

# Course descriptions

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## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde003/22	<b>Course title:</b> Applied didactics of art
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, 10 hours lecture, 2 hours seminar, combined form (primarily in-person teaching.) Number of hours: 12 LS (5 credits) 12 hours of instruction, continuous assignments 2 x 25 hours = 50 hours, preparation for presentation 12 hours, presentation 6 hours, study of literature 30 hours, preparation of final paper 30 hours, 10 final presentation. Total 150 hours of student work. Teaching methods: Dialogical methods (interview, debate, polemic, discussion), group work, guided self-study (studying literature, solving assignments, e-learning).	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The course is completed with an examination, written work and continuous assignments and presentations. A minimum of 91 points is required for an A grade, a minimum of 81 points for a B grade, a minimum of 71 points for a C grade, a minimum of 61 points for a D grade, and a minimum of 51 points for an E grade. Credit will not be awarded to a student who fails to complete any of the assigned topics. The grade is awarded on a scale of: A (100-91%, excellent - outstanding results) - the student has an excellent level of mastery of the topic, demonstrates independent analytical and critical thinking, can independently produce both interim and final assignments at an excellent level, and demonstrates metacognitive competence. B (90-81%, very good - above average standard) - student masters the problem at an excellent level (with only minor inaccuracies), demonstrates independent analytical and critical thinking, can independently create interim and final assignments at an excellent level, demonstrates evaluative and procedural cognitive skills.	

<p>C (80-73%, good - normal reliable work) - student has a good level of mastery of the subject matter (with a few errors or inaccuracies), demonstrates independent analytical and critical thinking, can independently create interim and final assignments at a good level, can apply the procedures of scholarly work.</p> <p>D (72-66%, satisfactory - acceptable results) - the student masters the subject at an average level (with more significant errors), can independently create intermediate and final assignments at an average level, demonstrates conceptual knowledge and the ability to think analytically, can argue at an average level.</p> <p>E (65-60%, sufficient - results meet minimum criteria) - student has an acceptable level of mastery of the subject matter (with more significant errors), can independently produce interim and final assignments that are of low but acceptable quality, demonstrates conceptual knowledge, demonstrates low level of argumentation skills.</p> <p>Fx (59-0%, insufficient - additional work is required)- student is unable to apply acquired knowledge, produces interim and final assignments at an insufficient level, does not demonstrate a sufficient level of critical thinking, has not mastered the basic concepts and procedures of scientific work, or does not demonstrate signs of independent study and motivation for it.</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes: Learning objectives and outcomes: The course aims to apply general didactic knowledge and competences to discipline-specific didactics of art-educational subjects. The student understands, grasps the essential facts, concepts, principles and theories related to the research and practice of teaching and its educational system context, in particular the economic, political and cultural determination of personality development by training in the context of art education.</p>
<p><b>Class syllabus:</b></p> <p>Course overview: Didactics as a science and a tool of learning. The pupil, the teacher and the content of teaching as determining factors of the didactics of the field. Theoretical foundations of teaching and learning as applied to vocational didactics. Design, implementation and evaluation of teaching in relation to vocational didactics.</p>
<p><b>Recommended literature:</b></p> <p>Recommended literature: KALHOUS, Z., OBST, O. et al. 2002. Školní didaktika. Praha: Portál, 2002. ISBN 80-7178-253-X. SLAVÍK, J. 1999. Hodnocení v současné škole. Praha: Portál, 1999. ISBN 80-7178 – 262-9. SKALKOVÁ, J. 2007. Obecná didaktika. 2. vyd. Praha: Grada Publishing, 2007. ISBN 978-80-247-1821-7. OBDRŽÁLEK, Z. a kol. 2003. Didaktika pre študentov učiteľ'stva základnej školy. Bratislava: Univerzita Komenského, 2003. ISBN 80-85185-95-4 . TUREK, I. 2008. Didaktika. Bratislava: Iura Edition, 2008. ISBN 978-80-8078-198-9. ŠKODA, J. - DOULÍK P. 2011. Psychodidaktika. Metody efektivního a smysluplného učení a vyučování. Praha: Grada, 2011. ISBN 978-80-247-3341-8.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Languages necessary to complete the course: Slovak, Czech</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>					
Total number of evaluated students: 2					
A	B	C	D	E	FX
0,0	50,0	50,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. Daniela Valachová, PhD.					
<b>Last change:</b> 08.11.2022					
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde003/22	<b>Course title:</b> Applied didactics of art
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, 10 hours lecture, 2 hours seminar, combined form (primarily in-person teaching.) Number of hours: 12 LS (5 credits) 12 hours of instruction, continuous assignments 2 x 25 hours = 50 hours, preparation for presentation 12 hours, presentation 6 hours, study of literature 30 hours, preparation of final paper 30 hours, 10 final presentation. Total 150 hours of student work. Teaching methods: Dialogical methods (interview, debate, polemic, discussion), group work, guided self-study (studying literature, solving assignments, e-learning).	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The course is completed with an examination, written work and continuous assignments and presentations. A minimum of 91 points is required for an A grade, a minimum of 81 points for a B grade, a minimum of 71 points for a C grade, a minimum of 61 points for a D grade, and a minimum of 51 points for an E grade. Credit will not be awarded to a student who fails to complete any of the assigned topics. The grade is awarded on a scale of: A (100-91%, excellent - outstanding results) - the student has an excellent level of mastery of the topic, demonstrates independent analytical and critical thinking, can independently produce both interim and final assignments at an excellent level, and demonstrates metacognitive competence. B (90-81%, very good - above average standard) - student masters the problem at an excellent level (with only minor inaccuracies), demonstrates independent analytical and critical thinking, can independently create interim and final assignments at an excellent level, demonstrates evaluative and procedural cognitive skills.	

<p>C (80-73%, good - normal reliable work) - student has a good level of mastery of the subject matter (with a few errors or inaccuracies), demonstrates independent analytical and critical thinking, can independently create interim and final assignments at a good level, can apply the procedures of scholarly work.</p> <p>D (72-66%, satisfactory - acceptable results) - the student masters the subject at an average level (with more significant errors), can independently create intermediate and final assignments at an average level, demonstrates conceptual knowledge and the ability to think analytically, can argue at an average level.</p> <p>E (65-60%, sufficient - results meet minