Student workload: Presentation teaching (22 hours); continuous preparation for class (11 hours), preparation and implementation of the seminar paper and PPT presentation (15 hours); preparation for the midterm test (12 hours), 60 hours in total. Teaching methods: group discussion interview, guided discussion, active group work, heuristic method, didactic games, mind mapping, guided self-study, and work with text	
Number of credits: 2	
Recommended semester: 1.	
Educational level: I.	
Prerequisites:	
Course requirements: Throughout the semester, students will complete a term paper (35 points), present the term paper in a study group (20 points), demonstrate their activity in the study group (10 points), and successfully complete a midterm test (35 points). Credit will not be awarded to a student who scores less than 50% on any of the assignments. A minimum score of 60% is required to pass the course. Grades are awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required). For a grade of A, the student needs to produce excellent results continuously throughout the semester, be capable of independent study, and be able to critically compare professional psychology texts. The student is able to navigate through the tangle of information in various literary sources and is able to select relevant sources for his or her study, has a basic understanding	

of psychology as a science, and is able to compare and contrast the various modern schools of psychology on the basis of his or her knowledge.

A grade of B means that the student has performed above average throughout the semester, has been able to study independently, has mastered basic information related to psychology as a science, can navigate information in the literature very well, and has moderate deficiencies in creative and critical thinking.

A grade of C means that the student performed at a standard level during the semester, the theoretical knowledge of the subject matter is at a good level, but the ability to apply this knowledge quite correctly, to critically evaluate and compare the various literary sources and psychological knowledge is lacking.

A grade of D means that the student was less prepared during the semester, has moderate deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work as well as in group work, more often cannot critically analyse information or has problems applying knowledge to practice.

A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyse and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice.

A grade of Fx indicates that the student is not achieving the necessary standard and further study and extra work is required.

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

Learning outcomes:

The aim of the course is to orient students in the history of psychology as a science as well as in the current areas of modern psychology. The student distinguishes between psychological institutions, is familiar with their activities, develops analytical and active, critical thinking when working with an assigned professional text, is able to compare and evaluate information, plan his/her activities or activities in a group (group work). Knows where and how to search for professional and relevant bibliographic resources in the field of psychology and psychology teaching and actively uses digital technologies for his/her further education and to develop his/her competences in the study of psychology teaching at the bachelor's degree level. He/she also knows his/her future career options after completing the bachelor's degree.

Class syllabus:

1. A brief history of psychology
2. The formation of psychology as a science
3. The object of psychological investigation
4. The formation of contemporary psychological knowledge
5. Modern psychology in the world and in Slovakia and its areas of research
6. Professional psychologists and their activities
7. Psychological institutions and workplaces in Slovakia
8. Classical and electronic information on psychology
9. How to study effectively
10. Slovak Association of Teachers of Psychology (SPTA) and its activities and EFPTA in the EU
11. Employment opportunities for psychology teachers in Slovakia and abroad

Recommended literature:

Compulsory/Recommended readings:

Sokolová, L., & Brozmanová, E. (2015). *Psychológia trochu inak*. Univerzita Komenského.
Šramová, B. (2020). *Základy psychologie (nejen) pro marketingové komunikace*. VeRBuM.

Recommended readings:

Jursová Zacharová, Z., Sokolová, L. & Lemešová, M. (2015). Interactive Teaching of Psychology: Using design-based research in developing an interactive psychology course. In eLSE 2015. Bucharest : "Carol I" National Defence University.

Šramová B. et al. (2019). Násilie v intímnych vzťahoch dospievajúcich: Metodika pre prácu v oblasti prevencie. Univerzita Komenského v Bratislave.

Websites of professional organisations:

www.saup.sk

www.vudpap.sk

<http://www.komorapsychologov.sk/>

<https://psycnet.apa.org/search>

Languages necessary to complete the course:

Slovak, Czech and English (ability to understand the read text)

Notes:

Past grade distribution

Total number of evaluated students: 58

A	ABS	B	C	D	E	FX
75,86	0,0	15,52	5,17	0,0	0,0	3,45

Lecturers: doc. PhDr. Marian Groma, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde009/22	Course title: Introduction to the teaching of psychology
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching, and organizational form: 2 hours seminar /week, a total of 22 hours per semester, combined form (primarily full-time). Student workload: 11 x 2 hours of teaching = 22 hours; continuous preparation for class (12 hours); production of 2 x sets of teaching materials (20 hours), 54 hours in total. Teaching methods: Interpretation, group discussion, interview, guided discussion, active group work, problem-solving, heuristic method, experiential methods, creation of concept maps, guided self-study, work with didactic text and information sources, and critical analysis of psychology textbooks.	
Number of credits: 2	
Recommended semester: 3.	
Educational level: I.	
Prerequisites: PdF.KPsPp/B-PSYde001/22 - General psychology	
Recommended prerequisites: B-PSYde001 General psychology	
Course requirements: 100% of the interim assessment Interim evaluation includes the performance of interim tasks according to the assignment: creation and presentation of 2 x sets of teaching materials for primary and secondary schools on a selected topic, i.e. 1 x psychological topic according to the content of the subject civics for 7. year. Elementary school, 1 x psychological topic from the selected textbook of psychology for secondary schools (50% + 50% of the evaluation). Each developed set of teaching materials includes a worksheet on the topic for class work (10% of the evaluation), a concept map on the selected topic (10% of the evaluation), an experiential activity for class work to develop the selected topic (10% of the evaluation), a critical analysis of the textbook with which the students worked (10% of the evaluation), adherence to the topic, originality, formal and professional correctness of its processing and presentation (10% of the evaluation). A minimum of 60% of the total score is required to pass the course. The grade is awarded on a scale: A (100-94%, excellent - outstanding results), B (93-86%, very good – above-average standard),	

C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required).

A - the student continuously produces excellent results during the semester, is capable of independent study and critical comparison of professional texts in the teaching of psychology, is proficient in the fundamentals of teaching psychology as a scientific discipline, including their meaningful integration with the knowledge of other disciplines, is able to practically apply theoretical knowledge on the basis of his/her knowledge to the elaboration of the assigned tasks;

B - the student has achieved above-average results during the semester, is capable of independent study and adequate critical comparison of professional texts from the teaching of psychology, and knows the basics of teaching psychology as a scientific discipline, including their appropriate integration with the knowledge of other disciplines, is able on the basis of their knowledge to practically apply theoretical knowledge to the development of the assigned tasks;

C - during the semester, the student performed standardly well, the ability of independent study and critical comparison of professional texts from the teaching of psychology is average, the theoretical knowledge of the subject matter is at a good level, and the ability to practically apply theoretical knowledge to the development of the assigned tasks is average;

D - the student's ability of independent study and critical comparison of professional texts from the teaching of psychology is at a weaker level, the theoretical knowledge of the subject matter is moderately deficient, and the ability to practically apply theoretical knowledge to the development of the assigned tasks is a problem for the student;

E - the student fails in more than one of the assignments, lacks the ability of independent study and critical comparison of professional texts from the teaching of psychology, has deficiencies in the theoretical knowledge, and fails in the practical application of theoretical knowledge to the development of the assigned tasks.

FX - the student has not sufficiently fulfilled the requirements for passing the course and extra work is required.

Scale of assessment (preliminary/final): 100% of the interim assessment

Learning outcomes:

The aim of the course (as a key component of the gradual practical preparation for a profession in the field of psychology teaching in combination at the bachelor's degree) is to gain an overview of the tradition, concepts, objectives, and content of psychology teaching in Slovakia and abroad (documents and recommendations of SAUP and EFPTA), to realize the importance of psychological education in the context of the general objectives of education and professional training for a profession.

Student after completing the course:

- knows the specifics of teaching psychology as a secondary school subject,
- is able to navigate in the pedagogical documentation of the subject of psychology and critically analyze it,
- knows the basic principles and bases for the development of psychological thinking and psychological literacy in the subject of psychology,
- knows the theoretical foundations of the didactics of psychology,
- understands the psychodidactic aspects of teaching psychology,
- can creatively apply the acquired theoretical knowledge to the preparation of selected teaching materials,
- can critically assess the suitability of the developed teaching materials and provide constructive feedback.

Class syllabus:

1. History and concept of teaching psychology in secondary and tertiary education in Slovakia and abroad.
2. The status of the subject of psychology in the curricula of grammar schools and secondary vocational schools.
3. General aims of psychology education in higher secondary education.
4. Analysis of content and performance standards of the subject of psychology at different types of schools, basic pedagogical documentation.
5. Development of key competencies and personal and social development in the subject of psychology.
6. Specifics of teaching psychology: motivation and expectations of male and female students in teaching psychology.
7. Psychological literacy and psychological thinking - concepts and methods of their research and development.
8. Theoretical foundations of didactics of psychology.
9. Psychodidactic aspects of teaching psychology.
10. - 11. Teaching psychology in interdisciplinary contexts and inter-subject relations. Social-psychological training and subjects of personal and social development.

Recommended literature:

Required reading:

Hamranová, A. (2013). Sociálno – psychologický výcvik v príprave učiteľov (metodické pokyny). In: Sokolová, L. et al. (eds.): Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. s. 33-36. Dostupné online: <https://ebin.pub/psychologia-v-kole-zbornik-prispevkov-z-medzinarodnej-vedeckej-konferencie-9788022334839.html>

Sokolová, L., Lemešová, M., Masaryk, R., Kanisová, D., Bašňáková, J., & Kostovičová, L. (2013). Psychológia v sekundárnom vzdelávaní. Bratislava: Univerzita Komenského, 2013. (kap. 1 a 4).

Sokolová, L. 2015. Metódy vyučovania psychológie a predmetov osobnostného a sociálneho rozvoja. Univerzita Komenského, 2015. (kap. 1-4).

Recommended reading:

Kosíková, V. (2011). Psychologie ve vzdělávání a její psychodidaktické aspekty. Grada, (kap. 2).

Lemešová, M., Hamranová, A., Minarovičová, K., Sabová, L., & Sokolová, L. 2017. Psychológia zážitkom. Metodická príručka. Univerzita Komenského.

Lemešová, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0. Slovenská asociácia pre učiteľstvo psychológie. (kap. 1-2).

Sokolová, L., Lemešová, M., & Jursová Zacharová, Z. (2014). Psychologická príprava budúcich učiteľov a učiteľiek: Inovatívne prístupy. Univerzita Komenského. (kap.1-2).

Sokolová, L. (2010, 2013). Didaktika psychológie. Univerzita Komenského. (kap. 1-2).

Škoda, J., & Doulík, P. (2011). Psychodidaktika. Metody efektivního a smysluplného učení a vyučování. Grada. (kap. 6)

Vybrané učebnice psychológie pre stredné školy.

Vybrané učebnice občianskej náuky pre 7. roč. ZŠ.

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

Past grade distribution						
Total number of evaluated students: 177						
A	ABS	B	C	D	E	FX
84,75	0,0	11,3	0,56	1,13	1,13	1,13
Lecturers: PaedDr. Anežka Hamranová, PhD.						
Last change: 10.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde023/22	Course title: Leisure time education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: 100% pass mark. Assessment: consists of 2 intermediate assessments (40+60, total 100 points). Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class. Semester work: consists of a creative assignment for 40b (20+20). It includes an electronic portfolio - a plan of experiential activities in the context of leisure education based on a set structure (20b) and its presentation or application of the created activities in the classroom (20b). Intermediate assessment 2: consists of a test of the acquired knowledge, namely a knowledge test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of continuous assignments, excellent professional knowledge and its application in problem solving, excellent orientation to leisure issues, excellent communication skills, responsibility and timely completion of assignments, and exceptional activity in the classroom during the semester. A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach to developing ongoing assignments using a model, above average expertise and application of that expertise to problem solving assignments using consultation, above	

average orientation to leisure issues, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.

For a grade of C at least 73 points. For this grade, the student should demonstrate: the ability to develop ongoing assignments using the assigned template, good professional knowledge and its application in problem solving in a group or with the assistance of the instructor, good orientation to leisure issues, good communication skills, completion of assignments, average activity in class during the semester as prompted by the instructor.

At least 66 points for a grade D. For this grade, the student is expected to demonstrate: the ability to develop ongoing assignments using the assigned template and with the assistance of the instructor, average proficiency and application of knowledge in problem solving in a group setting or with the assistance of the instructor, average orientation to leisure issues, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal vocational knowledge, basic/minimal orientation to leisure issues, basic communication skills, completion of assignments.

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

Learning outcomes:

Learning objectives and outcomes:

By completing the subject Leisure time in education, the student should:

- to know the content of leisure time pedagogy as a scientific discipline: functions, goals and requirements, areas of leisure time education,
- to know the subjects of leisure education and their importance in influencing the leisure time of an individual in society in a meaningful way,
- to be able to apply the acquired knowledge in the creation of leisure activities,
- to be able to create a plan for an activity of interest and to be able to apply it through practical tasks,
- be able to present their creative output to a group,
- be able to justify the appropriateness of the choice of didactic categories in the interest activity plan,
- understand the importance of leisure as a fundamental value in human life.

Transferable competences: the student strengthens soft skills such as communication skills through creative tasks on the course, digital skills - the student realizes the creation of a website as an e-portfolio with the use of feedback, interpersonal skills within the group - activation in the group, taking the initiative and responsibility.

Class syllabus:

Brief outline of the course:

The Leisure time in education is intended to introduce students to the important sphere of leisure through leisure activities, which represent an important value for the individual and which are necessary in the targeted education of children, youth and adults. The Leisure time in education course clarifies the basic pedagogical categories in a direct link between theoretical and practical training. By completing the course, the student will gain knowledge of the basic concepts in the field of leisure pedagogy, of leisure organizations aimed at children, youth, adults, and of activating didactic methods or experiential learning for the creation of leisure activities.

Topics:

Basic concepts of leisure pedagogy. Objectives of leisure education. Didactic process of leisure education and the creation of a plan of activating leisure activities - mission, goals, tasks, principles, content, forms and methods. Educational areas of activity outside the classroom. Interests and

leisure-time education. Problems of education in leisure time. Field work (streetwork), prevention, volunteering. New approaches in leisure time pedagogy. Personality of the pedagogue, social assistant, animator in the processes of education and training in leisure time. Educator and education and training in the school. Institutions and facilities providing leisure and interest activities.

Recommended literature:

NOVOTNÁ, E. (2017). Pedagogika voľného času. Teória výchovy mimo vyučovania vo voľnom čase. Rokus: Prešov. 224s. ISBN 978-80-89540-58-0

ZELINOVÁ, M. (2007). Hry pro rozvoj emocií a komunikace. Koncepcie a model tvorivěhumanistické výchovy. Portál: Praha, 2007. 139s. ISBN 978-80-7367-197-6 (e-kniha)

Recommended reading:

JASLOVSKÁ, B., KOLDEOVÁ, L. (v tlači). Voľný čas v práci učiteľa a ďalších pedagogických profesií. Kapitola v metodickom materiáli k Stáži A, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.

JASLOVSKÁ, B., STRAKOŠ, J. (v tlači). Profesionálny rast učiteľa: formálne a neformálne vzdelávanie, informálne učenie sa. Kapitola v metodickom materiáli k Stáži B, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.

KRATOCHVÍLOVÁ, E. (2010). Pedagogika voľného času. Výchova v čase mimo vyučovania v pedagogickej teórii a v praxi. Trnava: Typii Universitatis Tyrnaviensis, VEDY. 356 s. ISBN 978-80-8082-330-6

ZELINOVÁ, M. (2012). Voľný čas efektívne a tvorivo. Teória a prax výchovy mimo vyučovania. Bratislava: Iura Edition, 146s. ISBN 978-80-8078-479-9

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 1530

A	ABS	B	C	D	E	FX
43,14	0,0	24,25	13,4	8,76	4,05	6,41

Lecturers: PaedDr. Eva Labudová, PhD., prof. PaedDr. Ján Danek, CSc.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde023/22	Course title: Leisure time education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: 100% pass mark. Assessment: consists of 2 intermediate assessments (40+60, total 100 points). Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class. Semester work: consists of a creative assignment for 40b (20+20). It includes an electronic portfolio - a plan of experiential activities in the context of leisure education based on a set structure (20b) and its presentation or application of the created activities in the classroom (20b). Intermediate assessment 2: consists of a test of the acquired knowledge, namely a knowledge test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of continuous assignments, excellent professional knowledge and its application in problem solving, excellent orientation to leisure issues, excellent communication skills, responsibility and timely completion of assignments, and exceptional activity in the classroom during the semester. A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach to developing ongoing assignments using a model, above average expertise and application of that expertise to problem solving assignments using consultation, above	

average orientation to leisure issues, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.

For a grade of C at least 73 points. For this grade, the student should demonstrate: the ability to develop ongoing assignments using the assigned template, good professional knowledge and its application in problem solving in a group or with the assistance of the instructor, good orientation to leisure issues, good communication skills, completion of assignments, average activity in class during the semester as prompted by the instructor.

At least 66 points for a grade D. For this grade, the student is expected to demonstrate: the ability to develop ongoing assignments using the assigned template and with the assistance of the instructor, average proficiency and application of knowledge in problem solving in a group setting or with the assistance of the instructor, average orientation to leisure issues, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal vocational knowledge, basic/minimal orientation to leisure issues, basic communication skills, completion of assignments.

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

Learning outcomes:

Learning objectives and outcomes:

By completing the subject Leisure time in education, the student should:

- to know the content of leisure time pedagogy as a scientific discipline: functions, goals and requirements, areas of leisure time education,
- to know the subjects of leisure education and their importance in influencing the leisure time of an individual in society in a meaningful way,
- to be able to apply the acquired knowledge in the creation of leisure activities,
- to be able to create a plan for an activity of interest and to be able to apply it through practical tasks,
- be able to present their creative output to a group,
- be able to justify the appropriateness of the choice of didactic categories in the interest activity plan,
- understand the importance of leisure as a fundamental value in human life.

Transferable competences: the student strengthens soft skills such as communication skills through creative tasks on the course, digital skills - the student realizes the creation of a website as an e-portfolio with the use of feedback, interpersonal skills within the group - activation in the group, taking the initiative and responsibility.

Class syllabus:

Brief outline of the course:

The Leisure time in education is intended to introduce students to the important sphere of leisure through leisure activities, which represent an important value for the individual and which are necessary in the targeted education of children, youth and adults. The Leisure time in education course clarifies the basic pedagogical categories in a direct link between theoretical and practical training. By completing the course, the student will gain knowledge of the basic concepts in the field of leisure pedagogy, of leisure organizations aimed at children, youth, adults, and of activating didactic methods or experiential learning for the creation of leisure activities.

Topics:

Basic concepts of leisure pedagogy. Objectives of leisure education. Didactic process of leisure education and the creation of a plan of activating leisure activities - mission, goals, tasks, principles, content, forms and methods. Educational areas of activity outside the classroom. Interests and

leisure-time education. Problems of education in leisure time. Field work (streetwork), prevention, volunteering. New approaches in leisure time pedagogy. Personality of the pedagogue, social assistant, animator in the processes of education and training in leisure time. Educator and education and training in the school. Institutions and facilities providing leisure and interest activities.

Recommended literature:

NOVOTNÁ, E. (2017). Pedagogika voľného času. Teória výchovy mimo vyučovania vo voľnom čase. Rokus: Prešov. 224s. ISBN 978-80-89540-58-0

ZELINOVÁ, M. (2007). Hry pro rozvoj emocií a komunikace. Koncepcie a model tvorivěhumanistické výchovy. Portál: Praha, 2007. 139s. ISBN 978-80-7367-197-6 (e-kniha)

Recommended reading:

JASLOVSKÁ, B., KOLDEOVÁ, L. (v tlači). Voľný čas v práci učiteľa a ďalších pedagogických profesií. Kapitola v metodickom materiáli k Stáži A, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.

JASLOVSKÁ, B., STRAKOŠ, J. (v tlači). Profesionálny rast učiteľa: formálne a neformálne vzdelávanie, informálne učenie sa. Kapitola v metodickom materiáli k Stáži B, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.

KRATOCHVÍLOVÁ, E. (2010). Pedagogika voľného času. Výchova v čase mimo vyučovania v pedagogickej teórii a v praxi. Trnava: Typii Universitatis Tyrnaviensis, VEDY. 356 s. ISBN 978-80-8082-330-6

ZELINOVÁ, M. (2012). Voľný čas efektívne a tvorivo. Teória a prax výchovy mimo vyučovania. Bratislava: Iura Edition, 146s. ISBN 978-80-8078-479-9

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 1530

A	ABS	B	C	D	E	FX
43,14	0,0	24,25	13,4	8,76	4,05	6,41

Lecturers: PaedDr. Eva Labudová, PhD., prof. PaedDr. Ján Danek, CSc.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde032/22	Course title: Medial education
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the interim grade, which includes 30% class activity (30 points) and 70% project (70 points). For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively knowledge, including its meaningful integration into the realities of life and pedagogical practice. B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately, including their meaningful integration into the realities of life and pedagogical practice. C (85-76%, good - routine reliable work), students performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge. They cannot critically analyze information. E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Fx (59-0%, insufficient - extra work required).	
Learning outcomes: Learning outcomes: Learning objectives and outcomes and transferable competences: The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession	

(teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.

This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).

The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.

Class syllabus:

Brief outline of the course:

1. Introduction to the subject: defining the basic concepts: ethics and morality.

Ethics and professional ethics: definition of basic terms: applied ethics - sectoral division of applied ethics. Professional ethics as a part of applied ethics.

2. Professional tact and etiquette as a basis for the formation of the code of ethics of individual professions.

3. The teaching profession and the teacher's code of ethics. Status and role of the teacher. Resolving dilemmas in the teaching profession.

4. Positive climate in the classroom, relationships between school climate factors.

5. Convention on the Rights of the Child.

6. A closer definition of bioethics and its areas of interest on concrete examples, the issue of the code of ethics. Classical ethical theories and alternative methods in solving ethical dilemmas.

Recommended literature:

Compulsory reading:

ANZENBACHER, A. (2001). Úvod do etiky. Praha: Academia, s. 13 – 17. ISBN 978-80-200-0917-5

GLUCHMAN, V. (2000). Úvod do etiky. Prešov: Univerzum, s. 7 – 103, 122 – 133. ISBN 978-80-890-1200-0

GLUCHMANOVÁ, M., GLUCHMAN, V. (2008). Učiteľská etika. Prešov: FF PU (ESF), s. 88 – 127, 194 – 215. ISBN 978-80-806-8808-0

Recommended reading:

HUPKOVÁ, M., PETLÁK, E. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: IRIS, 2004. s. 11 – 26, 81 – 96. ISBN 978-80-89018-77-7

KOSOVÁ B. a kol. (2012). Vysokoškolské vzdelávanie učiteľov. Banská Bystrica: Pedagogická fakulta UMB v Banskej Bystrici, s. 6 – 21, 52 – 61. ISBN 978-80-557-0353-4

LIESSMANN, K. P. (2012). Teorie nevzdělanosti. Praha: ACADEMIA, s. 37 – 61. ISBN 978-80-200-1677-5

MALANKIEVIČOVÁ, S. (2008). Profesionálna etika. Prešov: FF PU (ESF), s. 13 – 35. ISBN 978-80-806-8811-0

REMIŠOVÁ, A. (1997). Podnikateľská etika. Nitra: ENIGMA, s. 12 – 49, 198 – 211.

VAJDA, J. (2004). Úvod do etiky. Nitra: Enigma, s. 13 - 56. ISBN 978-80-8913-212-6

VETEŠKA, J., TURECKIOVÁ, M. (2008). Kompetence ve vzdělávání. Praha: GRADA, s. 13 – 57. ISBN 978-80-247-1770-8

ŽILÍNEK, M. (1997). Étos a utváranie mravnej identity osobnosti. Bratislava: IRIS, s. 12 – 108. ISBN 978-80-88778-60-3

WILLIAMS, B. (2021). Morálka: úvod do etiky. Praha: OYIKOYMENH. ISBN 978-80-7298-569-2
DANIŠKOVÁ, Z. (2013). Môže prístup „new public management“ dopomôcť k etablovaníu etického kódezu učiteľa? 2013 dostupné na http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 195

A	ABS	B	C	D	E	FX
60,0	0,0	20,0	8,21	1,54	0,0	10,26

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde032/22	Course title: Medial education
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the interim grade, which includes 30% class activity (30 points) and 70% project (70 points). For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively knowledge, including its meaningful integration into the realities of life and pedagogical practice. B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately, including their meaningful integration into the realities of life and pedagogical practice. C (85-76%, good - routine reliable work), students performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge. They cannot critically analyze information. E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Fx (59-0%, insufficient - extra work required).	
Learning outcomes: Learning outcomes: Learning objectives and outcomes and transferable competences: The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession	

(teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.

This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).

The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.

Class syllabus:

Brief outline of the course:

1. Introduction to the subject: defining the basic concepts: ethics and morality.

Ethics and professional ethics: definition of basic terms: applied ethics - sectoral division of applied ethics. Professional ethics as a part of applied ethics.

2. Professional tact and etiquette as a basis for the formation of the code of ethics of individual professions.

3. The teaching profession and the teacher's code of ethics. Status and role of the teacher. Resolving dilemmas in the teaching profession.

4. Positive climate in the classroom, relationships between school climate factors.

5. Convention on the Rights of the Child.

6. A closer definition of bioethics and its areas of interest on concrete examples, the issue of the code of ethics. Classical ethical theories and alternative methods in solving ethical dilemmas.

Recommended literature:

Compulsory reading:

ANZENBACHER, A. (2001). Úvod do etiky. Praha: Academia, s. 13 – 17. ISBN 978-80-200-0917-5

GLUCHMAN, V. (2000). Úvod do etiky. Prešov: Univerzum, s. 7 – 103, 122 – 133. ISBN 978-80-890-1200-0

GLUCHMANOVÁ, M., GLUCHMAN, V. (2008). Učiteľská etika. Prešov: FF PU (ESF), s. 88 – 127, 194 – 215. ISBN 978-80-806-8808-0

Recommended reading:

HUPKOVÁ, M., PETLÁK, E. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: IRIS, 2004. s. 11 – 26, 81 – 96. ISBN 978-80-89018-77-7

KOSOVÁ B. a kol. (2012). Vysokoškolské vzdelávanie učiteľov. Banská Bystrica: Pedagogická fakulta UMB v Banskej Bystrici, s. 6 – 21, 52 – 61. ISBN 978-80-557-0353-4

LIESSMANN, K. P. (2012). Teorie nevzdělanosti. Praha: ACADEMIA, s. 37 – 61. ISBN 978-80-200-1677-5

MALANKIEVIČOVÁ, S. (2008). Profesionálna etika. Prešov: FF PU (ESF), s. 13 – 35. ISBN 978-80-806-8811-0

REMIŠOVÁ, A. (1997). Podnikateľská etika. Nitra: ENIGMA, s. 12 – 49, 198 – 211.

VAJDA, J. (2004). Úvod do etiky. Nitra: Enigma, s. 13 - 56. ISBN 978-80-8913-212-6

VETEŠKA, J., TURECKIOVÁ, M. (2008). Kompetence ve vzdělávání. Praha: GRADA, s. 13 – 57. ISBN 978-80-247-1770-8

ŽILÍNEK, M. (1997). Étos a utváranie mravnej identity osobnosti. Bratislava: IRIS, s. 12 – 108. ISBN 978-80-88778-60-3

<p>WILLIAMS, B. (2021). Morálka: úvod do etiky. Praha: OYIKOYMENH. ISBN 978-80-7298-569-2</p> <p>DANIŠKOVÁ, Z. (2013). Môže prístup „new public management“ dopomôcť k etablovaníu etického kódexu učiteľa? 2013 dostupné na http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf</p>						
<p>Languages necessary to complete the course: slovak and czech</p>						
<p>Notes:</p>						
<p>Past grade distribution Total number of evaluated students: 195</p>						
A	ABS	B	C	D	E	FX
60,0	0,0	20,0	8,21	1,54	0,0	10,26
<p>Lecturers:</p>						
<p>Last change: 09.11.2022</p>						
<p>Approved by: prof. PaedDr. Dušan Kostrub, PhD.</p>						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde013/22	Course title: Methodology of academic writing in psychology
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: 2 hours of seminar per week; a total of 22 hours per semester, combined form (primarily on-site). Student workload: 11 x 2 hours of direct teaching = 22 hours; 8 hours of seminar work editing and revising professional texts; 20 hours of final seminar work. Total 50 hours of work. Teaching methods: lecture with multimedia support, group discussions on edited texts, demonstration of analysis of the stylistics of a scientific text, demonstration of the creation and improvement of the content goal of a scientific text and subsequent simulation of the process, systematic reflective editing of processed texts	
Number of credits: 2	
Recommended semester: 4.	
Educational level: I.	
Prerequisites: PdF.KPsPp/B-PSYde006/22 - Methodology of psychological research	
Recommended prerequisites: B-PSYde006 Methodology of psychological research	
Course requirements: 100% of the interim evaluation Seminar work - elaboration of a professional text according to the assignment 50% of the mark. The remaining assessment consists of in-class sub-assignments using reflective writing techniques - students assess each other's completed texts and then incorporate changes for improvement identified by the team. Students receive 10 points for each improvement and editing of the text in class before handing in the final text. A minimum score of 60% is required to pass the course. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). Grade A: the student is able to analyse and produce texts with a psychological orientation in an excellent manner. The texts produced, make use of, and synthesise modern sources from psychology	

and relevant disciplines and answer predetermined professional questions in an interesting way. The student is also able to edit mistakes in other professional texts to a high standard and suggest modifications to improve the quality of the texts stylistically and in terms of content.

Grade B: the student is able to analyse and produce texts with a psychological orientation reasonably well. The texts produced, use and synthesise relevant sources in the field of psychology and answer predetermined questions. The student is able to systematically edit out errors in foreign professional texts and suggest modifications to improve the quality of the texts stylistically and in terms of content.

A grade of C is awarded if the student is moderately able to analyse and produce texts with psychological orientation. The texts produced, make use of relevant sources in the field of psychology, and answer predetermined questions. The student is able to edit mistakes in foreign professional texts and suggest modifications to improve the quality of the texts stylistically.

A grade of D is awarded if the student is able to analyse and produce texts with a psychological orientation to a satisfactory degree. The texts produced, make use of local psychological sources of older date and quality. Stylistic and grammatical errors appear more frequently in the text.

A grade of E is awarded if the student is at least minimally able to produce texts with psychological orientation. However, the student misses basic content and stylistic errors when editing texts. Errors often occur in authored texts, and the student also uses sources that are not relevant and without a broader synthesis of multiple authors.

A grade of Fx indicates that the student needs additional study to gain the necessary knowledge.

Scale of assessment (preliminary/final): 100% of the interim evaluation

Learning outcomes:

The aim is for the student to master the procedures of producing a professional text with emphasis on standards in psychology, such as IMRaD, APA7 Publication manual, etc., and to be able to qualitatively distinguish between the level of academic and research text. Upon successful completion of the course, the student is not only able to critically evaluate the quality of available psychological scholarly resources but is also able to author his/her own psychology-oriented text (to the extent indicated in the assessment above). In the process of learning, the student will learn to critically edit texts as well as to evaluate the quality of scholarly sources. The course also aims (transferable competencies) to develop students' information literacy, and professional, methodological, and expressive skills. Emphasis is placed on working with modern information technologies in order to search the literature and then synthesize it into original texts. Regarding the development of critical thinking, students are developed in synthesizing and comparing scientific knowledge from multiple authors.

Class syllabus:

1. Origin and formulation of scientific problems, peer-review, APA JARS.
2. Argumentation and evidence in a scholarly text. APA7 model term paper template. Proper wording and stylistics of paragraphs.
3. Citation. A literature search in databases and free repositories. Synthesizing literature. Features of a professional text.
4. The most common mistakes in academic writing. Ethics in writing and plagiarism. Ethics of writing a professional text.
5. Reflective writing method in improving professional text in psychology.

Recommended literature:

Compulsory reading:

Petrík, J., & Kernová, L. (2020). Metóda reflektívneho písania vo výučbe akademického písania u študentov psychológie: obsahová analýza osvojených zručností. Psychológia a patopsychológia: študentská vedecká konferencia. Univerzita Komenského.

Staroňová, K. (2011). Vedecké písanie. Osveta.

Recommended readings:

Katuščák, D. (2007). Ako písať záverečné a kvalifikačné práce. Enigma.

Meško, D., Katuščák, D., & Findra, J. a kol. (2006). Akademická príručka. Osveta.

Vydra, A. (2010). Akademické písanie: Ako vzniká filozofický text. Trnavská univerzita.

Languages necessary to complete the course:

Slovak and English language

Notes:

Past grade distribution

Total number of evaluated students: 157

A	ABS	B	C	D	E	FX
44,59	0,0	23,57	17,83	8,28	5,1	0,64

Lecturers: PaedDr. Eva Vancu, PhD.

Last change: 19.10.2025

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde006/22	Course title: Methodology of psychological research
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: 1-hour lecture + 1-hour seminar per week; a total of 22 hours per semester in a combined form (primarily on-site). Student workload: 11 x 2 hours of direct teaching = 22 hours; 25 hours of preparation for the mid-term test; 15 hours of preparation for the seminar paper, and 35 hours of preparation for the final test and oral examination. 97 hours of work in total. Teaching methods: Lecture and lecture with multimedia support, dialogical and discussion methods, demonstration of analysis of a scientific text, and critical analysis of the methodological aspect of a scientific study.	
Number of credits: 4	
Recommended semester: 2.	
Educational level: I.	
Prerequisites: PdF.KPsPp/B-PSYde001/22 - General psychology	
Recommended prerequisites: B-PSYde001 General Psychology	
Course requirements: 50% of the interim assessment + 50% of the final assessment. The interim assessment includes a midterm test (30% of the assessment) and group work (critical analysis and presentation of the methodological framework of the assigned psychological research, 20% of the assessment). The final assessment includes a final test (30% of the mark) and an oral examination (20% of the mark). The oral examination is conducted in smaller groups and takes the form of an analysis of the methodological framework of the selected research study or questions focusing on methodology and research in the field of psychology. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale of: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required).	

Grade A: the student has an excellent understanding and reflection of the basic methodological frameworks used in the design of psychological research. The student has a very good understanding of the content and structure of these frameworks and can clearly identify their different parts in selected psychological studies.

Grade B: the student adequately understands and reflects on the basic methodological frameworks used in the design of psychological research. The student has a good understanding of the content and structure of these frameworks and can identify the vast majority of the individual parts in selected psychological studies.

A grade of C is awarded if the student predominantly understands and reflects on the basic methodological frameworks used in the design of psychological research. The student is familiar with the content and structure of these frameworks and can identify the most crucial individual parts in selected psychological studies.

Grade D is earned if the student has an average understanding and reflection of the basic methodological frameworks used in the design of psychological research. The student is familiar with the content and structure of these frameworks and can identify only some of the individual parts in selected psychological studies.

Grade E: the student has only a limited understanding and reflection of the basic methodological frameworks used in the design of psychological research. The student is familiar with the content and structure of these frameworks but finds it difficult to identify their individual parts in selected psychological studies without help.

A grade of Fx indicates that the student needs additional study to gain the necessary knowledge.

Scale of assessment (preliminary/final): 50% of the interim assessment + 50% of the final assessment

Learning outcomes:

The student will gain an overview of the knowledge of the methodology of psychology, learn the standard framework of scientific text processing in psychology (IMRaD), and adopts the ability to critically analyse the methodology of psychological studies when working independently with scientific texts. Additional knowledge includes: how knowledge is constructed in the social sciences; theoretical information about the design of psychological research projects; and the functions and types of research. The student should also learn to understand the social embeddedness of science and the ethical issues of research; critically evaluate the methodological framework of research studies; navigate information in scientific studies and the scientific literature correctly. The student is able to identify relevant literature that may be enriching to his/her teaching practice and is able to critically evaluate it based on the qualitative level of its methodological framework.

Class syllabus:

1. The emergence of research problems. Objectives of scientific investigation. The language of science. Paradigm, theory, research, methodology, method. History of psychological research. Research as a scientific method of knowledge.
2. IMRaD. Research preparation. Research project: theoretical, methodological, and implementation part.
3. Ethics in research.
4. The relationship between theory and empirics in research. Psychological research: specifics and definition. Basic types of research. 20th century - crisis in research, current challenges in the 21st century.
5. Research structure and strategies. Quantitative and qualitative approaches.
6. Basic data collection techniques: observation, experiment, interview, focus groups, questionnaire, psychological test, case study, document study/analysis, semantic differential.

7. Outcomes in psychological research: evaluation and interpretation of quantitative and qualitative data. Secondary data analysis and meta-analysis.
8. Discussion in research, peer-review, publication of results, and new trends in research methodology.

Recommended literature:

Compulsory readings:

APA (2021). Journal Article Reporting Standards Manuals Qualitative/Quantitative (JARS), <https://apastyle.apa.org/jars/glossary>.

Ritomský, A. (2016). Metodológia projektovania psychologického výskumu. Vydavateľství a nakladateľství Aleš Čeněk.

Recommended readings:

Breakwell, G. M., Smith, J. A., & Wright, D. B. (eds.) (2009). Research methods in psychology. Sage Publications Ltd.

Disman, M. (2011). Jak se vyrábí sociologická znalost. Karolinum.

Ferjenčík, J. (2010). Úvod do metodologie psychologického výzkumu. Portál.

Reichel, J. (2009). Kapitoly metodologie sociálních výzkumů. Grada.

Languages necessary to complete the course:

Slovak, Czech, and English language

Notes:

Past grade distribution

Total number of evaluated students: 194

A	ABS	B	C	D	E	FX
41,24	0,0	20,1	19,59	10,31	5,67	3,09

Lecturers: PaedDr. Eva Vancu, PhD.

Last change: 19.10.2025

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde008/22	Course title: Methodology of research in educational science
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 3 per level/semester: 39 Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 4.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by examination, the ratio of midterm/final assessment is 50/50. The interim evaluation includes the following: <ul style="list-style-type: none"> • semester work in the form of a subject portfolio: proposal (design) of educational research of quantitative or qualitative nature - 50 points, The final evaluation includes the following: <ul style="list-style-type: none"> • assessment of knowledge and selected competences in the form of a written test - 50 points. The rating is awarded on a scale: A (100-94%, excellent - excellent results with only minimal errors), B (93-86%, very good - above average results with minor errors), C (85-76%, good - normal reliable work, average results), D (75-68%, satisfactory - acceptable results, but significant errors occur), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

Students will acquire knowledge of the basics of research in educational sciences, get acquainted with the basic concepts and theoretical-methodological knowledge necessary for designing (planning, conducting and evaluating) in the field of research... In the theoretical-empirical level in the framework of the analysis of individual quantitative and qualitative tools, methods and techniques, they will acquire the knowledge and acquire the competences necessary for planning, conducting and evaluating research in educational sciences of quantitative and qualitative nature. Students will acquire the competences to solve and resolve problems in the field of research in educational sciences.

Transferable competences: the course develops students' analytical, critical, evaluative, contextual and creative thinking and reasoning in context. In terms of self-reflection, the student is able to evaluate and assess his/her own availability to conduct research in educational sciences

Class syllabus:

Brief outline of the course:

Science and research. Types of research. Validity, reliability and objectivity/objective truth. Subjectivity/subjective truth. Ethical aspects of research. Subjects in research in educational sciences and their specificities.

Quantitative and qualitative oriented research in educational sciences. Intentions, subjects and objects in research, principals in research, observed phenomena and conditions for the implementation of quantitative and qualitative oriented research in educational sciences.

Scientific hypotheses and variables for quantifying the phenomena under study. Operationalization of variables.

Questionnaire design, implementation and evaluation.

Assessment scales - typology, creation and evaluation.

The sociometry method and the measurement of social climate.

Interview design and use. Differences between quantitative and qualitative interviews.

Quantitative and qualitative observation in research..

Content analysis of documents from a quantitative and qualitative point of view.

Data processing, data analysis and interpretation. Statistical-mathematical procedures and triangulation processes. Dissemination of findings. Study design/design.

Recommended literature:

Required reading:

Gavora, P., Koldeová, L., Dvorská, D., Pekárová, J., Moravčík, M. 2010. Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4

Kostrub, D. 2016. Základy kvalitatívnej metodológie. Bratislava: UK. ISBN 978-80-223-4166-0

Recommended reading:

Ferjenčík, J. 2000. Úvod do metodológie psychologického výskumu. Praha: Portál. ISBN 80-7178-367-6

Gavora, P. 2008. Úvod do pedagogického výskumu. Bratislava: UK. ISBN 978-80-223-2391-8

Maňák, J., Švec, V. 2004. Cesty pedagogického výskumu. Brno: Paido. ISBN 978-80-7315-0785

Švec, Š. 2009. Metodologie věd o výchově: kvantitativně-scientické a kvalitativně-humanitní přístupy v edukačním výzkumu. Brno: Paido. ISBN 978-80-731-5192-8

Tomšík, R. 2017. Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: PdF UKF. ISBN 978-80-558-1206-9

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 28

A	ABS	B	C	D	E	FX
67,86	0,0	21,43	3,57	0,0	0,0	7,14

Lecturers: prof. PaedDr. Dušan Kostrub, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde033/22	Course title: Multicultural education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: Prerequisites for successful completion of the course: Weighting of interim and final assessment: 100/0, the course ends with an assessment. Students will develop two interim activities/projects as part of the interim coursework assessed at 40% and 40%. Activity and preparation in seminars is assessed (20%). A total of 100% of the interim assessment. Students will choose one of the activities, work it systematically and develop it into a comprehensive lesson preparation according to this structure: a. Objectives of the activity (what skills and abilities it develops - students will choose an appropriate topic according to their apprenticeship, where they will be able to apply the activity as a cross-cutting theme). b. Target group of the activity (for which pupils it could be used). c. Time and space (how long it would take, any special space requirements). d. Activity flow (a brief scenario of how the student would carry it out). e. Evaluation of the activity (different ways of assessing pupils, self-assessment, etc.). f. Theoretical perspective on the activity (interpretation of the activity based on at least three key words from multicultural education theory). g. Literature used. The evaluation will assess the fulfilment of the principles of multicultural education, the suitability of the activity for teaching within the cross-cutting theme of multicultural education, the systematic nature of the preparation and the interconnectedness of its components. Negative evaluations are given to projects that could reinforce stereotypes and prejudices among pupils or in which students present stereotypical views of other cultures. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), students will produce an original project that is thought through as a coherent whole to develop intercultural understanding, all criteria are met at an excellent level. B (90-81%, very good - above average standard), students creatively develop a project that will assist in developing intercultural understanding, Criteria are met at a very good level.	

C (80-73%, good - normal reliable work), students will produce a project that does not undermine the principles of multicultural education, Criteria are met at a good level.
D (72-66%, satisfactory - acceptable results), students will develop a project that is not internally intertwined but does not violate the principles of multicultural education, the criteria are met satisfactorily.
E (65-60%, sufficient - results meet minimum criteria), students will develop a project that marginally undermines the principles of multicultural education, Criteria are met sufficiently.
Fx (59-0%, insufficient - extra work required), students will develop a project that promotes cultural stereotypes and biases. The project does not meet the minimum criteria.

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes and transferable competences:

Students understand the principles and practices of multicultural education. They know how to work with stereotypes and prejudices in the classroom. They can plan and design multicultural education and integrate it as a cross-curricular topic in the classroom. They develop intercultural understanding. They master the main didactical procedures for the implementation of multicultural education as a cross-cutting theme.

Learning objectives:

To provide students with the basic information needed to understand the principles of multicultural education as a cross-cutting theme in the national curriculum. To teach students how to work with the issue of stereotypes and prejudices, to teach them how to plan and design multicultural education in schools as a cross-cutting theme. To familiarize students with the basic didactic practices in the implementation of multicultural education in education.

Class syllabus:

Brief outline of the course:

The problem facing multicultural education - stereotypes and prejudices in us. Encountering another culture. Culture shock. How we get information about other cultures. How to cope with the arrival of foreigners. What we think about intercultural communication. Migration and values in multicultural education. How to proceed in multicultural education. Assessment in multicultural education.

Recommended literature:

Recommended reading:

Compulsory reading:

MISTRÍK, E. a kol. (2008). Multikultúrna výchova v škole. Bratislava : Nadácia otvorenej spoločnosti. ISBN 978-80-969271-4-2

MISTRÍK, E. a kol. 2006: Multi-kulti-na školách. Metodická príručka pre multikultúrnu výchovu. Bratislava: Nadácia Milana Šimečku. ISBN 80-89008-21-6

Recommended reading:

KASÍKOVÁ, H. a kol. (2003). Interkulturní výchova a vzdělávání: efektivní metody a formy. Praha : FF UK. (bez ISBN)

KOMINAREC, I. – KOMINARECOVÁ, E. (2009). Multikulturalita a komunikácia. Prešov : PO. ISBN 978-80-555-0061-4

MISTRÍK, E. (2008). Multikultúrna výchova. In: Školské vzdelávacie programy. Praktický manuál pre zostavenie vlastného školského vzdelávacieho programu. 3. E1. Bratislava : RAABE. ISBN 978-80-89182-27-5

PRŮCHA, J. (2006). Multikulturní výchova. Praha : Triton. ISBN 80-7254-866-2

VANČÍKOVÁ, K. (2013). Multikultúrna výchova, jej miesto v súčasnej škole. Banská Bystrica: Pdf UMB. ISBN 978-80-557-0512-5

Languages necessary to complete the course:

slovak and czech						
Notes:						
Past grade distribution						
Total number of evaluated students: 134						
A	ABS	B	C	D	E	FX
68,66	0,0	20,15	5,22	0,0	0,0	5,97
Lecturers: Mgr. Lucia Hlavatá, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde033/22	Course title: Multicultural education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: Prerequisites for successful completion of the course: Weighting of interim and final assessment: 100/0, the course ends with an assessment. Students will develop two interim activities/projects as part of the interim coursework assessed at 40% and 40%. Activity and preparation in seminars is assessed (20%). A total of 100% of the interim assessment. Students will choose one of the activities, work it systematically and develop it into a comprehensive lesson preparation according to this structure: a. Objectives of the activity (what skills and abilities it develops - students will choose an appropriate topic according to their apprenticeship, where they will be able to apply the activity as a cross-cutting theme). b. Target group of the activity (for which pupils it could be used). c. Time and space (how long it would take, any special space requirements). d. Activity flow (a brief scenario of how the student would carry it out). e. Evaluation of the activity (different ways of assessing pupils, self-assessment, etc.). f. Theoretical perspective on the activity (interpretation of the activity based on at least three key words from multicultural education theory). g. Literature used. The evaluation will assess the fulfilment of the principles of multicultural education, the suitability of the activity for teaching within the cross-cutting theme of multicultural education, the systematic nature of the preparation and the interconnectedness of its components. Negative evaluations are given to projects that could reinforce stereotypes and prejudices among pupils or in which students present stereotypical views of other cultures. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), students will produce an original project that is thought through as a coherent whole to develop intercultural understanding, all criteria are met at an excellent level. B (90-81%, very good - above average standard), students creatively develop a project that will assist in developing intercultural understanding, Criteria are met at a very good level.	

C (80-73%, good - normal reliable work), students will produce a project that does not undermine the principles of multicultural education, Criteria are met at a good level.
D (72-66%, satisfactory - acceptable results), students will develop a project that is not internally intertwined but does not violate the principles of multicultural education, the criteria are met satisfactorily.
E (65-60%, sufficient - results meet minimum criteria), students will develop a project that marginally undermines the principles of multicultural education, Criteria are met sufficiently.
Fx (59-0%, insufficient - extra work required), students will develop a project that promotes cultural stereotypes and biases. The project does not meet the minimum criteria.

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes and transferable competences:

Students understand the principles and practices of multicultural education. They know how to work with stereotypes and prejudices in the classroom. They can plan and design multicultural education and integrate it as a cross-curricular topic in the classroom. They develop intercultural understanding. They master the main didactical procedures for the implementation of multicultural education as a cross-cutting theme.

Learning objectives:

To provide students with the basic information needed to understand the principles of multicultural education as a cross-cutting theme in the national curriculum. To teach students how to work with the issue of stereotypes and prejudices, to teach them how to plan and design multicultural education in schools as a cross-cutting theme. To familiarize students with the basic didactic practices in the implementation of multicultural education in education.

Class syllabus:

Brief outline of the course:

The problem facing multicultural education - stereotypes and prejudices in us. Encountering another culture. Culture shock. How we get information about other cultures. How to cope with the arrival of foreigners. What we think about intercultural communication. Migration and values in multicultural education. How to proceed in multicultural education. Assessment in multicultural education.

Recommended literature:

Recommended reading:

Compulsory reading:

MISTRÍK, E. a kol. (2008). Multikultúrna výchova v škole. Bratislava : Nadácia otvorenej spoločnosti. ISBN 978-80-969271-4-2

MISTRÍK, E. a kol. 2006: Multi-kulti-na školách. Metodická príručka pre multikultúrnu výchovu. Bratislava: Nadácia Milana Šimečku. ISBN 80-89008-21-6

Recommended reading:

KASÍKOVÁ, H. a kol. (2003). Interkulturní výchova a vzdělávání: efektivní metody a formy. Praha : FF UK. (bez ISBN)

KOMINAREC, I. – KOMINARECOVÁ, E. (2009). Multikulturalita a komunikácia. Prešov : PO. ISBN 978-80-555-0061-4

MISTRÍK, E. (2008). Multikultúrna výchova. In: Školské vzdelávacie programy. Praktický manuál pre zostavenie vlastného školského vzdelávacieho programu. 3. E1. Bratislava : RAABE. ISBN 978-80-89182-27-5

PRŮCHA, J. (2006). Multikulturní výchova. Praha : Triton. ISBN 80-7254-866-2

VANČÍKOVÁ, K. (2013). Multikultúrna výchova, jej miesto v súčasnej škole. Banská Bystrica: Pdf UMB. ISBN 978-80-557-0512-5

Languages necessary to complete the course:

slovak and czech						
Notes:						
Past grade distribution						
Total number of evaluated students: 134						
A	ABS	B	C	D	E	FX
68,66	0,0	20,15	5,22	0,0	0,0	5,97
Lecturers: Mgr. Lucia Hlavatá, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde017/22	Course title: Pedagogy of children and adolescents with learning disabilities
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points). The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when called upon by the instructor. A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

The aim of the course Pedagogy of children and adolescents with learning disabilities is to provide students with a basic framework of knowledge in the field of education of pupils with specific developmental learning disabilities. The student will be able to define the concept of specific developmental learning disabilities, categorize the different types of specific learning disabilities. The student is oriented in the basic terminology of education of individuals with SEN. Understands the etiology of learning disabilities from a variety of theoretical perspectives. Is able to characterise the educational options for individuals with SEND. Can explain the implications of a learning disability to the educational process. Knows and understands the specifics of educating individuals with learning disabilities, particularly in relation to secondary school pupils. Can name and justify selected support measures in the education of pupils with SEND. Explain the importance of teacher collaboration with other educational and professional staff of the school and the school counselling centre in the care of pupils with SEN. Know the educational programmes for pupils with SEN.

Transferable competences developed during the students' work in the seminars: critical thinking skills, contextual reasoning, communication skills.

Class syllabus:

Brief outline of the course:

Terminological definition of specific developmental learning disabilities (SDLD), their Characteristics, classification, etiology, symptomatology, predictors. Peculiarities of psychological development of an individual with SPDU. Diagnosis and documentation of SAD. Impacts of specific learning disabilities on the educational process. Supportive measures in the education of pupils with SEN and special-pedagogical care for pupils with SEN, re-education of individual types of disorders. Education of pupils with SEN, methods of teacher's work with pupils with SEN. Pupils with specific developmental learning disability in secondary schools. Educational programme for pupils with specific learning disability. Possibilities of teacher's cooperation with school counseling facilities.

Recommended literature:

Reference sources:

Required reading:

HARČARÍKOVÁ, T. 2008. Pedagogika jednotlivcov s poruchami učenia. Bratislava: Pedagogická fakulta UK. 94 s. ISBN 978-80-89113-57-6. https://www.fedu.uniba.sk/uploads/media/PTP_vybrane_kapitoly.pdf

MIKULAJOVÁ, M. Jazykovo-kognitívne metódy prevencie a terapie dyslexie. Bratislava:

MABAG. 69s. ISBN: 978-80-89113-74-3.

<https://www.sal.sk/doc/publikacie/jazykovo-kognitivne-metody-prevencie-a-terapie-dyslexie.pdf>

Recommended reading:

JUCOVIČOVÁ, D.-ŽÁČKOVÁ, H. Reedukace specifických poruch učení u dětí. Praha: Portál 175 s. ISBN978-880-73674748.

KREJČOVÁ, L.- HLADÍKOVÁ, Z. 2019. Zvládame specifické poruchy učení. Brno: Edika. 248 s. ISBN 978-80-266-1400-5.

MIKULAJOVÁ, M. 2012. Čítanie, písanie a dyslexia. Bratislava: Slovenská asociácia

POKORNÁ, V. 2010. Teórie a náprava vývojových poruch učení a chování. Praha: Portál, 336s.

Vzdelávací program pre žiakov so špecifickou vývinovou poruchou učenia. Štátny pedagogický ústav <https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/vp-deti-ziakov-so-zdravotnym-znevyhodnenim/vp-ziakov-vyvinovymi-poruchami-ucenia/>

ZEMANČÍKOVÁ, V. 2021. Schopnosť plynulého čítania vo vzťahu k vybraným percepčným a percepčno-motorickým schopnostiam dieťaťa so špecifickou vývinovou poruchou učenia dyslexiou. Olomouc: PdF UP v Olomouci. DP

Languages necessary to complete the course:

slovak language, czech language

Notes:

Past grade distribution

Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
11,11	0,0	25,93	29,63	18,52	0,0	14,81

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde017/22	Course title: Pedagogy of children and adolescents with learning disabilities
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points). The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when called upon by the instructor. A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

The aim of the course Pedagogy of children and adolescents with learning disabilities is to provide students with a basic framework of knowledge in the field of education of pupils with specific developmental learning disabilities. The student will be able to define the concept of specific developmental learning disabilities, categorize the different types of specific learning disabilities. The student is oriented in the basic terminology of education of individuals with SEN. Understands the etiology of learning disabilities from a variety of theoretical perspectives. Is able to characterise the educational options for individuals with SEND. Can explain the implications of a learning disability to the educational process. Knows and understands the specifics of educating individuals with learning disabilities, particularly in relation to secondary school pupils. Can name and justify selected support measures in the education of pupils with SEND. Explain the importance of teacher collaboration with other educational and professional staff of the school and the school counselling centre in the care of pupils with SEN. Know the educational programmes for pupils with SEN.

Transferable competences developed during the students' work in the seminars: critical thinking skills, contextual reasoning, communication skills.

Class syllabus:

Brief outline of the course:

Terminological definition of specific developmental learning disabilities (SDLD), their Characteristics, classification, etiology, symptomatology, predictors. Peculiarities of psychological development of an individual with SPDU. Diagnosis and documentation of SAD. Impacts of specific learning disabilities on the educational process. Supportive measures in the education of pupils with SEN and special-pedagogical care for pupils with SEN, re-education of individual types of disorders. Education of pupils with SEN, methods of teacher's work with pupils with SEN. Pupils with specific developmental learning disability in secondary schools. Educational programme for pupils with specific learning disability. Possibilities of teacher's cooperation with school counseling facilities.

Recommended literature:

Reference sources:

Required reading:

HARČARÍKOVÁ, T. 2008. Pedagogika jednotlivcov s poruchami učenia. Bratislava: Pedagogická fakulta UK. 94 s. ISBN 978-80-89113-57-6. https://www.fedu.uniba.sk/uploads/media/PTP_vybrane_kapitoly.pdf

MIKULAJOVÁ, M. Jazykovo-kognitívne metódy prevencie a terapie dyslexie. Bratislava:

MABAG. 69s. ISBN: 978-80-89113-74-3.

<https://www.sal.sk/doc/publikacie/jazykovo-kognitivne-metody-prevencie-a-terapie-dyslexie.pdf>

Recommended reading:

JUCOVIČOVÁ, D.-ŽÁČKOVÁ, H. Reedukace specifických poruch učení u dětí. Praha: Portál 175 s. ISBN978-880-73674748.

KREJČOVÁ, L.- HLADÍKOVÁ, Z. 2019. Zvládame specifické poruchy učení. Brno: Edika. 248 s. ISBN 978-80-266-1400-5.

MIKULAJOVÁ, M. 2012. Čítanie, písanie a dyslexia. Bratislava: Slovenská asociácia

POKORNÁ, V. 2010. Teórie a náprava vývojových poruch učení a chování. Praha: Portál, 336s.

Vzdelávací program pre žiakov so špecifickou vývinovou poruchou učenia. Štátny pedagogický ústav <https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/vp-deti-ziakov-so-zdravotnym-znevychodnenim/vp-ziakov-vyvinovymi-poruchami-ucenia/>

ZEMANČÍKOVÁ, V. 2021. Schopnosť plynulého čítania vo vzťahu k vybraným percepčným a percepčno-motorickým schopnostiam dieťaťa so špecifickou vývinovou poruchou učenia dyslexiou. Olomouc: PdF UP v Olomouci. DP

Languages necessary to complete the course:

slovak language, czech language

Notes:

Past grade distribution

Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
11,11	0,0	25,93	29,63	18,52	0,0	14,81

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde028/22	Course title: Pedagogy of individuals with special educational needs
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points). The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of the course Pedagogy of Individuals with Special Educational Needs is to make available basic information about the specifics of educating individuals with special educational needs and to prepare the student for pedagogical work in the context of the diversity of the educated population. The student will be able to define the term special educational needs, categorize individuals with special educational needs (SEN) in relation to the current system of special education and in accordance with current legislation. Becomes familiar with basic terminology in special education. Is able to characterize the educational opportunities for individuals with SEN. Can explain the implications of a disability/impairment/threat and/or other SEN in the educational process. Knows and understands the specifics of educating individuals with SEND. Can name and justify selected support measures in the education of children and pupils with SEND. Explain the importance of the teacher's cooperation with other educational and professional staff of the school and the school counselling centre in the care of pupils with SEN included in mainstream education. Know the educational programmes for pupils with SEND and understand the Individual Education Programme document. The student is prepared to address the risks associated with the inclusion of a pupil with SEND in a classroom of able-bodied classmates.

Transferable competences developed during the students' work in the seminars: critical thinking skills, contextual reasoning, communication skills.

Class syllabus:

Brief outline of the course:

General foundations and terminological definition of special education.

Definition of basic terms in special education.

Trends in education, current opportunities and legislative conditions in education of individuals with SEND (with a focus on inclusive education).

Specifics of education and support measures for children and pupils with SEN according to individual categories:

pupils with intellectual disabilities and cognitive impairment; pupils with autism spectrum disorder; pupils with physical disabilities, illnesses and disabilities; pupils with impaired communication skills; pupils with specific learning disabilities; pupils with behavioural disorders; pupils from socially disadvantaged backgrounds; gifted and exceptionally gifted pupils.

Educational programmes and individual educational programme for pupils with SEN.

The position of a pupil with SEN in a class group of intact classmates.

Cooperation of the teacher with other pedagogical and professional staff of the school and the school counselling centre in the care of SEN pupils (inclusive team).

Recommended literature:

Compulsory reading:

LECHTA, V. (eds.), (2016). Inkluzivní pedagogika. Praha: Portál, 600 s. ISBN 978-80-262-1123-5.

VAŠEK, Š. (2013). Základy špeciálnej pedagogiky. Bratislava: SAPIENTIA. 213 s. ISBN 978-80-89229-21-5. http://www.specialnazs.sk/files/Stefan_Vasek_-_Zaklady_specialnej_pedagogiky.pdf

VLADOVÁ, K., a LECHTA, V., a kol., (2017). Aplikácia vzdelávacích programov pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním. Bratislava: ŠPÚ, 201 s. ISBN 978-80-8118-196-2. <https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevuhodnenim-vseobecny-intelektovym-nadanim/intelektove-nadanie.pdf>

Vzdelávacie programy pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním: Štátny pedagogický ústav

Zákon č. 245/2008 o výchove a vzdelávaní školský zákon a prislúchajúce vyhlášky

Recommended literature

BOOTH, T., AINSCOW, M., (2019). Index inklúzie: príručka na rozvoj škôl s dôrazom na inkluzívne hodnoty. Nadácia pre deti Slovenska, 224 s. ISBN 978-80-89403-19-6. <https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf>

HARČARÍKOVÁ, T. (eds.), 2020. Integrované/inkluzívne vzdelávanie žiakov so špeciálnymi výchovno-vzdelávacími potrebami (zborník vedeckých príspevkov), Bratislava: IRIS, 187 s. ISBN 978-80-8200-058-3.

FISCHER, S., ŠKODA, J. (2008). Speciální pedagogika. Praha: Triton, 206 s. ISBN 978-80-7387-014-0.

Katalogy podpurných opatrení pro žáky s potřebou podpory ve vzdělávání z důvodu zdravotního nebo sociálního znevýhodnění. Olomouc: Univerzita Palackého v Olomouci, 2015.

RENOTIÉROVÁ, M. a kol. (2006). Speciální pedagogika. Olomouc: UP, 313 s. ISBN 80-244-0873-2.

SLOWÍK, J. (2007). Speciální pedagogika. Praha: Portál, 160 s. ISBN 97-880-2471733-3.

ŠUHAJOVÁ, I. (2014). Termín špeciálne výchovno-vzdelávacie potreby versus dodatočné podporné opatrenia. In Efeta-otvor sa, 24(2), 2014.

TARCSIOVÁ, D.- JURÁNEKOVÁ, Z.- TOMÁŠKOVÁ, M. (2021). Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej škole. Bratislava: IRIS, 114 s. ISBN 978-80-8200-100-9.

VALENTA, M. at al. (2014). Přehled speciální pedagogiky. Praha: Portál, 224 s. ISBN 97-880-2620602-6.

ZEMANČÍKOVÁ, V. (2015). Rómske deti a ich vzdelanostný pokrok. In: Slovenská encyklopédia edukológie. Bratislava: Univerzita Komenského, 2015.

ZEMANČÍKOVÁ, V. (2014). Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov. In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 2014.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution						
Total number of evaluated students: 195						
A	ABS	B	C	D	E	FX
17,44	0,0	36,92	26,15	9,74	4,1	5,64
Lecturers: Mgr. Vladimíra Zemančíková, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde028/22	Course title: Pedagogy of individuals with special educational needs
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points). The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of the course Pedagogy of Individuals with Special Educational Needs is to make available basic information about the specifics of educating individuals with special educational needs and to prepare the student for pedagogical work in the context of the diversity of the educated population. The student will be able to define the term special educational needs, categorize individuals with special educational needs (SEN) in relation to the current system of special education and in accordance with current legislation. Becomes familiar with basic terminology in special education. Is able to characterize the educational opportunities for individuals with SEN. Can explain the implications of a disability/impairment/threat and/or other SEN in the educational process. Knows and understands the specifics of educating individuals with SEND. Can name and justify selected support measures in the education of children and pupils with SEND. Explain the importance of the teacher's cooperation with other educational and professional staff of the school and the school counselling centre in the care of pupils with SEN included in mainstream education. Know the educational programmes for pupils with SEND and understand the Individual Education Programme document. The student is prepared to address the risks associated with the inclusion of a pupil with SEND in a classroom of able-bodied classmates.

Transferable competences developed during the students' work in the seminars: critical thinking skills, contextual reasoning, communication skills.

Class syllabus:

Brief outline of the course:

General foundations and terminological definition of special education.

Definition of basic terms in special education.

Trends in education, current opportunities and legislative conditions in education of individuals with SEND (with a focus on inclusive education).

Specifics of education and support measures for children and pupils with SEN according to individual categories:

pupils with intellectual disabilities and cognitive impairment; pupils with autism spectrum disorder; pupils with physical disabilities, illnesses and disabilities; pupils with impaired communication skills; pupils with specific learning disabilities; pupils with behavioural disorders; pupils from socially disadvantaged backgrounds; gifted and exceptionally gifted pupils.

Educational programmes and individual educational programme for pupils with SEN.

The position of a pupil with SEN in a class group of intact classmates.

Cooperation of the teacher with other pedagogical and professional staff of the school and the school counselling centre in the care of SEN pupils (inclusive team).

Recommended literature:

Compulsory reading:

LECHTA, V. (eds.), (2016). Inkluzivní pedagogika. Praha: Portál, 600 s. ISBN 978-80-262-1123-5.

VAŠEK, Š. (2013). Základy špeciálnej pedagogiky. Bratislava: SAPIENTIA. 213 s. ISBN 978-80-89229-21-5. http://www.specialnazs.sk/files/Stefan_Vasek_-_Zaklady_specialnej_pedagogiky.pdf

VLADOVÁ, K., a LECHTA, V., a kol., (2017). Aplikácia vzdelávacích programov pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním. Bratislava: ŠPÚ, 201 s. ISBN 978-80-8118-196-2. <https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevychodnenim-vseobecny-intelektovym-nadanim/intelektove-nadanie.pdf>

Vzdelávacie programy pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním: Štátny pedagogický ústav

Zákon č. 245/2008 o výchove a vzdelávaní školský zákon a prislúchajúce vyhlášky

Recommended literature

BOOTH, T., AINSCOW, M., (2019). Index inklúzie: príručka na rozvoj škôl s dôrazom na inkluzívne hodnoty. Nadácia pre deti Slovenska, 224 s. ISBN 978-80-89403-19-6. <https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf>

HARČARÍKOVÁ, T. (eds.), 2020. Integrované/inkluzívne vzdelávanie žiakov so špeciálnymi výchovno-vzdelávacími potrebami (zborník vedeckých príspevkov), Bratislava: IRIS, 187 s. ISBN 978-80-8200-058-3.

FISCHER, S., ŠKODA, J. (2008). Speciální pedagogika. Praha: Triton, 206 s. ISBN 978-80-7387-014-0.

Katalogy podpůrných opatření pro žáky s potřebou podpory ve vzdělávání z důvodu zdravotního nebo sociálního znevýhodnění. Olomouc: Univerzita Palackého v Olomouci, 2015.

RENOTIÉROVÁ, M. a kol. (2006). Speciální pedagogika. Olomouc: UP, 313 s. ISBN 80-244-0873-2.

SLOWÍK, J. (2007). Speciální pedagogika. Praha: Portál, 160 s. ISBN 97-880-2471733-3.

ŠUHAJOVÁ, I. (2014). Termín špeciálne výchovno-vzdelávacie potreby versus dodatočné podporné opatrenia. In Efeta-otvor sa, 24(2), 2014.

TARCSIOVÁ, D.- JURÁNEKOVÁ, Z.- TOMÁŠKOVÁ, M. (2021). Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej škole. Bratislava: IRIS, 114 s. ISBN 978-80-8200-100-9.

VALENTA, M. at al. (2014). Přehled speciální pedagogiky. Praha: Portál, 224 s. ISBN 97-880-2620602-6.

ZEMANČÍKOVÁ, V. (2015). Rómske deti a ich vzdelanostný pokrok. In: Slovenská encyklopédia edukológie. Bratislava: Univerzita Komenského, 2015.

ZEMANČÍKOVÁ, V. (2014). Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov. In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 2014.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution						
Total number of evaluated students: 195						
A	ABS	B	C	D	E	FX
17,44	0,0	36,92	26,15	9,74	4,1	5,64
Lecturers: Mgr. Vladimíra Zemančíková, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde008/22	Course title: Personality psychology
Educational activities: Type of activities: seminar / lecture Number of hours: per week: 2 / 2 per level/semester: 26 / 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 2 hours lecture + 2 hours seminar/week; 44 hours total per semester, combined method (mostly by attendance). Student workload: 11 x 4 hours of direct teaching = 44 hours of teaching, 16 hours of seminar paper preparation, 30 hours of exam preparation, total 90 hours of work. Teaching methods: lecturing, instruction, discussion on a selected topic, case studies, brainstorming, work with professional text and information sources.	
Number of credits: 4	
Recommended semester: 3.	
Educational level: I.	
Prerequisites: PdF.KPsPp/B-PSYde005/22 - Developmental psychology	
Recommended prerequisites: PSYde005 Developmental psychology	
Course requirements: 50% of the interim assessment and 50% of the final assessment Interim assessment is 50% of the grade, the student will prepare a seminar paper. The final assessment consists of a written knowledge test (30%) and an oral examination (20%). To pass the course, a minimum of 60% marks is required. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required) For grade A, the student produces excellent results continuously throughout the semester, is capable of independent study and critical comparison of professional texts in personality psychology, is proficient in the fundamentals of personality psychology as a scientific discipline, including their meaningful integration with the knowledge of other disciplines, is able to practically apply theoretical knowledge on the basis of his/her knowledge to the elaboration of the assigned tasks.	

For a grade of B, the student achieves above-average results during the semester, is capable of independent study and adequate critical comparison of professional texts in personality psychology, is proficient in the fundamentals of personality psychology as a scientific discipline, including their reasonable integration with the knowledge of other disciplines, is able to apply theoretical knowledge practically on the basis of his/her knowledge to the elaboration of the assigned tasks.

For a grade of C, the student performs standardly well during the semester, is average in independent study and critical comparison of professional texts in the psychology of personality, achieves an average level of theoretical knowledge of the subject matter and the ability to practically apply theoretical knowledge to the development of the assigned tasks.

For grade D, the student is capable of a weaker level of independent study and critical comparison of professional texts in the psychology of personality, he/she has moderate deficiencies in the theoretical knowledge of the subject matter, the ability to practically apply theoretical knowledge to the elaboration of the assigned tasks is a problem for the student.

For grade E the student fails in some of the assigned tasks, lacks the ability to study independently and critically compare professional texts in the psychology of personality, has deficiencies in theoretical knowledge, fails in the practical application of theoretical knowledge to the development of the assigned tasks.

A grade of Fx means that the student needs additional study to acquire the necessary knowledge.

Scale of assessment (preliminary/final): 50% of the interim assessment and 50% of the final assessment

Learning outcomes:

The aim is to know the psychological theoretical foundations of personality formation and to get a basic overview of the directions and approaches in personality psychology.

After completing the course, students must correctly know:

- the basic components of personality
- the theoretical foundations of personality psychology
- the basic theories of personality
- methods of personality research

understand:

- the basic principles of personality formation
- the structure of personality
- the basic peculiarities of personality development in norm and pathology.

be able to:

- use the psychological principles of personality formation to develop the cognitive, affective qualities and abilities of pupils and students
- integrate different psychological approaches into a holistic understanding of personality
- develop the different components of the educational process in the context of the personalities of pupils in the classroom
- to use an empathetic approach and to promote pupils' and students' self-actualising tendencies
- critically analyse and compare information in the literature.

Class syllabus:

1. Basic definition and concepts of personality psychology - structure and dynamics of personality.
2. Concepts of the psychoanalytic approach - the structure of personality according to S. Freud, defence mechanisms of A. Freud and their relation to psychological difficulties in the educational environment (burnout syndrome, depression, etc.).

3. Individual and analytical psychology - the desire for power according to A. Adler, the need for power in pupils in the educational environment; C. G. Jung's archetypes, the acceptance of archetypal tendencies and their relation to the educational process.
4. Humanistic psychoanalysis of E. Fromm and K. Horney.
5. Behaviorism and neobehaviorism - the concept of behaviourism of E. L. Thorndike, J. B. Watson, operant conditioning B. F. Skinner and its significance in teacher-student interaction, social learning of A. Bandura - the teacher as a role model, M. E. P. Seligman's theory of learned helplessness, N. E. Miller and J. Dollard's synthesis of behaviourism and psychoanalysis.
6. Humanistic psychology - concepts of A. H. Maslow, V. E. Frankl, C. Rogers, self-actualization, and the promotion of the self-actualizing instinct as the goal of the educational process.
7. Trait approaches of R. Cattell, H. J. Eysenck, G. W. Allport.
8. Cognitive approach to understanding personality according to G. A. Kelly, K. Lewin.
9. Psychological methods of cognition of personality.
10. Psychological approaches and their significance in pedagogy.

Recommended literature:

Compulsory readings:

Drapela, V. J. (1997). Přehled teorií osobnosti. Portál.

Recommended readings:

Fábik, D., & Fábiková, J. (2021). Humanistická psychoanalýza Ericha Fromma: základné princípy v komparácii s klasickou psychoanalýzou. *Psychiatria-Psychoterapia-Psychosomatika*. 28(1), 30-37.

Fábik, D. (2021). Obranné mechanizmy v sne. *Psychoterapie*. 15(2), 122-133.

Hall, C.S., & Lindzey, G. (1997). *Psychológia osobnosti*. SPN.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 171

A	ABS	B	C	D	E	FX
46,2	0,0	25,15	14,62	7,6	5,26	1,17

Lecturers: Mgr. Veronika Horníková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde019/22	Course title: Philosophical conceptions of man
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: 2 hours seminar/week; 22 hours total for the semester, combined form (primarily attendance) Student workload: 22 hours – direct teaching, 16 hours – preparation for interim test, 12 hours elaboration of interim tasks, 10 hours self-study. Total: 60 hours. Teaching methods: problem-based interpretation, application of methodological scepticism in relation to established anthropological concepts (the aim is to provoke students to criticize them and object to their underlying assumptions), documented cases of misuse of knowledge coming from the arsenal of anthropology will be discussed and students will be invited to suggest measures that could prevent such failures.	
Number of credits: 2	
Recommended semester: 2.	
Educational level: I.	
Prerequisites:	
Course requirements: 100% continuous assessment Interim assessment includes the completion of assigned intermediate tasks (40% of the assessment) and an intermediate didactic test (60% of the assessment). The score or percentage of the interim assignments reflects the degree of compliance of the student's interim assignment with the criteria published in the assignment for each assignment. The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the amount of knowledge they have acquired. Both the test and the intermediate tasks are designed to verify the specified. A minimum score of 60% is required to pass the course. The grade is awarded on a scale: A (100-94%, excellent – outstanding), B (93-86%, very good – above-average standard), C (85-76%, good – normal reliable work), D (75-68%, satisfactory – acceptable results), E (67-60%, sufficient – results meet minimum criteria), Fx (59-0%, insufficient – additional work required).	

In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to an A grade.

In the knowledge test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a B grade.

In the knowledge test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a C grade.

In the knowledge test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a D grade.

In the knowledge test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a E grade.

Fx – The student has not met the required thresholds for passing the course.

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

Learning outcomes:

The aim of the course will be to extend the knowledge of human beings acquired in other courses to include the socio-cultural and spiritual dimensions as they are reflected especially in the environment of philosophy.

Within its framework, one also acquires the ability to approach man as a kind of holistic and multidimensional being. The students can distinguish between philosophical and scientific approaches to the conceptualization of anthropological issues and know their strengths and weaknesses. The students become familiar with the motives and arguments of philosophical criticism of scientific concepts of man, learn methodological approaches of philosophical provenance that have proven productive in the relevant human sciences. Its main purpose is to equip students cognitively and argumentatively so that they can defend the interests of man, his dignity and humanity against possible dehumanizing influences. The student will also be guided to infer the human-legal implications arising from certain anthropological concepts and research on human beings. The aim of continuously assigned tasks is for the student to be able to search for relevant information sources, to take qualified opinions on them, to work creatively with them and to take evaluative attitudes towards them.

Class syllabus:

1. Differences in the thematizations of anthropological issues in myth, religion, ideology, philosophy, and science.
2. A typology of philosophical views on man according to relevant philosophical disciplines, philosophical trends, authors and traditions,
3. Programme theses, categorical and methodological apparatus of selected philosophical conceptions of man.
4. Mutual inspirations and intersections between philosophical and special-scientific conceptions of man. Philosophy as an advocate of the idea of the wholeness of man, his dignity and humanity.
5. Humanism, Transhumanism and Posthumanism.

Recommended literature:

Compulsory readings:

Malík, B. (2014) Filozofická antropológia. Možnosti a limity filozofických tematizácií človeka. Iris.

Malík, B. (2008) Úvod do antropológie. Základné antropofémy v dejinách antropologického myslenia. Iris.

Recommended readings:

Bosáková, K. (2019.) Základy filozofickej antropológie I. Vydavateľstvo ŠafárikPress. (e-publikácia) Dostupné na: <https://unibook.upjs.sk/img/cms/2019/FF/filozoficka-antropologia-final.pdf>

Novosád, F. (2020). Elementy filozofickej antropológie. Iris.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
36,36	0,0	12,12	27,27	18,18	0,0	6,06

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde017/22	Course title: Philosophy of education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 2 hours seminar/week, total 22 hours per semester, combined form (primarily full-time) Student workload: 11x2 hours of teaching = 22 hours; 10 hours of preparation for the seminar – studying the required literature, 28 hours of work on the project and its presentation. Total 60 hours of work. Teaching methods: Seminar: lecture combined with discussion of the topic; examples are given of how educational practice has been a topic of reflection for philosophers and a subject of philosophical inquiry since antiquity. Critical reflection and awareness of the possibilities of applying this knowledge in the present day is essential. Also, a reflection on the importance of values guidance in the school environment through the figure of the teacher and the different subjects of instruction. Emphasis on discussion, e-learning, critical reflection on relevant materials. (monographs, journals, databases of scientific knowledge, videos, etc.), collaboration. Presentation of the project output by a group of students (work on the project in a group of 2-3 students) in a study group, defending the project.	
Number of credits: 2	
Recommended semester: 1.	
Educational level: I.	
Prerequisites:	
Course requirements: 100% of the interim grade, which includes 30% classroom activity and 70% project and its defence. For successful completion of the course, it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-94%, excellent – outstanding results), B (93-86%, very good – above average standard), C (85-76%, well – normal reliable work), D (75-68%, satisfactory – acceptable results), E (67-60%, sufficient – results meet minimum criteria), Fx (59-0%, insufficient – extra work required). For an A grade, the student correctly and actively reflects critically and creatively on both knowledge and frameworks for further development of the discipline, including their meaningful integration into pedagogical practice.	

For a grade of B, the student reflects appropriately critically on both the knowledge and frameworks for further development of the discipline, including their meaningful integration into pedagogical practice.

For a grade of C, the students performed well during the semester, his theoretical knowledge of the philosophy of education is at a good level, but he lacks the ability to apply this knowledge, to critically evaluate its relevance for today's times.

A grade of D will be given to a student who has been underprepared during the semester, has slight deficiencies in theoretical knowledge regarding the intersections between philosophy and education, the student cannot critically analyze information.

For a grade of E, the student meets the minimum criteria, reflects critically on knowledge and current developments in the discipline only to a limited extent, knows the interdisciplinary connections between philosophy and education, and is at least minimally able to apply the knowledge.

The Fx assessment requires extra work and study.

Scale of assessment (preliminary/final): 100% of the interim grade, which includes 30% classroom activity and 70% project and its defence. For successful completion of the course, it is necessary to obtain at least 60% of the points.

Learning outcomes:

The aim of the course is to make graduates properly aware of the possibilities of using the thought bases, conceptual apparatus and scientific methodology coming from philosophy in educational theory and practice. The thematic focus of the course leads students to think critically and to look for intersections between philosophy and education, to realize how the thought bases, conceptual apparatus and scientific methodologies derived from philosophy have been and can be applied in educational theory and practice. Students will be able to critically consider the contribution of particular concepts and their applicability today. They will gain an understanding of how educational practice (from antiquity to the present) has been a topic of reflection for philosophers and a subject of inquiry for philosophy. They are further encouraged to reflect on educational issues such as the highly topical subject of values and education.

This knowledge can be used in further study, as well as in planning the thesis research methodology, and then in practice. The chosen educational methods will contribute to the further development of their competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).

The course contributes to the gradual development of subject and subject competence as well as to the development of important professional competences of future teachers.

Class syllabus:

1. How does philosophy enter into thinking about education? Finding the intersections between philosophy and education.
2. A primer for pedagogical concepts – from antiquity to the present.
3. Specific forms of influence of philosophical concepts on pedagogy – 20th century:
 1. A hermeneutic approach to pedagogy (W. Dilthey, H.-G. Gadamer).
 2. Phenomenological approach to pedagogy (J. Patočka, R. Palouš). Existentialist-influenced concepts (R. C. Rogers, V. E. Frankl).
 3. Personalism (M. Scheler, M. Buber, E. Levinas, S. Freud, R. C. Rogers). Positivism, scientism in pedagogy (W. Brezinka).
 4. Pragmatism in pedagogy (J. Dewey). Marxism and neo-Marxism (J. Habermas, P. Freire, H. Giroux).
4. Contemporary educational theories, their structural elements and theoretical underpinnings.
5. Philosophy of Education through reflection on the problems of education – Values and Education.

The themes focus on the intersection between philosophy and education, on the use of knowledge, thought bases, conceptual apparatus and scientific methodology coming from the field of philosophy in educational theory and practice.

The course develops several competences in line with the profile of the graduate of the psychology teaching field in combination.

Recommended literature:

Required reading:

Prokop, J. (2005). Škola a společnost v kritických teoriích druhé poloviny 20. století. Karolinum.

Zelina, M. (2010). Teórie výchovy alebo hľadanie dobra. SPN.

Recommended reading:

Gray, P. (2016). Svoboda učení. PeopleComm.

Kaščák, O., & Pupala, B. (2009). Výchova a vzdelávanie v základných diskurzoch. Rokus.

Liessmann, K. P. (2012). Teorie nevzdělanosti. Academia.

Neill, A. S. (2015). Summerhill. Příběh první demokratické školy na světě. PeopleComm.

Languages necessary to complete the course:

Slovak and Czech

Notes:

Past grade distribution

Total number of evaluated students: 52

A	ABS	B	C	D	E	FX
40,38	0,0	21,15	26,92	7,69	3,85	0,0

Lecturers: prof. PhDr. Mária Potočárová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde014/22	Course title: Psychodidactics
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Students are required to complete a 40-point midterm paper (micro-exit/presentation of model situations) and a 60-point midterm test, for a total of 100 points. The successful completion of the course is subject to obtaining at least 60% of the maximum possible course grade. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim of the course is to present knowledge related to the processes of learning and teaching in a psychological context. Upon successful completion of the course, students will acquire scientific knowledge of the concept of psychodidactics. They will be able to use critical thinking to justify the importance of didactic influence and knowledge formation in the teaching process. Students will have adequately developed the competence to design the teaching process based on the specificities of psychodidactics.

Transferable competences: by analysing, implementing and discussing seminar assignments, students are able to communicate their conclusions, think critically and think in context.

Class syllabus:

Brief outline of the course:

1. Psychodidactics as a scientific discipline.
2. Neurophysiological bases of memory.
3. Neurophysiological bases of learning. Epistemological foundations of child/pupil learning.
4. Pupils' learning styles in relation to specifics from a psychodidactic perspective.
5. Teacher's teaching style. Epistemological foundations of teacher's teaching.
6. Children's naive theories, preconceptions, and misconceptions in relation to students' internal knowledge systems and to pedagogical constructivism.
7. The use of psychodidactic knowledge in learning and teaching.
8. School and scientific knowledge: the relationship between individualized knowledge (as a compromise with reality) and knowledge acceptable to contemporary society. The relationship between everyday knowledge, school knowledge and scientific knowledge.
9. Micro-approaches of male and female students/presentations of model situations.

Recommended literature:

Reference sources:

Required reading:

ŠKODA, J., DOULÍK, P. 2011. Psychodidaktika. Praha: Grada, 2011.

Recommended reading:

ČÁP, J., MAREŠ, J. 2001. Psychologie pro učitele. Praha: Portál, 2001. ISBN 80-7178-463-X.

DUCHOVIČOVÁ, J. 2010. Neurodidaktický a psychodidaktický kontext edukácie. Nitra : UKF. ISBN 978-80-8094-783-5.

KOSTRUB, D. 2008. Dieťa/žiak/štvák – učivo – učiteľ, didaktický alebo bermudský trojuholník. Prešov : Rokus, 2008. 170 s. ISBN 978-80-89055-87-6.

KOSTRUB, D., TÓTHOVÁ, R., FERKOVÁ, Š. Žiak, učiteľ, výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov : Rokus, 2017. ISBN 978-80-89510-61-0

PETLÁK, E., VALÁBIK, D., ZAJACOVÁ, J. 2009. Vyučovanie – mozog – žiak: úvod do problematiky mozgovokompatibilného učenia. Bratislava : IRIS, 2009. ISBN 978-80-89256-43-3. TÓTHOVÁ, R. 2013. Implementácia kurikula do vyučovacieho procesu. Bratislava : Z-F Lingua, 2013. ISBN 978-80-89328-93-2

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 82

A	ABS	B	C	D	E	FX
52,44	0,0	15,85	14,63	3,66	1,22	12,2

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde014/22	Course title: Psychodidactics
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Students are required to complete a 40-point midterm paper (micro-exit/presentation of model situations) and a 60-point midterm test, for a total of 100 points. The successful completion of the course is subject to obtaining at least 60% of the maximum possible course grade. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim of the course is to present knowledge related to the processes of learning and teaching in a psychological context. Upon successful completion of the course, students will acquire scientific knowledge of the concept of psychodidactics. They will be able to use critical thinking to justify the importance of didactic influence and knowledge formation in the teaching process. Students will have adequately developed the competence to design the teaching process based on the specificities of psychodidactics.

Transferable competences: by analysing, implementing and discussing seminar assignments, students are able to communicate their conclusions, think critically and think in context.

Class syllabus:

Brief outline of the course:

1. Psychodidactics as a scientific discipline.
2. Neurophysiological bases of memory.
3. Neurophysiological bases of learning. Epistemological foundations of child/pupil learning.
4. Pupils' learning styles in relation to specifics from a psychodidactic perspective.
5. Teacher's teaching style. Epistemological foundations of teacher's teaching.
6. Children's naive theories, preconceptions, and misconceptions in relation to students' internal knowledge systems and to pedagogical constructivism.
7. The use of psychodidactic knowledge in learning and teaching.
8. School and scientific knowledge: the relationship between individualized knowledge (as a compromise with reality) and knowledge acceptable to contemporary society. The relationship between everyday knowledge, school knowledge and scientific knowledge.
9. Micro-approaches of male and female students/presentations of model situations.

Recommended literature:

Reference sources:

Required reading:

ŠKODA, J., DOULÍK, P. 2011. Psychodidaktika. Praha: Grada, 2011.

Recommended reading:

ČÁP, J., MAREŠ, J. 2001. Psychologie pro učitele. Praha: Portál, 2001. ISBN 80-7178-463-X.

DUCHOVIČOVÁ, J. 2010. Neurodidaktický a psychodidaktický kontext edukácie. Nitra : UKF. ISBN 978-80-8094-783-5.

KOSTRUB, D. 2008. Dieťa/žiak/štvák – učivo – učiteľ, didaktický alebo bermudský trojuholník. Prešov : Rokus, 2008. 170 s. ISBN 978-80-89055-87-6.

KOSTRUB, D., TÓTHOVÁ, R., FERKOVÁ, Š. Žiak, učiteľ, výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov : Rokus, 2017. ISBN 978-80-89510-61-0

PETLÁK, E., VALÁBIK, D., ZAJACOVÁ, J. 2009. Vyučovanie – mozog – žiak: úvod do problematiky mozgovokompatibilného učenia. Bratislava : IRIS, 2009. ISBN 978-80-89256-43-3. TÓTHOVÁ, R. 2013. Implementácia kurikula do vyučovacieho procesu. Bratislava : Z-F Lingua, 2013. ISBN 978-80-89328-93-2

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 82

A	ABS	B	C	D	E	FX
52,44	0,0	15,85	14,63	3,66	1,22	12,2

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde030/22	Course title: Psychological development disorders of children and adolescents
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 2.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an examination. The weighting of the interim and final assessment is 50/50. During the semester, students will prepare and present a seminar paper on selected current topics (max. 30 points). Students' activity during discussions is also assessed (max. 20 points). Final examination - written (max. 50 points). Learning outcomes: For an overall grade of A, you need at least 91 points, for a grade of B at least 81 points, for a grade of C at least 73 points, for a grade of D at least 66 points and for a grade of E at least 60 points. To pass the course you must obtain a minimum of 60% of the marks. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.	

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.

Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim is to familiarize students with the basic classification and manifestations of developmental, behavioral and learning disorders in childhood and adolescence and their impact on the child's school functioning. Students will gain a basic understanding of the most common developmental disorders and behavioral and learning disorders occurring in childhood and adolescence. The ability to navigate the subject matter is essential in an inclusive school environment in both primary and secondary schools where future teachers of education may work in combination with a second subject endorsement. In this subject, students will not only acquire theoretical knowledge, but will also acquire sufficient competences to work with other professionals involved in dealing with developmental, learning and behavioural disorders. A good understanding of the subject is a prerequisite for an individualised teacher-pupil relationship with a developmental, learning and behavioural disorder. Such a relationship not only requires empathy, but must also be underpinned by acquired skills. An important goal is to prepare students to participate in the implementation of individual education plans for children with developmental, learning and behavioural disabilities. Most children with developmental, learning and behavioural disorders (with few exceptions) are pupils in mainstream primary schools and it is therefore important that students are able to work competently with the inclusion team, but also with specialists from other disciplines, such as a neurologist, psychologist, paediatrician or child psychiatrist. Transferable competences: critical thinking skills, communication skills.

Class syllabus:

Brief outline of the course:

1. Introduction to developmental disorders - definition of developmental disorders, precursors of developmental disorders, classification of developmental disorders in children and adolescents. Issues of norm and pathology in development.
2. Etiology of developmental disorders - pathogenic factors and the complexity of their action, risks in the pre-, peri- and post-natal period, early diagnosis, intervention, stimulation, deprivation.
3. Psychomotor retardation (general developmental delay) and mental retardation/intellectual disability - aetiology, classification, options and limitations, interventions.
4. Psychogenic conditioned disorders in the somatic area- enuresis, encopresis, tics. Manifestations, forms, possibilities of intervention.

5. Psychogenic conditioned communication disorders - barking and mutism - definition, classification, intervention options.
6. Pervasive developmental disorders or autism spectrum disorders - autism, Asperger's syndrome, Rett's syndrome. Etiology, clinical picture, organization of care.
7. The problem of organicity in child psychology - cerebral palsy (CP) - etiology, clinical picture. Developmental disorder of motor functions.
8. Hyperkinetic syndrome (ADD and ADHD). The most significant factors in working with children with ADHD, ADD.
9. Specific learning disabilities - diagnosis and differential diagnosis, remedial programmes in work with children with specific learning disabilities.
10. Emotional disorders in childhood - anxiety disorders, phobias and depression in childhood and adolescence. Obsessive-compulsive disorder. Post-traumatic stress disorder.
11. Behaviour and conduct disorders - classification, manifestations and intervention options. Self-harm and suicide in childhood and adolescence - incidence, etiology, prevention.
12. Eating disorders- classification, manifestations and intervention options.
13. Mental disorders caused by psychoactive substances. Pathological gambling and other forms of addiction

Recommended literature:

Reference sources:

Required reading:

Harineková, M. - Stempelová, J. 2012. Poruchy psychického vývinu u detí a dospelých. Učebné texty. Bratislava : VŠ zdravotníctva a sociálnej práce sv.Alžbety. 2012. 161 s. ISBN 978-80-8132-040-8

Recommended reading:

Derková, J.: Deti s Aspergerovým syndrómom v kontexte rodinnej výchovy. In: Koláčková, J., Rapošová, P. (Ed) : Zborník Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky. Bratislava : Univerzita Komenského, Pedagogická fakulta. 2020, s.93. ISBN 978-80-223-4976-5
 Heretik, A. a kol. 2016. Klinická psychológia. 2.prepracované a doplnené vydanie. Nakl. Psychoprof : Nové Zámky.(Kapitoly o poruchách psychického vývinu detí a dospelých- s. 415-459.). ISBN 978-80-8932-224-4

Papalová, S.. Špecifické vývinové poruchy učenia a reči. Dostupné na URL: http://www.psychagogia.sk/wp-content/uploads/svp_papalova.pdf

Periodiká a vedecké databázy: PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie a iné.

Vágnerová, M. (2014). Současná psychopatologie pro pomáhající profese. Portál : Praha.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 67

A	ABS	B	C	D	E	FX
19,4	0,0	32,84	16,42	7,46	13,43	10,45

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde014/22	Course title: Psychology of creativity
Educational activities: Type of activities: practicals Number of hours: per week: per level/semester: 26s Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: 22 hours (2 hours per week), combined form (mostly full-time) Student workload: 22 hours of direct teaching; 12 hours preparing the implementation of methods of creativity development; 2 hours dedicated to 14 hours of self-study on the subject. Total 50 hours of work. Teaching methods: group discussion, guided discussion of the topic covered, heuristic method, actual solved problems and open questions, guided self-study, and work with the text.	
Number of credits: 2	
Recommended semester: 5.	
Educational level: I.	
Prerequisites: PdF.KPsPp/B-PSYde005/22 - Developmental psychology	
Recommended prerequisites: B-PSYde005 Developmental Psychology	
Course requirements: 100% of continuous assessment. During the semester, students will carry out a seminar paper (analyze the main problems psychology of creativity by psychologists + present a lesson proposal developing students' originality and flexibility. max. 30 points), verbally evaluate the presented seminar work(max. 10 points) and pass the midterm test (max. 60 points). For successful completion a minimum of 60% of the points is required for passing the course. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required) For a grade of A, students need to actively show interest and report continuously throughout the semester and are capable of independent study. Students are able to navigate in the literature study, understand the theoretical background, and know methods for developing creativity. Demonstrate an ability in the design of creativity development programmes in the classroom at an excellent level.	

A grade of B indicates that students have performed above average throughout the semester, have been capable of independent study, have a basic understanding of the psychology of creativity, are able to navigate the literature study, and know methods for developing creativity. Demonstrate the ability to compile creativity development programmes in the classroom at a very good level.

A grade of C indicates that students performed at a standard level during the semester, their theoretical knowledge of the psychology of creativity is at an average level, but they lack the ability to apply this knowledge correctly, critically evaluate and compare the various literary sources and psychological knowledge, know methods for developing creativity at an average level.

A grade of D indicates that students were less prepared during the semester, have moderate deficiencies in theoretical knowledge related to the psychology of creativity. They have considerable difficulties in independent work, often unable to critically analyse information correctly.

A grade of E means that students fail in more than one of the assignments, lack the ability to analyse and compare multiple pieces of knowledge quite correctly, but have at least an adequate command of most of the theoretical knowledge in the course. A grade of Fx indicates that the student needs additional study to acquire the necessary knowledge.

The aim of the Psychology of Creativity course - as an important theoretical and practical component of the structure of psychological disciplines in the field of psychology teacher education - is to familiarize students with the theoretical foundations of the psychology of creativity. After completing of the course, students will have mastered psychological creative techniques, will be familiar with some creativity training and they will learn how to develop creativity in groups and how to set up creativity programs for their study field.

Criteria and basic features of creativity. Creative activity, creative product, creative process, creative attitude. Skills and rational operations in the creative process. Systems of creative problem solving. Obstacles to the creative approach (in thinking, practical activity, etc.) and ways of overcoming them. Basic characteristics of the creative personality. Creative techniques and their application in practice. Development creativity, creative task. Training and development of individual components of creativity. Development of the creative thinking in group cooperation. Creativity development programmes in the classroom.

Scale of assessment (preliminary/final): 100% of continuous assessment.

Learning outcomes:

The aim of the Psychology of Creativity course - as an important theoretical and practical component of the structure of psychological disciplines in the field of psychology teacher education - is to familiarize students with the theoretical foundations of the psychology of creativity. After completing of the course, students will have mastered psychological creative techniques, will be familiar with some creativity training and they will learn how to develop creativity in groups and how to set up creativity programs for their study field.

Class syllabus:

Criteria and basic features of creativity. Creative activity, creative product, creative process, creative attitude. Skills and rational operations in the creative process. Systems of creative problem solving. Obstacles to the creative approach (in thinking, practical activity, etc.) and ways of overcoming them. Basic characteristics of the creative personality. Creative techniques and their application in practice. Development creativity, creative task. Training and development of individual components of creativity. Development of the creative thinking in group cooperation. Creativity development programmes in the classroom.

Recommended literature:

Compulsory/Recommended readings:

<p>Carter, P., & Russell, K. (2003). Memory and creativity training. Examples with solutions. Computer Press. Carter, P., & Russell, K.(2004). Memory and creativity training II. Computer Press. Pupil, P. (2004). Creativity and its development. Computer Press. Recommended reading: Belz, H., & Siegrist, M. (2001). key competencies and their development. Portal. Buzan, T. (2003). Going smart. Columbus. Maisel, E. (2002). Training creativity. Portal.</p>						
<p>Languages necessary to complete the course: Slovak and Czech</p>						
<p>Notes:</p>						
<p>Past grade distribution Total number of evaluated students: 154</p>						
A	ABS	B	C	D	E	FX
88,96	0,0	5,84	3,25	0,0	0,0	1,95
<p>Lecturers: PhDr. Romana Schunová, PhD.</p>						
<p>Last change: 09.11.2022</p>						
<p>Approved by: prof. PaedDr. Dušan Kostrub, PhD.</p>						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde027/22	Course title: Psychology of individuals with hearing impairment
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 2 hours seminar/week; total 22 hours per semester, combined form (primarily full-time). Student workload: 11 x 2 hours of direct teaching = 22 hours; preparation for seminar work and presentation Preparation for the seminar work (8 hours); preparation for the mid-term test (25 hours), 55 hours in total. Teaching methods: interpretation and discussion of individual topics, guided discussion of the topic, heuristic method, discussion, analysis of research findings, problem solving, self-study and work with literature.	
Number of credits: 2	
Recommended semester: 4.	
Educational level: I.	
Prerequisites: PdF.KPsPp/B-PSYde010/22 - General pathopsychology	
Recommended prerequisites: B-PSYde010 - General pathopsychology	
Course requirements: 100% of the interim evaluation. Interim assessment includes a seminar paper (40% of the assessment) and two written interim tests (60% of the assessment). For successful completion of the course, it is necessary to obtain at least 60% of the points grade. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A (excellent - excellent results, the student has mastered the knowledge of the subject at an excellent level, the student is able to relate the acquired knowledge to the profiling subjects of the study programme at an excellent level psychology teaching, in particular to understand the acquired knowledge in the context of the general psychological laws of the human psyche and developmental laws),	

B (very good - above average standard, the student has mastered the knowledge of psychology of people with hearing impairment, at an above-average level, is able to link the acquired knowledge with profiling subjects, can interpret the knowledge in the context of psychological theories, theories of psychological development in particular),

C (good - routine reliable work, student has mastered the knowledge of the subject at an average level, at an average level, is able to link the acquired knowledge with the profiling subjects of the study programme, at a solid level, understands the specifics of the formation of psychological functions and personality in conditions of hearing impairment),

D (satisfactory - acceptable results, the student has mastered the knowledge of the subject at a satisfactory level, at a satisfactory level he/she can link the acquired knowledge with the profiling subjects of the study programme, understands the specifics of psychological functions and the specifics of personality formation in people with hearing impairment),

E (sufficient - the results meet the minimum criteria, the student understands only at a sufficient level the issues of the formation of psychological functions and personality in the conditions of hearing impairment),

Fx (insufficiently, the student has not gained enough insight into the psychology of people with hearing impairment, he/she is not able to link the knowledge with the knowledge gained from the study of general, developmental and social psychology).

Scale of assessment (preliminary/final): 100% of the interim evaluation

Learning outcomes:

The aim is to understand the specifics of the development of psychological functions in individuals with hearing impairment, to differentiate the impact of prelingual and post-lingual hearing loss, to increase sensitivity to the problems people with hearing impairment.

Upon successful completion of the course, the student will understand the impact of hearing impairment on the formation of psychological functions, personality of the individual with hearing impairment, understand different perspectives on deafness: the clinical and cultural-anthropological model of deafness, the role of psychology in care and post-lingual hearing impairment, can relate the acquired knowledge to knowledge of general psychology, developmental and social psychology, can apply the acquired knowledge of the psychology of individuals with hearing impairment to the education and training of pupils/students with hearing impairment, can apply knowledge in the teaching of pupils/students with hearing impairment educated in integrated/inclusive educational settings, can critically identify and evaluate attitudes and misconceptions towards people with hearing impairment, expands awareness of cultural and linguistic values of deaf people, participates in educational and social problems of individuals with hearing impairment, can critically evaluate solutions based on and arguing from the knowledge of psychology.

Class syllabus:

1. The subject of the psychology of the hearing impaired.
2. Clinical and cultural-anthropological interpretation of deafness- impact on the psychology of people with hearing impairment.
3. Organization of psychological functions in prelingually deaf people - comparison with hearing people, organization of mental functions and cochlear implantation.
4. Compensatory mechanisms and compensatory potential of individuals with hearing impairment.
5. Development of cognitive functions in prelingually deaf people.
6. Language, speech and deafness. Communication modus and relationship to cognitive development.
7. Deaf people as a cultural and linguistic community.
8. Personality of individuals with hearing impairment. Prelingual deafness and personality formation.

9. Participation of people with hearing impairment, quality of life of individuals with prelingual deafness, and post-lingual hearing impairment.
 10. Psychological characteristics of the hearing impaired learner and inclusive education.
 11. Cochlear implantation. Impacts on the psychosocial and cognitive development of the individual.

Recommended literature:

Compulsory reading:

Groma, M. (2012). Špecifiká utvárania psychiky nepočujúcich. In Groma, M.: Kariérové poradenstvo a možnosti facilitácie kariérového vývinu nepočujúcich. Univerzita Komenského. (s.43-59)

Požár, L. (2007). Základy psychológie ľudí so zdravotným postihnutím. Trnava: Typi Universitatis Tyrnaviensis, 2007.

Recommended reading:

Groma, M. (2016). Psychológia sluchovo postihnutých. In: Heretik, A. a kol.: Klinická psychológia. Psychoprof. (s. 686-691)

Uherík, A. (1992). Hluchota, reč, poznanie. Osveta.

Languages necessary to complete the course:

Slovak language, English language

Notes:

Past grade distribution

Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
66,67	0,0	14,81	3,7	11,11	0,0	3,7

Lecturers: doc. PhDr. Marian Groma, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde024/22	Course title: Psychology of individuals with intellectual disability
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: 2 hours seminar/week, total 22 hours per semester, combined form (primarily full-time) Student workload: 11 x 2 hours of teaching = 22 hours; continuous preparation for class (7 hours), preparation of the seminar paper in the form of a PowerPoint (10 hours), and preparation for the midterm exam (15 hours). Total 54 hours. Teaching methods: Interpretation, interview, guided discussion, problem-solving, heuristic method, guided self-study, work with professional text and information sources.	
Number of credits: 2	
Recommended semester: 4.	
Educational level: I.	
Prerequisites: PdF.KPsPp/B-PSYde010/22 - General pathopsychology	
Recommended prerequisites: B-PSYde010 – General pathopsychology	
Course requirements: 100% of intermediate assessment The interim evaluation includes the following interim tasks: - creating and presenting a seminar paper in PowerPoint on a given topic related to the development of a selected cognitive process or personality in a person with intellectual disabilities, taking into account the specifics of intellectual disabilities (40% of the assessment), - a mid-term paper (60% of the mark). To pass the course, a minimum score of 60% is required. Ratings are given on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required). A - the student continuously produces excellent results during the semester, is capable of independent study and critical comparison of professional texts focused on the psychology of	

people with intellectual disabilities, knows the basics of the psychology of people with intellectual disabilities as a scientific discipline, and is able to meaningfully integrate this knowledge with the knowledge of other psychological disciplines, is able to apply the theoretical knowledge on the basis of his/her knowledge to the elaboration of the assigned tasks,

B - the student achieved above-average results during the semester, is capable of independent study and adequate critical comparison of professional texts focused on the psychology of people with intellectual disabilities, knows the basics of the psychology of people with intellectual disabilities as a scientific discipline and is able to integrate this knowledge with the knowledge of other psychological disciplines in a meaningful way, is able to practically apply theoretical knowledge on the basis of his/her knowledge to the development of the assigned tasks,

C - the student has the ability to study independently, the critical comparison of professional texts focused on the psychology of people with intellectual disabilities is average, the knowledge of the scientific discipline is at a good level, and the ability to practically apply theoretical knowledge to the development of the assigned tasks is average, during the semester he/she performed standard good performance,

D - the student's ability of independent study and critical comparison of professional texts on the psychology of people with intellectual disabilities is at a weaker level, he/she has moderate deficiencies in the theoretical knowledge of the subject, the ability to practically apply theoretical knowledge to the development of the assigned tasks is a problem for the student,

E - the student fails in more than one of the assignments, lacks the ability to independently study and critically compare professional texts focused on the psychology of people with intellectual disabilities, has major deficiencies in theoretical knowledge, and fails in the practical application of theoretical knowledge to the development of the assigned tasks,

FX - the student has not sufficiently fulfilled the course requirements and extra work is required.

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

Learning outcomes:

The aim is to understand the basic terminology of the psychology of mental/intellectual disability (MD/ID), the specific features of cognitive processes, and the personality of people with intellectual disabilities.

Upon completion of the course, the student:

- knows the basic terminology of the psychology of mental disability
- knows the specific features of cognitive processes of people with MD
- understands the impact of the cognitive processes of people with MD on different types of learning about their specificities
- understands the specific features of personality formation of people with MD
- understands the problems of integration and inclusion of people with MD, especially about the educational environment
- can design activities to develop the cognitive processes and personality of people with MD about their specific needs and personalities
- acquires and consolidates his/her skills in the field of communication competencies about communication with a person with MD
- critically analyses information from the literature, compares it, and can think in context

Class syllabus:

1. The subject of the psychology of people with mental disabilities. Research methods in the psychology of people with mental disabilities.
2. Definition of the term mental disability. Classification of mental disability. Causes of mental disability.

3. Psychological diagnosis in people with mental disabilities. Problems of diagnosis in people with mental disabilities.
4. Psychological development about mental disability.
5. Specific features of cognitive processes in people with mental disabilities - perception, and imagination.
6. Specificities of cognitive processes in people with mental disabilities - thinking and speech, attention. Communication with people with mental disabilities.
7. Specific features of memory and learning in people with mental disabilities. Opportunities to improve performance in learning.
8. The personality of people with mental disabilities. Factors influencing self-evaluation in people with mental disabilities. Motivation, interests, emotional experience, volitional action, creativity, and moral development in people with mental disabilities.
9. Legal awareness of people with mental disabilities. Vocational orientation and career choice of people with mental disabilities.
10. Specifics of the socialization process of people with mental disabilities. Integration and inclusion of people with mental disabilities and their possible problems in the school environment.
11. The family with a child with mental disabilities.

Recommended literature:

Required reading:

Jakabčic, I. (2017). Psychológia detí a mládeže s mentálnym postihnutím. Psychoprof.

Recommended reading:

Jakabčic, I., & Požár, L. (1995). Všeobecná patopsychológia. Patopsychológia mentálne postihnutých. IRIS.

Švarcová, I. (2007, 2011). Mentální retardace. Portál.

Valenta, M., & Michalík, J. (2012). Mentální postižení. Grada.

Vágnerová, M., Hadj-Moussová, Z., & Štech, S. (2004). Psychologie handicapu. Karolinum.

Languages necessary to complete the course:

Slovak and Czech language, English language (to supplement knowledge)

Notes:

Past grade distribution

Total number of evaluated students: 20

A	ABS	B	C	D	E	FX
85,0	0,0	5,0	10,0	0,0	0,0	0,0

Lecturers: PaedDr. Anežka Hamranová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde028/22	Course title: Psychology of individuals with physical disability and chronic illness
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 2 hours seminar/week; 22 hours total per semester, combined (mostly attendance) Student workload: 11 x 2 hours of direct teaching = 22 hours; preparation of seminar paper and presentation (18 hours), preparation for the mid-term test (20 hours). 60 hours in total. Teaching methods: active group work, heuristic method, case study, video analysis, work with professional text and information sources.	
Number of credits: 2	
Recommended semester: 4.	
Educational level: I.	
Prerequisites: PdF.KPsPp/B-PSYde010/22 - General pathopsychology	
Recommended prerequisites: B-PSYde010 General pathopsychology	
Course requirements: 100% of the interim evaluation Interim assessment (100%) includes the creation and presentation of a seminar paper in PowerPoint (40% of the assessment) and a midterm exam (60%). For successful completion of the course, it is necessary to obtain a minimum of 60% of the points. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required). A - the student correctly and actively reflects critically and creatively on both the knowledge and frameworks for further development of the discipline, including their meaningful integration with the knowledge of other disciplines and the critical and creative application of the methods of the psychology of people with physical disabilities and chronic illness.	

B - The student reflects appropriately critically on both the findings and frameworks for further development of the discipline, including their meaningful integration with the findings of other disciplines.

C - the student reflects more or less critically on the knowledge and current development of the discipline, is aware of interdisciplinary contexts, and is able to apply knowledge from the psychology of people with physical disabilities and chronic illness in a fundamentally sound manner.

D - the student reflects critically on knowledge and current developments in the discipline to a limited extent, knows interdisciplinary contexts, is able to apply knowledge from the psychology of people with physical disabilities and chronic illness.

E - the student reflects critically only to a limited extent the knowledge and current development of the discipline, knows the interdisciplinary context, is at least minimally able to apply knowledge from the psychology of people with physical disabilities and chronic illness.

Fx - 59-0%, insufficient - additional work, additional study required.

Scale of assessment (preliminary/final): 100% of the interim evaluation

Learning outcomes:

The aim of successful completion of the course is that the student is able to orient himself/herself in the specifics of the psychological processes and personality of people with physical disabilities and chronic diseases. Students will gain an understanding of the basic terminology of the psychology of people with physical disabilities and chronic illness.

Upon completion of the course, students must:

acquire/grasp

- the theoretical foundations of the psychology of people with physical disabilities and chronic illness,

- the basic terminology of the psychology of people with disabilities and chronic illness,

- the personality characteristics of people with physical disabilities and chronic illness, understand:

- the specificity of the formation of psyche in the conditions of physical disability,

- the specific features of the behaviour of people with physical disabilities and chronic illness,

- the specific features of psychological processes in people with physical disabilities and chronic illness,

be able to:

- work critically with knowledge in the field of psychology of people with physical disabilities and chronic illness,

- apply knowledge in the care of individuals with physical disabilities,

- critically analyse and compare information in the literature.

Class syllabus:

1. Introduction to the study of the psychology of people with physical disabilities and chronic illness: subject, tasks, methods.

2. Basic concepts in the psychology of people with physical disabilities and chronic illness and related fields.

3. Normality - abnormality in relation to the psychology of people with physical disabilities and chronic illness.

4. Specific features of the development of individuals with physical disabilities and chronic illness.

5. Peculiarities of psychological processes in people with physical disabilities and chronic illness.

6. Pathopsychological research of psychological processes in people with physical disabilities and chronic illness.

7. Personality of individuals with physical disabilities and chronic illness.

8. Social-psychological aspects of physical disability. Attitudes of society towards people with physical disabilities or chronic illness.
9. Family issues of individuals with physical disabilities and chronic illness.
10. Psychological problems of socialization and integration/inclusion of people with physical disabilities in society.

Recommended literature:

Required reading:

Matějček, Z. (2001). Psychologie nemocných a telesne oslabených. IKAR.

Vágnerová, M., Hadj-Moussová, Z., & Štech, S. (2004). Psychologie handicapu. Karolinum.

Recommended readings:

Heretik, A. et al. (2007). Klinická psychológia. Psychoprof.

Marini, I., Glover-Graf, N. M., & Millington, M. J. (2012). Psychosocial Aspects of Disability: Insider Perspectives and Strategies for Counselor. Springer Publishing Company.

Požár, L. (1996). Psychológia osobnosti postihnutých. Univerzita Komenského.

Požár, L. (2007). Základy psychológie ľudí s postihnutím. Typi universitatis a VEDA SAV.

Šmidová, M. (2012). Sociálna práca s osobami so zdravotným postihnutím. Dobrá kniha.

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 29

A	ABS	B	C	D	E	FX
37,93	0,0	48,28	6,9	6,9	0,0	0,0

Lecturers: Mgr. Mária Jucková, PhD.

Last change: 19.10.2025

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde025/22	Course title: Psychology of individuals with visual impairment
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 2 hours seminar; total 22 hours per semester, combined method (mostly by attendance) Student workload: 11 x 2 hours of direct teaching = 22 hours, 13 hours preparation of a seminar paper in the form of a Power Point based on the assigned topic, 20 hours exam preparation. Total 55 hours of work. Teaching methods: lecture, instruction, discussion on a selected topic, structured role-play, case studies, brainstorming.	
Number of credits: 2	
Recommended semester: 4.	
Educational level: I.	
Prerequisites: PdF.KPsPp/B-PSYde010/22 - General pathopsychology or PdF.KPsPp/B-PSYex010/22 - General pathopsychology	
Recommended prerequisites: B-PSYde010 – General pathopsychology	
Course requirements: 100% of the interim evaluation The interim assessment consists of a seminar paper and a written knowledge test. For successful completion of the course, it is necessary to obtain at least 60 % of the points. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required) For an A grade, the student must have excellent theoretical knowledge, be able to evaluate and critically analyse it, and use the knowledge flexibly in practically set tasks. For a grade B, the student must have very good theoretical knowledge, be able to evaluate and critically analyse it, have moderate weaknesses in the use of knowledge in practically set tasks. For a grade C, the student must have good theoretical knowledge, moderate deficiencies in evaluating and critically analysing it, moderate deficiencies in using the knowledge in practically set tasks.	

For a grade D, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, moderate deficiencies in the use of knowledge in practically set tasks).

For an E grade, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, major deficiencies in the use of knowledge in practically set tasks.

FX - the student has not sufficiently met the requirements for the course and extra work is required.

Scale of assessment (preliminary/final): 100% of the interim evaluation

Learning outcomes:

The aim is to understand the patterns of cognitive, emotional and social development of individuals with visual impairment.

Graduate:

- applies pedagogical and psychological interventions in accordance with knowledge of the cognitive and psychosocial development of individuals with visual impairments,
- differentiates the appropriate form of educational environment for a specific person with visual impairment,
- has acquired basic interpersonal and communication competences for persons with visual impairment,
- can understand, name and analyse the development of an individual with a visual impairment on the basis of anamnestic data,
- knows and is able to use appropriate psychological methods for research purposes and psychodiagnostics of persons with visual impairment,
- can critically evaluate research and studies in the field,
- applies his/her empathy as a tool for pedagogical and psychological support,
- acts in the pedagogical and psychological process without positive and negative prejudices.

Class syllabus:

1. Definition of basic terms - typology of visual impairment.
2. Attitudes and prejudices.
3. Cognitive processes (cognitive development, moral development, imagination, memory, emotional experience, attention, motivation).
4. Family background and its impact on the individual with visual impairment.
5. Diagnostic and research methods.
6. Communication and its specifics in persons with visual impairment.
7. Assisting persons with visual impairment.

Recommended literature:

Compulsory readings:

Kimplová, T. (2010). Ztráta zraku. Úvod do psychologické problematiky. Ostravská univerzita v Ostrave.

Požár, L. (2012). Základy psychológie ľudí so zrakovým postihnutím. Z-F Lingua.

Recommended readings:

Čajka, K. (2008). Základy pedagogiky zrakovo postihnutých. Katolícka univerzita.

Lopúchová, J. (2008). Pedagogika zrakovo postihnutých (Vybrané kapitoly). MABAG.

Požár, L. (2007). Základy psychológie ľudí s postihnutím. Typi Universitatis Tyrnaviensis.

Únia nevidiacich a slabozrakých Slovenska. (2021). Dostupné na: <https://unss.sk/>

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution						
Total number of evaluated students: 24						
A	ABS	B	C	D	E	FX
66,67	0,0	33,33	0,0	0,0	0,0	0,0
Lecturers: Mgr. Mária Jucková, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde034/22	Course title: Rhetoric and communication
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites: PdF.KPg/B-VUZde005/22 - Communication in education	
Course requirements: Prerequisites: B-VUZde005 / Communication in education Prerequisites for successful completion of the course: the course is completed with an evaluation, 100% of the continuous evaluation. Assessment: consists of 2 intermediate assessments (60+40, total 100 points). Interim assessment 1: consists of the development of a semester cooperative work and its oral presentation or practical application in class. This is a prepared micro-team output: the creation of a student conference. Semester work: consists of a creative assignment for 60p (30+30). It includes the preparation of a group simulation of a student conference (30b) together with a professional paper on a selected topic (30b) for approximately 45 minutes. Intermediate assessment 2: consists of the creation of documents for the student conference (40b): poster, invitation, programme, etc. in an electronic environment (web development). Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above	

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Learning outcomes:

Learning objectives and outcomes:

By completing the Rhetoric and Communication course, the student should:

- be able to select information, identify relevant sources on the selected topic,
- be able to justify the choice of specialist sources for the semester thesis,
- understand the importance of selection and analysis of information and information sources,
- be able to work in a team, organise activities to accomplish sub-tasks,
- be able to present intermediate tasks to the group,
- be able to justify and discuss in a group various social topics related to education and training,
- acquire presentation and communication skills and be able to apply them through creative activities in the classroom,
- Know methods for Developing of critical thinking and good reasoning,
- should be able to identify manipulative behaviour.

Transferable competences: the student strengthens soft skills such as communication skills, analytical thinking in evaluating information and working with text, critical thinking and thinking in context in the development of arguments and their application in discussion, interpersonal skills within the group - activation and taking initiative and responsibility, also creative work with e-portfolio (ability to create an interesting website) through creative tasks in the course.

Class syllabus:

Brief outline of the course:

The aim of the course is the practical application of knowledge about effective communication through practicing rhetorical outcomes and teamwork, i.e. through cooperative methods and interactive activities. Using various activating methods and problem-based tasks, students will actively participate in the learning process and create their own course content, in which they will use their own potential and develop the intra and interpersonal aspects of their own personality. An important part of this is a semester-long group project through which students will learn how to organize major events, while developing proper communication and rhetorical skills.

Topics:

Rhetoric - types of speech, practicing presentation skills through micro performances. Content/form/communication skills (verbal and non-verbal) of oral presentation and analysis of speakers.
Presentation - structure and organization of speech/speech/lecture. Evaluating information and

finding relevant sources. Simulating a debate. Organisation of time and group cooperation. Visualisation and generating interest in the listener. Argumentation - types of arguments and logical fallacies. Manipulation and manipulation techniques, assertiveness. Types of conversation, discussion - how to conduct a conversation, structuring a conversation. Division of discussion methods. Feedback - self-evaluation and self-reflection. Creating a website and e-portfolio with student outputs. Implementation of student conference - simulation/workshop.

Recommended literature:

Compulsory reading:

ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing, 200 s.. ISBN 978-80-247-2283-2

KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing, 256 s. ISBN 978-80247-2652-6

Recommended reading:

JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení, 45-56s. ISBN 978-80-87952-29-0

JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava : Univerzita Komenského v Bratislave, 37-45s. ISBN 978-80-223-4847-8

KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave, 143-160s. ISBN 978-80-223-4661-0

ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

Languages necessary to complete the course:

slovak and czech

Notes:

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

Past grade distribution

Total number of evaluated students: 21

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

Lecturers: PaedDr. Eva Labudová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde034/22	Course title: Rhetoric and communication
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3., 5.	
Educational level: I.	
Prerequisites: PdF.KPg/B-VUZde005/22 - Communication in education	
Course requirements: Prerequisites: B-VUZde005 / Communication in education Prerequisites for successful completion of the course: the course is completed with an evaluation, 100% of the continuous evaluation. Assessment: consists of 2 intermediate assessments (60+40, total 100 points). Interim assessment 1: consists of the development of a semester cooperative work and its oral presentation or practical application in class. This is a prepared micro-team output: the creation of a student conference. Semester work: consists of a creative assignment for 60p (30+30). It includes the preparation of a group simulation of a student conference (30b) together with a professional paper on a selected topic (30b) for approximately 45 minutes. Intermediate assessment 2: consists of the creation of documents for the student conference (40b): poster, invitation, programme, etc. in an electronic environment (web development). Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above	

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Learning outcomes:

Learning objectives and outcomes:

By completing the Rhetoric and Communication course, the student should:

- be able to select information, identify relevant sources on the selected topic,
- be able to justify the choice of specialist sources for the semester thesis,
- understand the importance of selection and analysis of information and information sources,
- be able to work in a team, organise activities to accomplish sub-tasks,
- be able to present intermediate tasks to the group,
- be able to justify and discuss in a group various social topics related to education and training,
- acquire presentation and communication skills and be able to apply them through creative activities in the classroom,
- Know methods for Developing of critical thinking and good reasoning,
- should be able to identify manipulative behaviour.

Transferable competences: the student strengthens soft skills such as communication skills, analytical thinking in evaluating information and working with text, critical thinking and thinking in context in the development of arguments and their application in discussion, interpersonal skills within the group - activation and taking initiative and responsibility, also creative work with e-portfolio (ability to create an interesting website) through creative tasks in the course.

Class syllabus:

Brief outline of the course:

The aim of the course is the practical application of knowledge about effective communication through practicing rhetorical outcomes and teamwork, i.e. through cooperative methods and interactive activities. Using various activating methods and problem-based tasks, students will actively participate in the learning process and create their own course content, in which they will use their own potential and develop the intra and interpersonal aspects of their own personality. An important part of this is a semester-long group project through which students will learn how to organize major events, while developing proper communication and rhetorical skills.

Topics:

Rhetoric - types of speech, practicing presentation skills through micro performances. Content/form/communication skills (verbal and non-verbal) of oral presentation and analysis of speakers.
Presentation - structure and organization of speech/speech/lecture. Evaluating information and

finding relevant sources. Simulating a debate. Organisation of time and group cooperation. Visualisation and generating interest in the listener. Argumentation - types of arguments and logical fallacies. Manipulation and manipulation techniques, assertiveness. Types of conversation, discussion - how to conduct a conversation, structuring a conversation. Division of discussion methods. Feedback - self-evaluation and self-reflection. Creating a website and e-portfolio with student outputs. Implementation of student conference - simulation/workshop.

Recommended literature:

Compulsory reading:

ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing, 200 s.. ISBN 978-80-247-2283-2

KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing, 256 s. ISBN 978-80247-2652-6

Recommended reading:

JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení, 45-56s. ISBN 978-80-87952-29-0

JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava : Univerzita Komenského v Bratislave, 37-45s. ISBN 978-80-223-4847-8

KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave, 143-160s. ISBN 978-80-223-4661-0

ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

Languages necessary to complete the course:

slovak and czech

Notes:

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

Past grade distribution

Total number of evaluated students: 21

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

Lecturers: Mgr. Barbora Jaslovská, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde010/22	Course title: School system and school legislation for teachers
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor. A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.	

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

For successful completion of the course it is necessary to obtain at least 60% of the points.

Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning objectives and outcomes:

By completing the course on school systems and school legislation for teachers, the student should:

- to know the content of school management as a scientific discipline: the system of school management in the Slovak Republic and the system of internal school management in the context of managerial functions,

- be familiar with the basic legal documents and be able to correctly interpret the meanings given in these legal documents, which regulate the activities of kindergarten, primary school and secondary school, with an emphasis on the needs of the work of the teaching staff,

- be able to apply the acquired knowledge and knowledge from other disciplines in the focus area: school image, culture and climate, in the area of cooperation with the school management and legal representatives of children/pupils in solving standard, specific and problematic tasks and situations and in the framework of school development,

- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.

Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course.

Class syllabus:

Brief outline of the course:

- Basic terminology, options for studying school management, sources of study. Schools and concepts of management. Specifics of school management. The system of school management in the Slovak Republic and the system of internal school management in the context of managerial functions. Legal and pedagogical-organisational regulations applied in the school system and their significance. Interpretation of the constitution in terms of application in education. The legislation governing the activities of kindergartens, primary and secondary schools (laws, decrees, working regulations, pedagogical-organisational instructions, guidelines and regulations), with an emphasis on the needs of the work of the teaching staff. The personality of the head of teaching staff - legal and personality requirements. School image, school culture. School climate.

Recommended literature:

Required reading:

Current legislative norms concerning the establishment and activities of primary and secondary schools in the Slovak Republic.

PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 s. ISBN 978-80-223-3621-5

https://www.fedu.uniba.sk/uploads/media/Skolsky_manazment.pdf

Pisoňová, M. a kol. 2017. Školský manažment terminologický a výkladový slovník. Bratislava : Wolters Kluwer, 2017, 1. vyd., 167 s., ISBN 978-80-8168-660-3

<https://moodle.uniba.sk/mod/quiz/view.php?id=57866>

Učebný zdroj: ŠKOLSKÝ MANAŽMENT (moodle):

<https://moodle.uniba.sk/course/view.php?id=162>

Ústava Slovenskej republiky.

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

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

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. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 92

A	ABS	B	C	D	E	FX
32,61	0,0	33,7	21,74	7,61	1,09	3,26

Lecturers: PaedDr. Tímea Šeben Zatl'ková, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde016/22	Course title: Social determination of education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed with an assessment of: 100% of the intermediate assessment The interim evaluation includes the following: <ul style="list-style-type: none"> • Intermediate work: preparation of a seminar paper - 45 points, • assessment of knowledge and selected competences - 55 points. The rating is awarded on a scale: <ul style="list-style-type: none"> A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

Students will gain knowledge and understanding of the educational process and its determinants in a social context with emphasis on current trends and perspectives in the field of education.

Students will deepen their knowledge of education, the educational process in its diversity with a focus on the determinants of education in a broader social context. On a theoretical-practical level, through analysis and discussion, students will become familiar with the specific factors determining the educational process. On the basis of the complexity of the knowledge of the determinants of educational action, they will understand the specificity and diversity of the mission of education in the formation of personality.

Transferable competences: the course develops students' analytical, critical, evaluative and creative thinking, reasoning in context and supports the development of their interpersonal skills, self-development and personal and professional growth.

Class syllabus:

Brief outline of the course:

Education and the educational process. Theoretical bases and determinants of education.

The relationship between education and society. Conception and bases of education, genesis of education.

Education and personality of the child, categorization of factors of personality formation, social determination of personality development and education.

Educational environment, its typology and importance for a person. Social environment as a determinant of the child's personality.

Rights of the child. Convention on the Rights of the Child. Legal education, its importance and application in practice.

The environment of family upbringing and its importance in terms of the formation of the child's personality. Typology and functions of the family. Conditions and importance of the educational influence of the family on the formation of personality. Educational styles in the family. Negative tendencies in family upbringing.

Social conditions of the school environment. Relationship between school and society, negative phenomena in the school environment and their prevention.

Teacher's personality and its influence on the educational process. The climate of the school environment and interpersonal relationships between teachers and pupils.

The significance and specifics of the influence of peer groups on personality formation.

Education in a multicultural environment and social diversity.

Information society and mass media as a determinant of child upbringing in terms of current tendencies.

The educational impact of the out-of-school learning environment.

Recommended literature:

Reference sources:

Required reading:

DANEK, J. (2008). *Výchova v pedagogickom výskume a praxi*. Trnava: UCM, 2008. 729 s. ISBN 978-80-8105-007-7

KRAUS, B., POLÁČKOVÁ, V. (2001). *Člověk-prostředí-výchova*. Praha: Portál, 2001. 199 s. ISBN 80-7315-0042.

Recommended reading:

DERKOVÁ, J. 2018. *Rodina ako výchovné prostredie*. Bratislava: Iris, 2018. 144 s. ISBN 978-80-82000347

FERKOVÁ, Š., PREVENDÁROVÁ, J., KOLDEOVÁ, L. et al (2017). *Morálne kompetencie žiakov. Metodická príručka pre učiteľov na nižšom sekundárnom stupni vzdelávania*. Bratislava: UK. 212 s. ISBN 978-80-223-4432-6

KOSOVÁ, B. 2015. *Filozofické a globálne súvislosti edukácie*. Banská Bystrica: Belianum. 174 s. ISBN 978-80-557-1021-1

MANNIOVÁ, J. 2008. *Učiteľ v procese výchovy a vzťahov*. Bratislava: Axima, 2008. ISBN 98-969178-5-3.

POTOČÁROVÁ, M., DERKOVÁ, J., FERKOVÁ, Š., KOLDEOVÁ, L. (2021). *Teória výchovy 1*. Bratislava: UK. ISBN 978-80-223-5327-4

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

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 59

A	ABS	B	C	D	E	FX
72,88	0,0	22,03	3,39	0,0	0,0	1,69

Lecturers:

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde016/22	Course title: Social determination of education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed with an assessment of: 100% of the intermediate assessment The interim evaluation includes the following: <ul style="list-style-type: none"> • Intermediate work: preparation of a seminar paper - 45 points, • assessment of knowledge and selected competences - 55 points. The rating is awarded on a scale: <ul style="list-style-type: none"> A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

Students will gain knowledge and understanding of the educational process and its determinants in a social context with emphasis on current trends and perspectives in the field of education.

Students will deepen their knowledge of education, the educational process in its diversity with a focus on the determinants of education in a broader social context. On a theoretical-practical level, through analysis and discussion, students will become familiar with the specific factors determining the educational process. On the basis of the complexity of the knowledge of the determinants of educational action, they will understand the specificity and diversity of the mission of education in the formation of personality.

Transferable competences: the course develops students' analytical, critical, evaluative and creative thinking, reasoning in context and supports the development of their interpersonal skills, self-development and personal and professional growth.

Class syllabus:

Brief outline of the course:

Education and the educational process. Theoretical bases and determinants of education.

The relationship between education and society. Conception and bases of education, genesis of education.

Education and personality of the child, categorization of factors of personality formation, social determination of personality development and education.

Educational environment, its typology and importance for a person. Social environment as a determinant of the child's personality.

Rights of the child. Convention on the Rights of the Child. Legal education, its importance and application in practice.

The environment of family upbringing and its importance in terms of the formation of the child's personality. Typology and functions of the family. Conditions and importance of the educational influence of the family on the formation of personality. Educational styles in the family. Negative tendencies in family upbringing.

Social conditions of the school environment. Relationship between school and society, negative phenomena in the school environment and their prevention.

Teacher's personality and its influence on the educational process. The climate of the school environment and interpersonal relationships between teachers and pupils.

The significance and specifics of the influence of peer groups on personality formation.

Education in a multicultural environment and social diversity.

Information society and mass media as a determinant of child upbringing in terms of current tendencies.

The educational impact of the out-of-school learning environment.

Recommended literature:

Reference sources:

Required reading:

DANEK, J. (2008). *Výchova v pedagogickom výskume a praxi*. Trnava: UCM, 2008. 729 s. ISBN 978-80-8105-007-7

KRAUS, B., POLÁČKOVÁ, V. (2001). *Člověk-prostředí-výchova*. Praha: Portál, 2001. 199 s. ISBN 80-7315-0042.

Recommended reading:

DERKOVÁ, J. 2018. *Rodina ako výchovné prostredie*. Bratislava: Iris, 2018. 144 s. ISBN 978-80-82000347

FERKOVÁ, Š., PREVENDÁROVÁ, J., KOLDEOVÁ, L. et al (2017). *Morálne kompetencie žiakov. Metodická príručka pre učiteľov na nižšom sekundárnom stupni vzdelávania*. Bratislava: UK. 212 s. ISBN 978-80-223-4432-6

KOSOVÁ, B. 2015. *Filozofické a globálne súvislosti edukácie*. Banská Bystrica: Belianum. 174 s. ISBN 978-80-557-1021-1

MANNIOVÁ, J. 2008. *Učiteľ v procese výchovy a vzťahov*. Bratislava: Axima, 2008. ISBN 98-969178-5-3.

POTOČÁROVÁ, M., DERKOVÁ, J., FERKOVÁ, Š., KOLDEOVÁ, L. (2021). *Teória výchovy 1*. Bratislava: UK. ISBN 978-80-223-5327-4

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

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 59

A	ABS	B	C	D	E	FX
72,88	0,0	22,03	3,39	0,0	0,0	1,69

Lecturers:

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde030/22	Course title: Social pathology
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours seminar/week; total of 22 hours per semester, combined form (mostly face-to-face education) Student workload: 11 x 2 hours of live teaching = 22 hours; 16 hours preparation of seminar paper and ppt presentation; 22 hours preparation for mid-term assessment. Total 60 hours of student work. Teaching methods: lecture, group discussion, conversation, guided discussion of the topic, guided self-study and work with the text.	
Number of credits: 2	
Recommended semester: 5.	
Educational level: I.	
Prerequisites:	
Course requirements: 100% continuous assessment Students are required to complete a mid-term paper and present the paper to their classmates (40 points) and pass a mid-term test (60 points) for a total of 100 points. The prerequisite for successful completion of the course is obtaining a minimum of 60% of the maximum possible course grade. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good – above-average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, marginal performance - results fulfil the minimum criteria), Fx (59-0%, inadequate - additional work required) For a grade of A, the student is required to demonstrate excellent accuracy and active critical and creative reflection on the knowledge of the field of social pathology, including its meaningful integration with the knowledge of their field of study as well as other disciplines. Demonstrate the ability to have a good understanding of the principles, guidelines, and methods of therapeutic-educational support. Also, in identifying client needs and resources as well as means of assistance. A grade of B indicates that the student reflects critically on the knowledge of the field of social pathology, including its meaningful integration with the knowledge of their field of study as well as other disciplines, in a reasonably good manner. Demonstrates the ability to be very knowledgeable about the principles, guidelines, and methods of therapeutic-educational assistance, identifying client needs and resources as well as means of assistance.	

A grade of C will be awarded if the student is able to critically reflect well on the knowledge of the field of social pathology, including its appropriate integration with the knowledge of their field of study as well as other disciplines. The student has demonstrated the ability to be well versed in the principles, guidelines, and methods of therapeutic educational assistance, identification of client needs and resources as well as means of assistance.

A grade of D indicates that the student has limited, moderately critical reflection on the knowledge of the field of social pathology, including its appropriate integration with the knowledge of their field of study as well as other disciplines. The student demonstrates the ability to satisfactorily navigate the principles, guidelines, and methods of therapeutic-educational assistance, identifying client needs and resources as well as the means of assistance.

A grade of E will be given if the student reflects critically on the knowledge of the field of social pathology to a limited extent. The student has difficulty understanding and navigating the principles, guidelines, and methods of therapeutic-educational assistance, identification of client needs and resources, and means of assistance.

The Fx evaluation requires further study and work by the student.

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

Learning outcomes:

The aim is to be able to orientate oneself in the issue of social pathological phenomena, to know their causes, and their consequences on the individual and to be able to implement preventive measures to eliminate them.

After successful completion of the course, students will gain an overview of basic theoretical knowledge about selected negative social phenomena, their prevalence in the population, causes, consequences, prevention, correction and also the links between them. They will be able to analyse socio-pathological phenomena, acquire competence for professional intervention in the field and be able to implement preventive measures to eliminate socio-pathological phenomena in society. Furthermore, students will develop analytical and active thinking when working with an assigned professional text, they will be able to compare and evaluate information.

Class syllabus:

1. Social pathology - definition of basic terms.
2. Pathology of the family
3. CAN syndrome
4. Crime and delinquency
5. Drugs and drug addiction
6. Non-substance addictions- pathological gambling, internet, computer and the others
7. Eating disorders
8. Bullying, cyberbullying, cybergrooming
9. Prostitution
10. Self-harm - suicidality
11. Victims and perpetrators of violence - human trafficking, domestic violence, stalking, workplace violence, etc.

Recommended literature:

Compulsory/Recommended readings:

Ondrejkovič, P. et al. (2009). Sociálna patológia. VEDA.

Recommended literature:

Černá, A. (2013). Kyberšikana. Grada.

Divínová, R. (2005). Cybersex. Forma internetové komunikace. Triton.

Fischer, S., & Škoda, J. (2009). Sociální patologie. Analýza příčin a možnosti ovlivňování závažných sociálně patologických jevů. Grada.

Hardy, M., & Hroncová, J. (2004). Sociálna patológia. Pedagogická fakulta UMB.
 Mühlpachr, P., & Dudášová, T. (2011). Sociální patologie rodiny. Institut mezioborových studií.
 Smetanová, D. (2014). Rizikové správanie detí a mládeže v kyberpriestore. In: Współczesne problemy profilaktyki szkolnej i rodzinnej. Wydawnictwo scriptum.
 Smetanová, D. (2018). Mám sa báť? Virtuálny priestor ako potencionálne riziko pre deti a mládež. In: Sociálne prostredie ako (ne)výchovný činiteľ . Univerzita Komenského v Bratislave.
 Vančová, A., Kečkéšová, M., & Smetanová, D. (2017). Ochrana práv dieťaťa a rodiny v Slovenskej republike rámcovaná platnou legislatívou. Slovak education publishing.

Languages necessary to complete the course:

Slovak and Czech

Notes:

Past grade distribution

Total number of evaluated students: 5

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

Lecturers:

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde015/22	Course title: Social pedagogy for teachers
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible number of points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points). The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

The aim of the Social Pedagogy for Teachers course is to provide basic information about social pedagogy as a scientific discipline and the importance of different types of social and educational environment for human beings. After successful completion of the course, the student will know the basic conceptual apparatus of social pedagogy. The student understands the place of social pedagogy in the system of educational sciences. He/she categorizes the typology of the environment and can explain the effects of a stimulus-unfriendly environment on a child. Can identify the socio-cultural context of child/pupil development. Describes and interprets the specifics of raising a child in a foster family and institutional setting. Understands the socio-pedagogical aspects of the school as an educational institution.

The student is able to assess the social environment of an individual and identify risk factors in it and choose appropriate methods of prevention and intervention in cooperation with other pedagogical and professional staff.

Transferable competences developed during students' work in seminars: by analysing, solving and discussing problems from seminar assignments, the student is able to communicate his/her conclusions, think critically and think in context.

Class syllabus:

Brief outline of the course:

Basic conceptual apparatus of social pedagogy. Social pedagogy as a scientific discipline (origin and development). The subject of social pedagogy. Relationship of social pedagogy to other sciences and scientific disciplines.

Environment, its typology and importance for humans.

The family as a natural environment of upbringing. Socio-pedagogical cognition of the family environment, cognition of socio-cultural specifics of the family environment. Socio-pedagogical intervention in the family. Socially-disadvantaging environment of the family.

The environment of foster family and institutional education - a family with a child in foster care and the environment of social-legal protection of children and social curatorship institutions (Centre for Children and Family).

Environment of special educational institutions - diagnostic centre, re-education centre, medical-educational sanatorium.

The school environment from the perspective of social pedagogy. Social competences of the teacher in pedagogical situations. Teacher's cooperation with the social pedagogue as a professional school employee and with other pedagogical and professional school employees.

Recommended literature:

Reference sources:

Required reading:

BAKOŠOVÁ, Z. 2011. Sociálna pedagogika ako životná pomoc. Bratislava: Univerzita Komenského, 2011. ISBN 9788096994403.

HRONCOVÁ, J. et al. 2020. Sociálna pedagogika na Slovensku a v zahraničí – teoretické východiská a prax. BELIANUM, Vydavateľstvo UMB v Banskej Bystrici, 2020. 247 s. ISBN 978-80-557-1717-3.

Recommended reading:

BAKOŠOVÁ, Z. a kol. 2011. Teórie sociálnej pedagogiky: edukačné, sociálne a komunikačné aspekty. Bratislava: SAV, 2011. ISBN 978-80-970675-0-2.

HATÁR, C. 2007. Základy sociálnej pedagogiky pre pomáhajúce profesie. Nitra: PdF UKF Nitra, 2007. ISBN 978-80-8094-174-1.

KRAUS, B. 2008. Základy sociální pedagogiky. Bratislava: Portál, 2008. ISBN 8073673833.

KURUC, M., TOMÁNEK, P. 2017. Korene nepokoje. Brno: Tribune EU, s.r.o. 2017. ISBN 978-80-263-1163-8.

ZEMANČÍKOVÁ, V. 2014. Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 22-36.

ZEMANČÍKOVÁ, V. 2021. Dieťa z odlišného socio-kultúrneho prostredia v predškolskej edukácii z aspektu sociálnej pedagogiky. In: Pedagogika.sk. 12(3), 177-183.

Languages necessary to complete the course:

slovak language, czech language

Notes:

Past grade distribution

Total number of evaluated students: 36

A	ABS	B	C	D	E	FX
66,67	0,0	5,56	5,56	11,11	8,33	2,78

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde015/22	Course title: Social pedagogy for teachers
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible number of points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points). The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

The aim of the Social Pedagogy for Teachers course is to provide basic information about social pedagogy as a scientific discipline and the importance of different types of social and educational environment for human beings. After successful completion of the course, the student will know the basic conceptual apparatus of social pedagogy. The student understands the place of social pedagogy in the system of educational sciences. He/she categorizes the typology of the environment and can explain the effects of a stimulus-unfriendly environment on a child. Can identify the socio-cultural context of child/pupil development. Describes and interprets the specifics of raising a child in a foster family and institutional setting. Understands the socio-pedagogical aspects of the school as an educational institution.

The student is able to assess the social environment of an individual and identify risk factors in it and choose appropriate methods of prevention and intervention in cooperation with other pedagogical and professional staff.

Transferable competences developed during students' work in seminars: by analysing, solving and discussing problems from seminar assignments, the student is able to communicate his/her conclusions, think critically and think in context.

Class syllabus:

Brief outline of the course:

Basic conceptual apparatus of social pedagogy. Social pedagogy as a scientific discipline (origin and development). The subject of social pedagogy. Relationship of social pedagogy to other sciences and scientific disciplines.

Environment, its typology and importance for humans.

The family as a natural environment of upbringing. Socio-pedagogical cognition of the family environment, cognition of socio-cultural specifics of the family environment. Socio-pedagogical intervention in the family. Socially-disadvantaging environment of the family.

The environment of foster family and institutional education - a family with a child in foster care and the environment of social-legal protection of children and social curatorship institutions (Centre for Children and Family).

Environment of special educational institutions - diagnostic centre, re-education centre, medical-educational sanatorium.

The school environment from the perspective of social pedagogy. Social competences of the teacher in pedagogical situations. Teacher's cooperation with the social pedagogue as a professional school employee and with other pedagogical and professional school employees.

Recommended literature:

Reference sources:

Required reading:

BAKOŠOVÁ, Z. 2011. Sociálna pedagogika ako životná pomoc. Bratislava: Univerzita Komenského, 2011. ISBN 9788096994403.

HRONCOVÁ, J. et al. 2020. Sociálna pedagogika na Slovensku a v zahraničí – teoretické východiská a prax. BELIANUM, Vydavateľstvo UMB v Banskej Bystrici, 2020. 247 s. ISBN 978-80-557-1717-3.

Recommended reading:

BAKOŠOVÁ, Z. a kol. 2011. Teórie sociálnej pedagogiky: edukačné, sociálne a komunikačné aspekty. Bratislava: SAV, 2011. ISBN 978-80-970675-0-2.

HATÁR, C. 2007. Základy sociálnej pedagogiky pre pomáhajúce profesie. Nitra: PdF UKF Nitra, 2007. ISBN 978-80-8094-174-1.

KRAUS, B. 2008. Základy sociální pedagogiky. Bratislava: Portál, 2008. ISBN 8073673833.

KURUC, M., TOMÁNEK, P. 2017. Korene nepokoje. Brno: Tribune EU, s.r.o. 2017. ISBN 978-80-263-1163-8.

ZEMANČÍKOVÁ, V. 2014. Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 22-36.

ZEMANČÍKOVÁ, V. 2021. Dieťa z odlišného socio-kultúrneho prostredia v predškolskej edukácii z aspektu sociálnej pedagogiky. In: Pedagogika.sk. 12(3), 177-183.

Languages necessary to complete the course:

slovak language, czech language

Notes:

Past grade distribution

Total number of evaluated students: 36

A	ABS	B	C	D	E	FX
66,67	0,0	5,56	5,56	11,11	8,33	2,78

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde007/22	Course title: Social psychology
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 1 hour lecture + 1 hour seminar per week; a total of 22 hours per semester in combined form (primarily full-time). Student workload: 11 x 2 hours of direct teaching = 22 hours; 15 hours of preparation for the midterm test; 25 hours of preparation for the midterm assessment (group work + reflective diary), 10 hours of preparation for the tasks carried out in the seminars, 28 hours of preparation for the final test and oral examination. Total 100 hours of work. Teaching methods: lecture with multimedia support, dialogical and discussion methods, psychological games, demonstration, critical analysis of psychological theory, methods of working with text (work with information sources) analysis of case studies, reflective diary.	
Number of credits: 4	
Recommended semester: 2.	
Educational level: I.	
Prerequisites: PdF.KPsPp/B-PSYde001/22 - General psychology	
Recommended prerequisites: B-PSYde001 General psychology	
Course requirements: 50% of continuous assessment + 50% of final assessment The interim assessment includes a midterm test (30% of the grade), group work (elaboration and presentation of assigned social psychological research in a study group, 15% of the grade) and its reflection (5%). The final assessment includes a final test (30% of the mark) and an oral examination (20% of the mark). The oral examination is conducted in smaller groups and takes the form of an analysis of case studies or questions focusing on the field of social psychology. Credit will not be awarded to a student who scores less than 50% on any of the assignments. A minimum score of 60% is required to pass the course. Grades are awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria),	

Fx (59-0%, inadequate - additional work required).

At grade A, the student knows and reflects on both the knowledge and key frameworks of social psychology, including their integration with knowledge from other related disciplines, is well versed in current developments in the discipline, and applies the knowledge gained meaningfully, critically, and creatively in evaluating and influencing group events from the perspective of the individual and the group, as well as specifically in relation to the future target group (the school classroom).

At grade B, the student knows and reflects on the knowledge and frameworks of social psychology, including their integration with the knowledge of other related disciplines, is very well oriented in the current development of the discipline, almost always meaningfully and creatively applies the acquired knowledge in evaluating and influencing group events from the perspective of the individual and the group, but also specifically in relation to the future target group (the school class).

A grade of C is awarded if the student predominantly knows and reflects on both the knowledge and key frameworks of social psychology, understands the interdisciplinary contexts, and can apply them correctly in most cases in evaluating and influencing group events from the perspective of the individual and the group, but also specifically in relation to the future target group (school class).

A grade of D will be awarded if the student knows both the knowledge and key frameworks of social psychology at an average level, understands the interdisciplinary contexts, and applies the acquired knowledge with greater guidance in evaluating and influencing group events from the perspective of the individual and the group, but also specifically in relation to the future target group (school classroom).

In assessment E, the student has a relatively limited but sufficient knowledge and understanding of social psychology, at least partially understands the interdisciplinary context, can apply the knowledge at least at a minimal level in evaluating and influencing group events from the perspective of the individual and the group, but also specifically in relation to the future target group (school class).

A grade of Fx indicates that the student needs additional study to acquire the necessary knowledge. Scale of assessment (preliminary/final): 50% of continuous assessment + 50% of final assessment

Learning outcomes:

The aim of the course is to enable students to gain a basic overview of theories and knowledge in social psychology (which is part of the core disciplines of psychology) and to acquire the ability to work critically with knowledge from this field. It is also an important foundation for further study and success in the teaching profession.

Upon completion of the course, the student will be able to:

- define and explain basic social-psychological mechanisms and phenomena as well as basic social-psychological experiments and their aspects,
- identify social-psychological mechanisms and phenomena in their everyday life and in their functioning in different social groups as well as in the school classroom from the perspective of educational practice,
- critically assess the impact of the cultural and social environment on the individual (or group),
- recommend practices leading to changes in areas such as social perceptions, attitudes, modes of communication or group phenomena,
- give practical examples of these phenomena in the school environment, but also in the family environment or in related disciplines (health, management, marketing, etc.).

Class syllabus:

1. Introduction to the study of social psychology: the subject, methods, and history of social psychology.
2. Socio-cultural determination of the psyche: man, society and culture.

3. Socialization of the individual: definition and nature of socialization, means and methods of socialization, theories of socialization.
4. Social cognition: perception of others, interpersonal attraction, determinants influencing impression formation, attribution theories.
5. Social communication: definition, communication process, nonverbal communication (gestures, facial expressions, spatial location, movements, touching, paralinguistics), verbal communication, lying or manipulating reality as part of communication.
6. Attitudes: definition, functions and structure of attitudes, formation and change of attitudes, measurement of attitudes.
7. Social groups: classification and characteristics of social groups, group influence, group structure and development, group dynamics, group performance, the school classroom as a social group.
8. Social interaction: social facilitation and idleness, conformity, obedience, group processes (group polarization, communication, thinking), competence, cooperation, leadership.
9. Social behaviour: social norm, prosocial behaviour, aggressive behaviour, mob behaviour, conflict.
10. Practical application of social psychology: application of social psychology, social psychological personality problems of male and female teachers, social psychological training, social psychology, and mental health.

Recommended literature:

Compulsory readings:

Masaryk, R. (2013). *Medzi človekom a ľuďmi*. IRIS.

Nolen-Hoeksema, S., Fredrickson, L. B., Loftus, G. R., & Wagenaar, W. A. (2012). *Psychologie Atkinsonové a Hilgarda*. 3. aktualizované vydání. Portál. (Kapitola: Sociální chování).

Recommended readings:

Báčová, V. (2009). *Súčasný smery v psychológii*. Veda.

Hayesová, N. (2011). *Základy sociálnej psychológie*. Portál.

Jursová Zacharová, Z., Lemešová, M., Miškolci, J., Cabanová, K., Horváthová, L., & Sokolová, L. (2019). *Postoje, inklúzia a predsudky v slovenských školách*. Univerzita Komenského.

Lemešová, M. (2012). *Socializačné aspekty kultúry školy: o pravidlách, hraniciach a problémoch v školskom prostredí*. In Lukšík, I. (Eds.). *Kultúra škôl a výchovných zariadení*. Univerzita Komenského, 146-168.

Petrík, J., & Popper, M. (2020). *Contact Based School Intervention Program: Enhancing Cooperation Intention and Reducing Prejudice toward Roma*. *Studia Psychologica*, 62(3), 232-245.

Petrík, J., Uhrecký, B., Popper, M., & Nôtová, L. (2021). *Coworking with Roma: Exploration of Slovak majority's cooperation intention using content analyses and networks of free association*. *Human Affairs*, 31(2), 194-211.

Sollárová, E., Slaměnik, I., & Výrost, J. (2019). *Sociální psychologie. Teorie, metody, aplikace*. Grada.

Vybíral, Z. (2015). *Lži, polopravdy a pravda v lidské komunikaci*. Portál.

Languages necessary to complete the course:

Slovak, Czech and English

Notes:

Past grade distribution						
Total number of evaluated students: 197						
A	ABS	B	C	D	E	FX
22,84	0,0	36,55	23,86	7,11	6,09	3,55
Lecturers: Mgr. Veronika Horníková, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPg/B-VUZde026/22		Course title: Social skills of teachers training				
Educational activities: Type of activities: practicals Number of hours: per week: per level/semester: 24s Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 2., 4., 6.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 510						
A	ABS	B	C	D	E	FX
91,96	0,0	2,35	0,39	0,39	0,0	4,9
Lecturers: Mgr. Vladimíra Zemančíková, PhD., PaedDr. Eva Labudová, PhD.						
Last change: 22.04.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPg/B-VUZde026/22		Course title: Social skills of teachers training				
Educational activities: Type of activities: practicals Number of hours: per week: per level/semester: 24s Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 1., 3., 5.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 510						
A	ABS	B	C	D	E	FX
91,96	0,0	2,35	0,39	0,39	0,0	4,9
Lecturers: doc. Mgr. Martin Kuruc, PhD., Mgr. Vladimíra Zemančíková, PhD., Mgr. Peter Ostradický, PhD.						
Last change: 22.04.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde003/22	Course title: Social-psychological training I.
Educational activities: Type of activities: practicals Number of hours: per week: per level/semester: 26s Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: Practical training, 22 hours per semester, combined form (primarily full-time) Student workload: 22 hours of direct teaching; 12 hours of preparation before the training; 2 hours devoted to reflection on the events of the training after its completion; 14 hours of self-study on the subject. 50 hours of work in total. Teaching methods: The methodological framework consists of active social and experiential learning (dialogical and discussion methods, didactic, psychological, and cooperative games, self-discovery techniques, staging methods, reflective essay).	
Number of credits: 2	
Recommended semester: 1.	
Educational level: I.	
Prerequisites:	
Course requirements: 100% pass mark The continuous assessment includes the evaluation of the completion of ongoing tasks and assignments, which are carried out in individual or group form in the pre-, during and post-training phases. Before the training, the interim assessment consists of three assignments (reflective essay on the expectations associated with the self-awareness training = 10%; work with tests and questionnaires = 10%; self-awareness development exercise = 10%), which are further worked on during the training. In the course of the training, activities and exercises are carried out to enable, in particular, the development of the intrapersonal (20%), interpersonal (20%) and social-inclusive competences (20%) of the students (dating activities, role-plays, cooperative games, trust games, etc.). After the training, the continuous evaluation consists of structured feedback on the events in the training group (10%). To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work),	

D (75-68%, satisfactory - acceptable results),

E (67-60%, satisfactory - results meet minimum criteria),

Fx (59-0%, inadequate - additional work required).

For an A grade, the student is very actively involved in the activities and shows interest and effort to develop his/her competences, seeks original and creative solutions to the tasks set, reflects on the emerging changes that the training brings, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.

B grade means that the student is very well actively involved in the individual activities and shows interest and effort to develop his/her competences, to a lesser extent looks for original and creative solutions to the tasks set, reflects the emerging changes that the training brings, but needs more time and space for their verbalization, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.

A C grade is awarded if the student is generally actively involved in the activities, shows interest and effort to develop his/her competences, but only in some topics and areas, makes little use of his/her personality in finding original and creative solutions to the tasks set, reflects the emerging changes brought by the training only to a certain extent, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.

Grade D means that the student is involved in individual activities to a limited but at the same time still acceptable extent and shows only sporadic interest and effort to develop his/her competences, often only with external help looking for original and creative solutions to the tasks set, he/she cannot adequately reflect the emerging changes that the training brings, he/she is more passive and more like a marginal member of the training group although actively expressing his/her own opinion.

The grade E is given to a student who behaves passively and is minimally involved in individual activities, does not show interest and effort to develop his/her competences, relies on the group to find original and creative solutions to the set tasks, cannot adequately reflect the emerging changes that the training brings, cannot find his/her place in the training group, expresses his/her own opinion sporadically and not always in an appropriate way.

The Fx grade is given exceptionally, most often due to non-participation in the training and failure to complete the set intermediate tasks, non-cooperation, refusal to take a position on the required topics and to express his/her own opinion.

Scale of assessment (preliminary/final): 100% pass mark

Learning outcomes:

The aim of the course Social-psychological training I. is to motivate and practically develop self-knowledge and self-reflection of psychology teacher of education of students. It is based on the model of social-psychological competencies (essential for success in the teaching profession in general), in which competencies are developed in three dimensions - knowledge and awareness (the expertise that an individual possesses in a given area and the meaning that he/she attaches to this knowledge), attitudes and beliefs (influencing responses in specific educational situations), and skill (specific ways of behaving).

Upon completion of the course, the student:

- recognizes the importance of self-knowledge and personal development in teaching practice,
- is able to evaluate his/her strengths and weaknesses (level of his/her competences), their impact on the practice of the future profession and motivate himself/herself for further growth,
- can identify his/her priorities and name the areas/persons/things that he/she perceives as personally important,
- is aware of key moments in his/her life so far and name expectations in relation to the future profession,
- gains experience of active social and experiential learning through experiential activities,

- can apply specific techniques and activities in group work.

Class syllabus:

1. Basic characteristics and introduction of social-psychological training as a method of personality development.
2. Definition of the concept of self-knowledge (process, methods, impacts and problems).
3. Intrapersonal competences of an individual (self-knowledge, self-assessment, self-reflection, self-acceptance).
4. Interpersonal competences of the individual (social perception, active listening, verbal and non-verbal communication skills, conflict resolution).
5. Socially inclusive competences of the individual (sensitivity to otherness, empathy, acceptance, adaptation).
6. The place of self-knowledge and reflection in teaching.

Recommended literature:

Compulsory readings:

Kolařík, M. (2019). Interakční psychologický výcvik. Grada.

Recommended readings:

Hamranová, A. (2013). Sociálně-psychologický výcvik v přípravě učitel'ov (metodické pokyny).

In: Sokolová, L. et al. (eds.): Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. 2013. s. 33-36. Dostupné online:

https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf

Hermochová, S. (2006). Teambuilding. Grada.

Komárková, R. Slaměnik, I., & Výrost, J. (2001). Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik. Grada.

Kuneš, D. (2009). Sebepoznání. Portál.

Lemešová, M. (2021). Metodika vedenia sociálně-psychologického tréningu v prostredí školy.

2.0. Slovenská asociácia pre učiteľ'stvo psychológie.

Lemešová, M., Hamranová, A., Minarovičová, K., Sabová, L., & Sokolová, L. (2017).

Psychológia zážitkom. Metodická príručka. Univerzita Komenského.

Languages necessary to complete the course:

Slovak and Czech

Notes:

The subject is implemented in a block.

Past grade distribution

Total number of evaluated students: 233

A	ABS	B	C	D	E	FX
91,85	0,0	0,43	0,0	0,0	0,0	7,73

Lecturers: Mgr. Veronika Horníková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPsPp/B-PSYde035/22			Course title: Social-psychological training II.			
Educational activities: Type of activities: practicals Number of hours: per week: per level/semester: 26s Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 2., 4., 6.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers:						
Last change:						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPsPp/B-PSYde035/22			Course title: Social-psychological training II.			
Educational activities: Type of activities: practicals Number of hours: per week: per level/semester: 26s Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 1., 3., 5.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers:						
Last change:						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde026/22	Course title: Socio-pathological phenomena in schools prevention and intervention
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed with an assessment, the ratio of the midterm and final assessment is 100/0. The task of the students is to prepare a midterm paper for 40 points and to pass a midterm test for 60 points, a total of 100 points. A minimum of 60% of the maximum possible course grade is required for successful completion of the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim of the course is to provide basic knowledge on the issue of socio-pathological phenomena in school. The course pays special attention to the issues of clarification of terminology in the field of social pathology. Students will be able to identify the internal and external causes of social pathological phenomena, describe and distinguish the manifestations of individual phenomena, indicate and propose specific forms of their prevention in school practice. Students will also acquire the prerequisites to be able to use the acquired knowledge in solving specific problem situations.

Transferable competencies: students and learners will develop communication skills using professional terminology in the field of social pathology. They will improve their skills in working with professional literature and producing professional texts. Students will be able to apply knowledge creatively in problem-based tasks.

Class syllabus:

Brief outline of the course:

1. Basic terminology (social pathology, normality, delinquency, deviance, prevention, intervention, etc.).
2. Causes of the emergence of socio-pathological phenomena.
3. Characteristics of selected socio-pathological phenomena.
4. Specifics of socio-pathological phenomena in the school environment.
5. Violence in schools, bullying and cyberbullying.
7. 4. Truancy of pupils.
8. Pupils using alcohol and drugs.
9. Lying, running, wandering, stealing.
10. Children at risk in the environment (CAN syndrome).
11. Self-harm and suicidal actions in children.
12. Prejudice, xenophobia and racism.
13. Prevention programmes and activities in schools.
14. 13. Intervention strategies in the occurrence of socio-pathological phenomena in school.

Recommended literature:

Reference sources:

Required reading:

HRONCOVÁ, J. 2004. Sociálna patológia. Banská Bystrica: Pedagogická fakulta UMB, 2004. ISBN 80-8055-926-0.

ONDREJKOVIČ, P. 2009. Sociálna patológia. Bratislava: SAV, 2009. ISBN 978-80-224-1074-8

Recommended reading:

ČERNÁ, A. 2013. Kyberšikana. Praha: Grada Publishing, a.s., 2013. ISBN 978-80-247-4577-0.

FERKOVÁ, Š. 2014. Skúsenosti s využitím influenčného programu zameraného na elimináciu rizikového správania žiakov v škole. In *Prevenčia*. roč. 13. č. 4. s. 37 – 44.

FERKOVÁ, Š. 2015. *Prevenčia a intervencia sebapoškodzujúceho správania sa detí a dospelých*. In MMK 2015 [elektronický zdroj]. - Hradec Králové : Magnanimitas, 2015. - ISBN 978-80-87952-12-2. - S. 1150-1158

FISCHER, S., ŠKODA, J. 2009. *Sociální patologie. Analýza příčin a možnosti ovlivňování závažných sociálně patologických jevů*. Praha : Grada Publishing, a.s. ISBN 978-80-247-7813

HUPKOVÁ, I., LIBERČANOVÁ, K. 2012. *Drogové závislosti a ich prevencia*. Trnava : Pedagogická fakulta TU v Trnave. 153 s. ISBN 978-80-8082-563-8 Dostupné na pdf.truni.sk/download?eskripta/hupkova-libercanova-drogove-zavislosti.pdf

KOLÁŘ, M. 2005. *Bolest šikanování*. Praha : Portál, 2005. ISBN 978-80-7367-014-6

KOUTEK, J., KOCOURKOVÁ, J. 2003. *Sebevražedné chování*. Praha : Portál, 2003. ISBN 978-80-7367-349-9

KUNÁK, S. 2007. *Vybrané možnosti primárnej prevencie negatívnych vplyvov na deti a mládež*. Bratislava: Iris, 2007. ISBN 8089256105.

KYRIACOU, CH. 2005. *Řešení výchovných problémů ve škole*. Praha : Portál, 2005. ISBN 80-7178-945-3

MATOUŠEK, O., KROFTOVÁ, A. 2003. *Mládež a delikvence*. Praha : Portál, 2003. ISBN 80-7178-771-X

Smernica č. 36/2018 k prevencii a riešeniu šikanovania detí a žiakov v školách a školských zariadeniach. Dostupné na: <https://www.minedu.sk/data/att/16073.pdf>

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 84

A	ABS	B	C	D	E	FX
44,05	0,0	34,52	10,71	4,76	1,19	4,76

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde026/22	Course title: Socio-pathological phenomena in schools prevention and intervention
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed with an assessment, the ratio of the midterm and final assessment is 100/0. The task of the students is to prepare a midterm paper for 40 points and to pass a midterm test for 60 points, a total of 100 points. A minimum of 60% of the maximum possible course grade is required for successful completion of the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim of the course is to provide basic knowledge on the issue of socio-pathological phenomena in school. The course pays special attention to the issues of clarification of terminology in the field of social pathology. Students will be able to identify the internal and external causes of social pathological phenomena, describe and distinguish the manifestations of individual phenomena, indicate and propose specific forms of their prevention in school practice. Students will also acquire the prerequisites to be able to use the acquired knowledge in solving specific problem situations.

Transferable competencies: students and learners will develop communication skills using professional terminology in the field of social pathology. They will improve their skills in working with professional literature and producing professional texts. Students will be able to apply knowledge creatively in problem-based tasks.

Class syllabus:

Brief outline of the course:

1. Basic terminology (social pathology, normality, delinquency, deviance, prevention, intervention, etc.).
2. Causes of the emergence of socio-pathological phenomena.
3. Characteristics of selected socio-pathological phenomena.
4. Specifics of socio-pathological phenomena in the school environment.
5. Violence in schools, bullying and cyberbullying.
7. 4. Truancy of pupils.
8. Pupils using alcohol and drugs.
9. Lying, running, wandering, stealing.
10. Children at risk in the environment (CAN syndrome).
11. Self-harm and suicidal actions in children.
12. Prejudice, xenophobia and racism.
13. Prevention programmes and activities in schools.
14. 13. Intervention strategies in the occurrence of socio-pathological phenomena in school.

Recommended literature:

Reference sources:

Required reading:

HRONCOVÁ, J. 2004. Sociálna patológia. Banská Bystrica: Pedagogická fakulta UMB, 2004. ISBN 80-8055-926-0.

ONDREJKOVIČ, P. 2009. Sociálna patológia. Bratislava: SAV, 2009. ISBN 978-80-224-1074-8

Recommended reading:

ČERNÁ, A. 2013. Kyberšikana. Praha: Grada Publishing, a.s., 2013. ISBN 978-80-247-4577-0.

FERKOVÁ, Š. 2014. Skúsenosti s využitím influenčného programu zameraného na elimináciu rizikového správania žiakov v škole. In *Prevenčia*. roč. 13. č. 4. s. 37 – 44.

FERKOVÁ, Š. 2015. *Prevenčia a intervencia sebapoškodzujúceho správania sa detí a dospelých*. In MMK 2015 [elektronický zdroj]. - Hradec Králové : Magnanimitas, 2015. - ISBN 978-80-87952-12-2. - S. 1150-1158

FISCHER, S., ŠKODA, J. 2009. *Sociální patologie. Analýza příčin a možnosti ovlivňování závažných sociálně patologických jevů*. Praha : Grada Publishing, a.s. ISBN 978-80-247-7813

HUPKOVÁ, I., LIBERČANOVÁ, K. 2012. *Drogové závislosti a ich prevencia*. Trnava : Pedagogická fakulta TU v Trnave. 153 s. ISBN 978-80-8082-563-8 Dostupné na pdf.truni.sk/download?eskripta/hupkova-libercanova-drogove-zavislosti.pdf

KOLÁŘ, M. 2005. *Bolest šikanování*. Praha : Portál, 2005. ISBN 978-80-7367-014-6

KOUTEK, J., KOCOURKOVÁ, J. 2003. *Sebevražedné chování*. Praha : Portál, 2003. ISBN 978-80-7367-349-9

KUNÁK, S. 2007. *Vybrané možnosti primárnej prevencie negatívnych vplyvov na deti a mládež*. Bratislava: Iris, 2007. ISBN 8089256105.

KYRIACOU, CH. 2005. *Řešení výchovných problémů ve škole*. Praha : Portál, 2005. ISBN 80-7178-945-3

MATOUŠEK, O., KROFTOVÁ, A. 2003. *Mládež a delikvence*. Praha : Portál, 2003. ISBN 80-7178-771-X

Smernica č. 36/2018 k prevencii a riešeniu šikanovania detí a žiakov v školách a školských zariadeniach. Dostupné na: <https://www.minedu.sk/data/att/16073.pdf>

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 84

A	ABS	B	C	D	E	FX
44,05	0,0	34,52	10,71	4,76	1,19	4,76

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPg/B-VUZde038/22		Course title: Specialised foreign language				
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 1., 3., 5.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 141						
A	ABS	B	C	D	E	FX
56,74	0,0	21,99	7,09	2,84	2,13	9,22
Lecturers: PaedDr. Peter Gergel, PhD., PhDr. Mária Medveczká, PhD., PhDr. Mojmír Malovecký, PhD., doc. Tivadar Palágyi, PhD., Mgr. Zuzana Tóth, Dr.phil						
Last change:						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPg/B-VUZde038/22		Course title: Specialised foreign language				
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 2., 4., 6.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 141						
A	ABS	B	C	D	E	FX
56,74	0,0	21,99	7,09	2,84	2,13	9,22
Lecturers: doc. Tivadar Palágyi, PhD., Mgr. Radana Štrbáková, PhD., PhDr. Mojmír Malovecký, PhD.						
Last change:						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde012/22	Course title: Statistical methods and techniques
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: 2 hours of classes per week; a total of 22 hours per semester, combined form (primarily on-site). Student workload: 11 x 2 hours of direct teaching = 22 hours; 16 hours of preparation for the midterm test; 12 hours of individual work on statistical assignments. Total 50 hours of work. Teaching methods: lecture with multimedia support, dialogical and discussion methods, demonstration of analysis of a scientific text with a focus on statistical methods, simulation of the process of producing a statistical output, and instruction on basic statistical procedures and tests.	
Number of credits: 2	
Recommended semester: 4.	
Educational level: I.	
Prerequisites: PdF.KPsPp/B-PSYde006/22 - Methodology of psychological research	
Recommended prerequisites: B-PSYde006 Methodology of Psychological Research	
Course requirements: 100% of the interim assessment The interim assessment includes a knowledge test (60% of the assessment) and a seminar paper (40% of the assessment). To pass the course, a minimum score of 60% is required. The seminar work consists of the submission of four seminar assignments (4 x10 points) consisting of the application of the acquired knowledge to a data set (description, inference, correlation, substantive significance). The test consists of a theoretical part focusing on basic statistical concepts and an application part working with a basic dataset. The assessment is given on a scale: A (100-94%, excellent - excellent results), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) Grade A: the student has an excellent understanding of the terminology and principles of data collection and evaluation in psychology. The student is able to apply the knowledge to a high degree	

when working independently with a statistical program and also to perform basic operations of descriptive statistics on a basic data set as well as simple operations of inferential statistics and correlation without errors.

Grade B: the student has an adequate understanding of the terminology and principles of data collection and evaluation in psychology. The student is able to apply the knowledge to a sufficient extent in independent work with a statistical program and also to perform basic operations of descriptive statistics and correlation on a basic data set without errors.

A grade of C is awarded if the student has a predominant understanding of the terminology and principles of data collection and evaluation in psychology. The student is able to apply the knowledge to a sufficient extent in independent work with a statistical program and also to perform basic operations of descriptive statistics and correlation on a basic data set without serious errors.

A grade of D is earned if the student has an average understanding of the terminology and principles of data collection and evaluation in psychology. The student is able to apply the knowledge to a sufficient extent in independent work with a statistical program and also to perform basic operations of descriptive statistics without serious errors. The student understands theoretically the principles of correlation and inferential statistics without being able to calculate them correctly in a statistical program.

Grade E: the student has only a limited understanding of the terminology and principles of data collection and evaluation in psychology. The student can apply the knowledge in independent work with a statistical program only to a small extent and only at the level of descriptive statistics.

A grade of Fx indicates that the student needs additional study to acquire the necessary knowledge.
Scale of assessment (preliminary/final): 100% of the interim assessment

Learning outcomes:

The main aim of the training is that during the exercises the students will practically master the basic methods of analysis and interpretation of quantitative data in the field of psychological research. They will also use them in the study of other disciplines, possibly in research for their bachelor thesis. The students will master the skill of working with a selected statistical data processing program. The students will learn how to store collected data, carry out their description, and name key outcomes relevant also for pedagogical practice using empirical procedures of analysis and comparison with respect to the defined research problem. The students will understand the benefits of applying statistical procedures in pedagogical practice and gain the ability to interpret and critically evaluate relevant data.

Class syllabus:

1. Research problem, operationalization, research/theoretical hypotheses, research designs.
2. Introduction to SPSS, data description (mean, median, variability, etc.).
3. Correlation versus causality, introduction to working with and sorting data.
4. Tests of normality and data distribution, basic data visualization.
5. Inferential tests, null hypothesis, between-subjects, and within-subjects designs.
6. Substantial significance, Bonferroni correction.
7. Validity and reliability of tests.
8. Moderator, mediator, correlation, regression.

Recommended literature:

Compulsory readings:

Guráň, P., Fero, P., & Ritomský, A. (2018). *Základy spracovania sociologických dát pomocou SPSS*.

Recommended readings:

Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. Sage.

Goss-Sampson, M. A. (2019). *Statistical Analysis in JASP: A Guide for Students*.

Harris, P. (2008). Designing and reporting experiments in psychology. McGraw-Hill Education.
Somorčík, J., & Teplička, I. (2015). Štatistika zrozumiteľne. ENIGMA Publishing.
Terek, M. (2017). Interpretácia štatistiky a dát. 5.vyd. Equilibria.

Languages necessary to complete the course:

Slovak and English language

Notes:

It is necessary to have the latest version of IBM-SPSS installed, or a similar free software alternative such as JASP or Jamovi.

Past grade distribution

Total number of evaluated students: 157

A	ABS	B	C	D	E	FX
26,11	0,0	26,11	22,29	14,01	10,83	0,64

Lecturers: PaedDr. Eva Vancu, PhD.

Last change: 19.10.2025

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde009/22	Course title: Teaching practice (A)
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 1t Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student completes an introductory practice seminar with the practice methodologist and a hospitality in a primary or secondary school according to the subject/subject specialization of the practice in the range of 10 - 20 hours. The student will keep a practice portfolio of the hours of hospitalisation, which he/she will submit to the practice methodologist for evaluation in print or electronic form (as agreed with the practice methodologist). The final assessment takes the form of a colloquium. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A - excellent results: the student is able to apply procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The goal of the Teaching Practicum (A) is to initiate the professional vision of male and female student teachers, particularly in terms of descriptive and identification. After completing the course, the student knows and can navigate in school documentation, can process the record of the educational unit hospitalization, can describe educational phenomena (elements of communication in the learning group, individual differences of pupils, phenomena of the dynamics of the learning group), can identify the individual educational goals, methods, forms, principles and content elements of education. The aim of the course is also to observe and analyse the manifestations of the teacher's personality and the classroom environment. The student will be able to distinguish and evaluate the application of positive and negative evaluation in teaching, be able to identify non-standard educational situations and evaluate the effectiveness of their solution.

Class syllabus:

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization - pre-praxis meeting: defining the objectives, methods and focus of the hospitalization.

The implementation phase of hospitalization - own observation of the educational process and processing of the hospitalization portfolio with emphasis on aspects of Communication in education, elements of communication, individual differences of pupils, phenomena of the dynamics of the learning group, educational goals, methods, forms, principles and content elements of education, manifestations of the teacher's personality and the classroom environment, positive and negative evaluations in teaching, non-standard educational situations.

The final phase of the hospitalization - post-hospitalization colloquium: analysis of the practice portfolio, reflection and interpretation of the observed educational phenomena. Familiarisation with the school documentation: state and school curriculum, electronic class book, online student book, Edupage information system. Educational standards, individual education plans, etc.

Recommended literature:

Reference sources:

Compulsory reading:

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7.

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 101 s. ISBN 978-80-7097-904-4.
 KOSTRUB, D., SEVERINI, E. Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. 2016. Učiteľské praxe – súčasné poznatky a perspektivy. Brno. 2016. Masarykova univerzita. ISBN 978-80-210-8274-8
 STRAKOŠ, J. 2021. Mimovyučovacie činnosti učiteľa v škole: Metodika stáže A. Bratislava: Univerzita Komenského, 2021. ISBN 978-80-223-5231-4
 The national curriculum for ISCED 2 and ISCED 3.
 Pedagogical documentation

Languages necessary to complete the course:

slovak language

Notes:

The student enrolls in Teaching practice (A) concurrently with the course or after completing the course Theoretical basics of education. Pedagogical Practices are carried out on dates determined by the schedule of the academic year of the Faculty of Arts of Charles University and are preceded by an introductory instructional session with the student's practice methodologist.

Past grade distribution

Total number of evaluated students: 1409

A	ABS	B	C	D	E	FX
62,6	0,0	27,18	5,75	0,85	0,57	3,05

Lecturers:

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde009/22	Course title: Teaching practice (A)
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 1t Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student completes an introductory practice seminar with the practice methodologist and a hospitality in a primary or secondary school according to the subject/subject specialization of the practice in the range of 10 - 20 hours. The student will keep a practice portfolio of the hours of hospitalisation, which he/she will submit to the practice methodologist for evaluation in print or electronic form (as agreed with the practice methodologist). The final assessment takes the form of a colloquium. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A - excellent results: the student is able to apply procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The goal of the Teaching Practicum (A) is to initiate the professional vision of male and female student teachers, particularly in terms of descriptive and identification. After completing the course, the student knows and can navigate in school documentation, can process the record of the educational unit hospitalization, can describe educational phenomena (elements of communication in the learning group, individual differences of pupils, phenomena of the dynamics of the learning group), can identify the individual educational goals, methods, forms, principles and content elements of education. The aim of the course is also to observe and analyse the manifestations of the teacher's personality and the classroom environment. The student will be able to distinguish and evaluate the application of positive and negative evaluation in teaching, be able to identify non-standard educational situations and evaluate the effectiveness of their solution.

Class syllabus:

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization - pre-praxis meeting: defining the objectives, methods and focus of the hospitalization.

The implementation phase of hospitalization - own observation of the educational process and processing of the hospitalization portfolio with emphasis on aspects of Communication in education, elements of communication, individual differences of pupils, phenomena of the dynamics of the learning group, educational goals, methods, forms, principles and content elements of education, manifestations of the teacher's personality and the classroom environment, positive and negative evaluations in teaching, non-standard educational situations.

The final phase of the hospitalization - post-hospitalization colloquium: analysis of the practice portfolio, reflection and interpretation of the observed educational phenomena. Familiarisation with the school documentation: state and school curriculum, electronic class book, online student book, Edupage information system. Educational standards, individual education plans, etc.

Recommended literature:

Reference sources:

Compulsory reading:

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7.

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 101 s. ISBN 978-80-7097-904-4.
 KOSTRUB, D., SEVERINI, E. Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. 2016. Učiteľské praxe – súčasné poznatky a perspektivy. Brno. 2016. Masarykova univerzita. ISBN 978-80-210-8274-8
 STRAKOŠ, J. 2021. Mimovyučovacie činnosti učiteľa v škole: Metodika stáže A. Bratislava: Univerzita Komenského, 2021. ISBN 978-80-223-5231-4
 The national curriculum for ISCED 2 and ISCED 3.
 Pedagogical documentation

Languages necessary to complete the course:

slovak language

Notes:

The student enrolls in Teaching practice (A) concurrently with the course or after completing the course Theoretical basics of education. Pedagogical Practices are carried out on dates determined by the schedule of the academic year of the Faculty of Arts of Charles University and are preceded by an introductory instructional session with the student's practice methodologist.

Past grade distribution

Total number of evaluated students: 1409

A	ABS	B	C	D	E	FX
62,6	0,0	27,18	5,75	0,85	0,57	3,05

Lecturers: Mgr. Vladimíra Zemančíková, PhD., PaedDr. Eva Labudová, PhD., Mgr. Štefánia Ferková, PhD., PaedDr. Tímea Šeben Zaťková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde010/22	Course title: Teaching practice (B)
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 1t Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the practice methodologist, and will complete at least 10 hours of hospitalization at a primary or secondary school according to the subject/content specialization. The student will keep a personal portfolio of teaching practice from the hours of hospitalization. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The portfolio is submitted by the student to the Practice Methodologist for evaluation, and at the end of the portfolio the student will attend a colloquium to evaluate and reflect on the teaching practice. For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

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

Learning outcomes:

Learning outcomes and transferable competences:

The goal of Teaching Practice B is to initiate students' professional vision at the level of descriptive and identification. After completing the pedagogical practice B, the student knows and can work with pedagogical documentation, can process the record of the teaching unit hospitalization. Identifies the main objectives, methods, forms and phases of the teaching process. Can describe the elements of communication and classroom dynamics.

Class syllabus:

Brief outline of the course:

The aim of teaching practice B is to enable students to observe the teaching process from the perspective of a future teacher. During the practicum, students observe the teaching process of the practicing teachers and, on the basis of theoretical knowledge of general didactics, analyse the teaching process in its entirety and, in the final reflection, formulate a characterisation of the observed teaching, the working atmosphere, evaluate the pedagogical competence of the practicing teachers, point out the positives and negatives, propose their own solutions and describe suggestions for change, and give their own reflections on the profession of teaching, where they are in relation to the observed teaching process.

Preparatory phase for the practice: pre-practicum seminar, definition of requirements for the implementation of the practice, preparation and study of hospitality sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.

The implementation phase of the practice: self-observation of the teaching process, processing of hospitality sheets with emphasis on aspects of objectives, methods, Communication in education, teacher and pupils' activities, identification of teaching phases, cognitive functions, pupils' activity and activation, and a comprehensive record of the teaching process.

Evaluation phase of practice: interpretation of observed educational phenomena, analysis of the hospital portfolio, reflection on the pedagogical practice B.

Recommended literature:

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7.

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 101 s. ISBN 978-80-7097-904-4.

KOMENSKÝ, J. A. (1954). Veľká didaktika. Bratislava: SPN, 272 s. ISBN 9-3264/53

KOSTRUB, D., SEVERINI, E. Portfólio v pedagogickej praxi študenta. In: ŠVEC, V.,

LOJDOVÁ, K., PRAVDOVÁ, B. 2016. Učiteľské praxe – súčasné poznatky a perspektivy.

Brno: Masarykova univerzita. ISBN 978-80-210-8274-8 <https://munispace.muni.cz/library/catalog/book/829>

KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus. 370 s., ISBN 978-80-8951-061-0

KOSTRUB, D. 2008. Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6

KOSTRUB, D., OSTRADICKÝ, P. (2016). Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MŁODZIEZY I DOROSŁYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.

KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. 28 s. ISBN 978-80-210-9581-6 https://www.phil.muni.cz/do/fi/is/sebehodnotici_nastroj/Standard-kvality-profesnich-kompetenci.pdf

STRAKOŠ, J. 2021. Mimovýučovacie činnosti učiteľa v škole: Metodika stáže A. Bratislava: Univerzita Komenského, 2021, 30 s., (1,45 AH), ISBN 978-80-223-5231-4

National curriculum for ISCED 2 and ISCED 3

Languages necessary to complete the course:

slovak, english and czech

Notes:

The student enrolls in Pedagogical Practice (B) concurrently with the course or after completing the course General Didactics. Pedagogical Practices are carried out on dates determined by the schedule of the academic year of the Faculty of Arts of Charles University and are preceded by an introductory instructional session with the student's practice methodologist.

Past grade distribution

Total number of evaluated students: 1269

A	ABS	B	C	D	E	FX
53,66	0,0	25,06	12,21	4,81	2,29	1,97

Lecturers: Ing. Eva Tóblová, PhD., PhDr. Dušan Damián Brezány, Mgr. Peter Ostradický, PhD., Mgr. Eva Gáliková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde010/22	Course title: Teaching practice (B)
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 1t Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the practice methodologist, and will complete at least 10 hours of hospitalization at a primary or secondary school according to the subject/content specialization. The student will keep a personal portfolio of teaching practice from the hours of hospitalization. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The portfolio is submitted by the student to the Practice Methodologist for evaluation, and at the end of the portfolio the student will attend a colloquium to evaluate and reflect on the teaching practice. For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

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

Learning outcomes:

Learning outcomes and transferable competences:

The goal of Teaching Practice B is to initiate students' professional vision at the level of descriptive and identification. After completing the pedagogical practice B, the student knows and can work with pedagogical documentation, can process the record of the teaching unit hospitalization. Identifies the main objectives, methods, forms and phases of the teaching process. Can describe the elements of communication and classroom dynamics.

Class syllabus:

Brief outline of the course:

The aim of teaching practice B is to enable students to observe the teaching process from the perspective of a future teacher. During the practicum, students observe the teaching process of the practicing teachers and, on the basis of theoretical knowledge of general didactics, analyse the teaching process in its entirety and, in the final reflection, formulate a characterisation of the observed teaching, the working atmosphere, evaluate the pedagogical competence of the practicing teachers, point out the positives and negatives, propose their own solutions and describe suggestions for change, and give their own reflections on the profession of teaching, where they are in relation to the observed teaching process.

Preparatory phase for the practice: pre-practicum seminar, definition of requirements for the implementation of the practice, preparation and study of hospitality sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.

The implementation phase of the practice: self-observation of the teaching process, processing of hospitality sheets with emphasis on aspects of objectives, methods, Communication in education, teacher and pupils' activities, identification of teaching phases, cognitive functions, pupils' activity and activation, and a comprehensive record of the teaching process.

Evaluation phase of practice: interpretation of observed educational phenomena, analysis of the hospital portfolio, reflection on the pedagogical practice B.

Recommended literature:

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7.

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 101 s. ISBN 978-80-7097-904-4.

KOMENSKÝ, J. A. (1954). Veľká didaktika. Bratislava: SPN, 272 s. ISBN 9-3264/53

KOSTRUB, D., SEVERINI, E. Portfólio v pedagogickej praxi študenta. In: ŠVEC, V.,

LOJDOVÁ, K., PRAVDOVÁ, B. 2016. Učiteľské praxe – súčasné poznatky a perspektivy.

Brno: Masarykova univerzita. ISBN 978-80-210-8274-8 <https://munispace.muni.cz/library/catalog/book/829>

KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus. 370 s., ISBN 978-80-8951-061-0

KOSTRUB, D. 2008. Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6

KOSTRUB, D., OSTRADICKÝ, P. (2016). Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MŁODZIEZY I DOROSŁYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.

KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. 28 s. ISBN 978-80-210-9581-6 https://www.phil.muni.cz/do/fi/is/sebehodnotici_nastroj/Standard-kvality-profesnich-kompetenci.pdf

STRAKOŠ, J. 2021. Mimovýučovacie činnosti učiteľa v škole: Metodika stáže A. Bratislava: Univerzita Komenského, 2021, 30 s., (1,45 AH), ISBN 978-80-223-5231-4

National curriculum for ISCED 2 and ISCED 3

Languages necessary to complete the course:

slovak, english and czech

Notes:

The student enrolls in Pedagogical Practice (B) concurrently with the course or after completing the course General Didactics. Pedagogical Practices are carried out on dates determined by the schedule of the academic year of the Faculty of Arts of Charles University and are preceded by an introductory instructional session with the student's practice methodologist.

Past grade distribution

Total number of evaluated students: 1269

A	ABS	B	C	D	E	FX
53,66	0,0	25,06	12,21	4,81	2,29	1,97

Lecturers:

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde002/22	Course title: Theory of education
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 3 per level/semester: 39 Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 1.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by examination, 50% of the interim and 50% of the final assessment. The interim evaluation includes the following: - continuous work during the semester focused on current issues of education, defining educational goals, concretizing educational principles, identifying educational methods, etc. - 15 points, - term paper focused on a selected area of education - 35 points. The final evaluation includes the following: - final written examination - 50 points. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good	

professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

Students will gain knowledge and understanding of the educational and self-educational process in a social context with emphasis on the application of the principles of creative-humanistic education and the presentation of new approaches and perspectives in the development of modern educational theory. On a theoretical-empirical level, students are able to implement a variety of educational activities and activities that can be applied within the profession of teacher/educator/teaching assistant and have the competence to solve basic problem situations in educational practice in collaboration with other professionals.

Transferable competences: the course develops students' analytical, critical, evaluative and creative thinking, reasoning in context and supports the development of their interpersonal skills, self-development and personal and professional growth

Class syllabus:

Brief outline of the course:

1. An introduction to the discipline of educational theory. Theoretical foundations and determinants of education. Creative-humanistic education.
2. Views on education. Education in different historical periods.
3. School documents and legislation with a focus on education. Educational programme.
4. Goals of education and their determination.
5. The concept of education and self-education, functions, conditions and factors of education. The process of education/self-education and its phases.
6. Educational methods and new trends.
7. Characteristics and classification of educational principles.
8. Concretization of the content of educational action: moral education, pro-social education, intellectual education, aesthetic education, work education, physical education, ecological and environmental education, multicultural education, etc.
9. Organizational forms and means of education.
10. The personality of the teacher/educator/teaching assistant in the educational process. Educational styles and requirements for the personality of the teacher/educator/teaching assistant. Code of ethics of the teaching profession.
11. The personality of the child in the educational process. Categorization of factors of personality formation, bio-psycho-social determination of personality development and education.
12. Educational environment and its importance for a person.

13. Family and family education. Educational styles in the family. Negative tendencies in family upbringing.
14. Educational conditions of the school environment. Negative phenomena in the school environment and their prevention.
15. Education outside the classroom and its specifics

Recommended literature:

Reference sources:

Required reading:

Gogová, A., Kročková, Š., Pintes, G. 2004. Žiak - sloboda - výchova. Prešov: Vydavateľstvo M. Vaška. 312 s. ISBN 80-8050-675-2

Potočárová, M., Derková, J., Ferková, Š., Koldeová, L. 2021. Teória výchovy 1. Bratislava: UK. ISBN 978-80-223-5327-4

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

Recommended reading:

Derková, J. 2018. Rodina ako výchovné prostredie. Bratislava: Iris, 2018. 144 s. ISBN 978-80-8200 034-7

Ferková, Š., Prevendárová, J., Koldeová, L. et al 2017. Morálne kompetencie žiakov. Metodická príručka pre učiteľov na nižšom sekundárnom stupni vzdelávania. Bratislava: UK. 212 s. ISBN 978-80-223-4432-6

Hlásna, S., Horváthová, K., Mucha, M., Tóthová, R. 2006. Úvod do pedagogiky. Nitra: Enigma, 2006. 356 s. ISBN 80-89132-29-4

Koldeová, L. 2018. Odmeny a tresty v rodinnej výchove. Bratislava: UK. 161 s. ISBN 978-80-223-4649-8

Kosová, B. 2015. Filozofické a globálne súvislosti edukácie. Banská Bystrica: Belianum. 174 s. ISBN 978-80-557-1021-1

Kratochvílová, E. et a. 2007. Úvod do pedagogiky. Trnava: PF TU. 168 s. ISBN: 978-80-8082-145-6

Pelikán, J. 1995. Výchova jako teoretický problém. Ostrava: Amosium Servis. ISBN 80-85498-27-8

Potočárová, M. Pedagogika rodiny. 2008. Teoretické východiská rodinnej výchovy. Bratislava: Univerzita Komenského. 216 s. ISBN: 978-80-223-2458-8

Skarupská, H. 2016. Filozofie a Teorie výchovy. Studijní opora. Praha: Hnutí R. ISBN 978-80-86798-70-7

Strouhal, M. 2013. Teorie výchovy. Praha: Grada. ISBN 978-80-2474-0

Trabalíková, J., Macháček, D., Zemančíková, V. 2014. Výchova v utváraní osobnosti. Žilina: Žilinská univerzita. ISBN 978-80-554-0904-7

Zelina, M. 2004. Teórie výchovy alebo hľadanie dobra. Bratislava: SPN. ISBN 80-10-00456-1.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 201

A	ABS	B	C	D	E	FX
33,83	0,0	21,89	23,88	8,46	4,98	6,97

Lecturers: PaedDr. Eva Labudová, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde023/22	Course title: Therapeutic Pedagogy for the Helping Professions
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: 2 hours seminar/week; total 22 hours per semester, combined form (primarily full-time) Student workload: 11 x 2 hours of teaching = 22 hours; 14 hours of preparation for the midterm test; 20 hours of case study and design of a therapeutic-pedagogical intervention (set of exercises, programme); 4 hours of preparation of the presentation of the case study and the programme. Total 60 hours. Teaching methods: Seminar: lecture in connection with the discussion on the topic, e-learning, critical reflection of relevant videos in the field of application of therapeutic-pedagogical therapies in practice, critical reflection of current basic and applied research in the field of therapeutic-pedagogical intervention in the Slovak Republic and in the world (monographs, journals, databases of scientific knowledge, case studies, etc.), work in small groups (pairs/threes, etc.), work in small groups (pairs/threes, etc.) on the assignment of solving a specific problem or application of knowledge from therapeutic pedagogy in practice (e.g. methods applicable in therapeutic-educational intervention with an individual or a family, simulated examples of practice/case studies); cooperative or group evaluation and sharing of knowledge; presentation of the output (case studies and therapeutic-pedagogical proposal of intervention) in a study group.	
Number of credits: 2	
Recommended semester: 2.	
Educational level: I.	
Prerequisites:	
Course requirements: 100% continuous assessment The continuous assessment includes a mid-term test (30% of the grade), the completion of two assignments (20% of the grade), the completion and oral presentation of a short case study of a client in a difficult life situation and the proposal of a therapeutic-pedagogical intervention (program) (50% of the grade). To pass the course, a minimum of 60% of the total score is required. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good – above-average standard), C (85-76%, good - normal reliable work),	

D (75-68%, satisfactory - acceptable results),

E (67-60%, marginal performance - results fulfil the minimum criteria),

Fx (59-0%, inadequate - additional work required).

For a grade of A, the student is required to demonstrate excellent accuracy and active critical and creative reflection on the knowledge of the field of therapeutic pedagogy, including its meaningful integration with the knowledge of their field of study as well as other disciplines. Demonstrate the ability to have a good understanding of the principles, guidelines, and methods of therapeutic-educational support. Also, in identifying client needs and resources as well as means of assistance.

A grade of B indicates that the student reflects critically on the knowledge of the field of therapeutic pedagogy, including its meaningful integration with the knowledge of their field of study as well as other disciplines, in a reasonably good manner. Demonstrates the ability to be very knowledgeable about the principles, guidelines, and methods of therapeutic-educational assistance, identifying client needs and resources as well as means of assistance.

A grade of C will be awarded if the student is able to critically reflect well on the knowledge of the field of therapeutic pedagogy, including its appropriate integration with the knowledge of their field of study as well as other disciplines. The student has demonstrated the ability to be well versed in the principles, guidelines, and methods of therapeutic educational assistance, identification of client needs and resources as well as means of assistance.

A grade of D indicates that the student has limited, moderately critical reflection on the knowledge of the field of therapeutic pedagogy, including its appropriate integration with the knowledge of their field of study as well as other disciplines. The student demonstrates the ability to satisfactorily navigate the principles, guidelines, and methods of therapeutic-educational assistance, identifying client needs and resources as well as the means of assistance.

A grade of E will be given if the student reflects critically on the knowledge of the field of therapeutic pedagogy to a limited extent. The student has difficulty understanding and navigating the principles, guidelines, and methods of therapeutic-educational assistance, identification of client needs and resources, and means of assistance.

The Fx evaluation requires further study and work by the student.

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

Learning outcomes:

The goal of the Therapeutic Pedagogy for the Helping Professions course is for students to acquire knowledge related to the holistic being of the person in the context of their development, environment and relationships, learning, emotional experience, agency, and health, with a focus on personal assistance, inclusion, and promoting the participation of the individual at every age. The course Therapeutic Pedagogy for the Helping Professions is an integral part of the systemic knowledge framework of the combined Psychology Teacher Education degree, in line with the mission and strategic goals of the PdF UK, as well as the graduate profile itself.

By successful graduation, students will have critically mastered (to the extent as indicated in the grading scale above) the current theoretical and empirical knowledge of the field of therapeutic pedagogy - principles, principles and specifics of the integration of educational and therapeutic efforts, the roles and competencies of the therapeutic educator in the levels of diagnosis, prevention, counselling, therapeutic education, accompaniment and therapeutic-educational intervention). They will be able to have a deeper orientation in the person's difficult situation, in the meaning and possibilities of early help, as well as help from the recipient's relational persons. They will demonstrate (regarding the scope of the course) an adequate orientation in the methods of therapeutic-pedagogical assistance and the specifics of therapeutic-pedagogical therapies: art therapy, bibliotherapy, drama therapy, occupational therapy, music therapy, psychomotor therapy, and play therapy.

Students of psychology teaching should use the acquired knowledge and skills in the study of other subjects of their study programme, but especially in practice, in preventive counselling and educational activities in the school system (towards optimisation of developmental conditions of specific pupils/students and solving potential developmental problems, in this direction also by cooperation with other school staff and parents, etc.).

Class syllabus:

1. Theoretical background of the field of Therapeutic Pedagogy (subject, principles, guidelines) - specifics of the integration of educational and therapeutic efforts.
2. The image of a person - a provider and a recipient of help. A holistic approach to the person (pupil, client, patient) in education and therapy. Orientation in the life situation of the recipient.
3. Roles and competences of the therapeutic educator (diagnosis, prevention, counselling, therapeutic education, accompaniment, therapy).
4. Inclusive potential of therapeutic-educational intervention.
5. Orientation in the person's situation, early help, help to the family (contact, helping relationship). Types and specifics of validation in communication with the recipient of help and their guardians (close relational persons). Methods of therapeutic-pedagogical assistance.
6. Therapeutic-educational exercises and programs in therapeutic-educational care.
7. Therapeutic-educational disciplines in therapeutic-pedagogy: art therapy, bibliotherapy, drama therapy, occupational therapy, music therapy, psychomotor therapy, play therapy.

Recommended literature:

Compulsory/Recommended readings:

Hornáková, M. (2007). Liečebná pedagogika pre pomáhajúce profesie. Občianske združenie Sociálna práca.

Janoško, P. et al. (2020). Učiace sa spoločenstvo – výzva pre inkluzívne vzdelávanie. Univerzita Komenského.

Recommended literature:

Hornáková, M. (2014). Kroky k inkluzívnej škole. Verbum.

Janoško, P. (2015). Rodinný systém v kontexte teórie a praxe. Verbum.

Janoško, P., & Neslušanová, S. (2014). Škola s inkluzívnou klímou. Verbum.

Klein, F. et al. (2009). Liečebná pedagogika. Sapientia.

Revue liečebnej pedagogiky - vedecko-odborný časopis PRO LP asociácie liečebných pedagógov na Slovensku, <https://prolp.sk/lp-revue/>

Languages necessary to complete the course:

Slovak, Czech and English (to increase the depth of study and activities during lectures)

Notes:

Past grade distribution

Total number of evaluated students: 25

A	ABS	B	C	D	E	FX
96,0	0,0	4,0	0,0	0,0	0,0	0,0

Lecturers: Mgr. Tímea Lelovič, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde018/22	Course title: Training of communication competences
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: 2 hours of practice/week, total of 22 hours per semester, combined form (primarily full-time) Student workload: 11 x 2 hours of teaching = 22 hours; continuous preparation for class (14 hours); work on the preparation of assignments (14 hours), total of 50 hours Teaching methods: Dialogical and discussion methods, experiential and activating methods (staging methods, psychological games, situational and case methods), active group work, work with tests and questionnaires, heuristic and problem-based methods, reflective essay, guided self-study, work with text and information sources.	
Number of credits: 2	
Recommended semester: 1.	
Educational level: I.	
Prerequisites:	
Course requirements: 100% of intermediate assessment Interim assessment includes the work of students in completing interim tasks and assignments, which are realized by individual preparation by the student (total 30% of the assessment), as well as by his/her active participation in activities during the hours of implementation of the course (total 70% of the assessment). To pass the course, a minimum score of 60% is required. Individual assignments are focused on finding a text with a communication sample (in the range of about A4 format) and its analysis according to the teacher's instructions (10%) and elaboration of an assignment on the topic of the strengths and weaknesses of the student's communication (10%). The student will continue to work with the developed material in class. At the end of the semester, the student will produce a reflective essay providing feedback on the course and the student's opinion of his/her communication competence (10% of the grade). Within the course teaching during the semester, space is devoted to specific activities and simulations of dealing with different communicative situations in which the student actively participates, on the topics of verbal (10%), non-verbal (10%), assertive (10%) and negative (10%) communication, communication in conflict situations (10%), active listening (10%) and effective feedback (10%). Ratings are given on a scale:	

A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required).

For a grade of A, the student needs to be actively involved in solving the techniques and activities presented in class continuously throughout the semester, actively solve the assigned individual tasks, master the techniques to develop the communication areas, and try to develop his/her communication competences, try to solve the tasks creatively, actively express his/her own opinion.

B grade means that the student is actively involved in solving techniques and activities presented in class, solves individual tasks, has mastered techniques for developing communication areas, has made efforts to develop his/her communication competencies, to a lesser extent seeks original solutions to the tasks set, actively expresses his/her own opinion.

C grade means that the student is usually actively involved in solving the techniques and activities presented in class during the semester, actively solves only some of the set tasks, masters the techniques for developing communication areas, and tries to develop their communication competencies only in some areas, uses creativity in solving the set tasks to a lesser extent, actively expresses his/her own opinion.

Grade D means that the student's activity during the semester in solving the activities presented in class is at a weaker level, the solutions to the tasks are slightly deficient, the student is deficient in the mastery of techniques for developing communication areas, interest in developing his/her communication competences is sporadic, he/she often solves the tasks set only with external help, he/she is more passive in expressing his/her own opinions.

Grade E means that the student is passive during the semester in solving the activities presented in class, is minimally involved in the activities and solving the set tasks, mastery of techniques for developing communication areas is minimal, and shows no interest in developing his/her communication competences, relies more on the group than on himself/herself in solving the tasks, expresses his/her opinions only minimally.

A grade of FX indicates that the student has not sufficiently met the course requirements and extra work is required.

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

Learning outcomes:

The aim of the course is to gain an overview of communication techniques and to acquire skills in the field of communication competences regarding the specifics of communication in an educational environment.

By completing the course, a student:

- understands the basic theories of communication
- has knowledge of verbal and non-verbal communication
- gains an overview of techniques for the development of communication
- is able to use feedback effectively in social communication
- is familiar with the specifics of communication in the school environment
- is aware of the importance of effective communication in the teaching profession
- becomes proficient in the use of a variety of techniques and activities to develop communication
- can evaluate the strengths and weaknesses of their communication competences
- develops and consolidates his/her skills in the area of communication competencies.

Class syllabus:

1. Communication as the basis of social interaction. The function and components of communication, motivation to communicate, and communication context. Intercultural differences in communication.
2. Basic theories of communication.
3. Social perception as part of human communication.
4. Verbal communication and techniques for its development.
5. Non-verbal communication (haptics, proxemics, paralinguistics, posturing, gestures, mimicry, kinesics) and techniques for its development.
6. Active and empathic listening as an important part of communication.
7. Assertive communication and techniques for its development and training.
8. Feedback in communicative interactions.
9. Communication in conflict situations and conflict management in speech.
10. Negative communication and manipulation in communication.
11. Specifics of communication in educational settings. Errors in teacher-pupil communication.

Recommended literature:

Required reading:

De Vitto, J. (2001). *Základy mezilidské komunikace*. Grada.

Lemešová, M., Hamranová, A., Minarovičová, K., Sabová, L., & Sokolová, L. (2017).

Psychológia zážitkom. Metodická príručka. Univerzita Komenského.

Recommended reading:

Kolařík, M. (2011, 2019). *Interakční psychologický výcvik*. Grada.

Komárková, R., Výrost, J., & Slaměnik, J. (Eds.). (2001). *Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik*. Grada.

Sokolová, L. (2015). *Metódy vyučovania psychológie a predmetov osobnostného a sociálneho rozvoja*. Univerzita Komenského (kap. 8-10.)

Škvareninová, O. (2004). *Rečová komunikácia*. SPN.

Vybíral, Z. (2005). *Psychologie komunikace*. Portál.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

The course can be implemented in the form of block teaching or continuously during the semester.

Past grade distribution

Total number of evaluated students: 52

A	ABS	B	C	D	E	FX
94,23	0,0	3,85	0,0	1,92	0,0	0,0

Lecturers: PaedDr. Anežka Hamranová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde005/22	Course title: Training of social competencies of teachers
Educational activities: Type of activities: practicals Number of hours: per week: per level/semester: 24s Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 3.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course. During the training, students will work on three intermediate tasks (reflections on the events of the training), 1 intermediate task for 9 points, a total of 27 points. Upon completion of the training, students will process 1 group distance assignment for 32 points. Final colloquial assessment 41 points. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

Learning outcomes:

Learning outcomes:

- Graduates of the course understand the principles of group dynamics
- The course graduate is well versed/learned and able to critically evaluate group events at the classroom level.
- He approaches the assigned tasks in a complex way, using both the process of analysis and synthesis in the search for solutions. In making decisions, he/she uses thinking strategies based on critical evaluation, which is based on facts and clearly formulated information from reliable information sources.
- On teaching methods aimed at fostering autonomy, cooperation and group work of pupils' creativity as one possible approach and as a source of inspiration for their future teaching practice.
- The graduate can use the acquired knowledge and skills in solving (problem-based) tasks, cooperative and group teaching. He/she is able to analyze the problem and synthesize new solutions. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning. Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.

Class syllabus:

Brief outline of the course:

1. Group dynamics in the classroom
2. Elements of group dynamics
 - Group atmosphere and climate
 - Objectives of the group
 - Cooperation and competition
 - Tension and cohesion
 - Determination of group standards
 - Power and subgroup formation
 - Group structure and identity
 - Leadership and working with leadership
3. Factors promoting group dynamics
 - Group Membership
 - Experimenting

- Group culture
- Communication in a group
- 4. Control versus support for individual and group autonomy
- 5. Managing problem behaviour
- 6. Resolving conflicts in the classroom with the win-win method

Intermediate tasks: after each teaching block, students will make a structured reflection on the events during the training (three reflections in total).

Distance task: after all learning blocks are completed, students work in small groups on one distance task (micro-analysis of group events in the classroom - a model situation from the video).

Final evaluation: after completing the entire training and handing in the interim assignments and the distance assignment, students who have fulfilled the requirements of the interim evaluation will undergo a colloquial final evaluation.

Recommended literature:

Derková, J., Ferková, Š., Kuruc, M., Koldeová, L., Bakošová, Z., Katuščáková, T. (2017). Morálne kompetencie žiakov. Metodická príručka pre učiteľov na nižšom sekundárnom stupni vzdelávania. Bratislava: Univerzita Komenského v Bratislave, 2017. 214 s.

Kostrub, D., Tóthová, R. a Ferková, Š. (2017) Žiak, učiteľ a výučba. Prešov: Rokus, 2017. 368s.

Kratochvíl, S. (2009). Skupinová psychoterapia v praxi. Praha: Galén, 2009. 297s.

Labáth, V., Smik, J., Matula, Š. (2011). Expoprogram, Intervenčný program pre prácu s deťmi a mládežou. Bratislava: Univerzita Komenského v Bratislave, 2011. 275s.

Lemon, D. (2021). Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College. Hoboken: Jossey-Bass, NJ., 2021. 504s.

Rieger, Z. (2007). Loď skupiny. Praha: Portál, 2007. 208s.

Languages necessary to complete the course:

knowledge of Slovak and English.

Notes:

Past grade distribution

Total number of evaluated students: 181

A	ABS	B	C	D	E	FX
72,38	0,0	12,71	7,18	3,87	0,55	3,31

Lecturers: doc. Mgr. Martin Kuruc, PhD., Mgr. Peter Ostradický, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KP/B-VUZde045/25			Course title: Učenie hrou			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 1., 3., 5.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 23						
A	ABS	B	C	D	E	FX
73,91	0,0	17,39	0,0	0,0	8,7	0,0
Lecturers: PhDr. Dušan Damián Brezány, doc. Mgr. Martin Kuruc, PhD., Mgr. Timotej Smutný, Mgr. Barbora Jaslovská, PhD.						
Last change: 08.09.2025						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KP/B-VUZde045/25			Course title: Učenie hrou			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 2., 4., 6.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 23						
A	ABS	B	C	D	E	FX
73,91	0,0	17,39	0,0	0,0	8,7	0,0
Lecturers:						
Last change: 08.09.2025						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPg/B-VUZde039/23		Course title: Zvedavé učenie 1				
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 1., 3., 5.						
Educational level: I.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 71						
A	ABS	B	C	D	E	FX
76,06	0,0	11,27	0,0	2,82	0,0	9,86
Lecturers: Mgr. Barbora Jaslovská, PhD., doc. Mgr. Martin Kuruc, PhD., Mgr. Eva Gáliková, PhD.						
Last change:						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPg/B-VUZde040/23		Course title: Zvedavé učenie 2				
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 2., 4., 6.						
Educational level: I.						
Prerequisites: PdF.KPg/B-VUZde039/23 - Zvedavé učenie 1						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 34						
A	ABS	B	C	D	E	FX
76,47	0,0	17,65	0,0	2,94	0,0	2,94
Lecturers: Mgr. Barbora Jaslovská, PhD., doc. Mgr. Martin Kuruc, PhD., Mgr. Eva Gáliková, PhD.						
Last change:						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/B-VUZde041/24	Course title: Študentská vedecká, odborná a umelecká činnosť 1
Educational activities: Type of activities: Number of hours: per week: per level/semester: Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements:	
Learning outcomes:	
Class syllabus:	
Recommended literature:	
Languages necessary to complete the course:	
Notes:	
Past grade distribution Total number of evaluated students: 6	
ABS	M
100,0	0,0
Lecturers:	
Last change: 20.02.2025	
Approved by: prof. PaedDr. Dušan Kostrub, PhD.	

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/B-VUZde042/24	Course title: Študentská vedecká, odborná a umelecká činnosť 2
Educational activities: Type of activities: Number of hours: per week: per level/semester: Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements:	
Learning outcomes:	
Class syllabus:	
Recommended literature:	
Languages necessary to complete the course:	
Notes:	
Past grade distribution Total number of evaluated students: 0	
ABS	M
0,0	0,0
Lecturers:	
Last change: 20.02.2025	
Approved by: prof. PaedDr. Dušan Kostrub, PhD.	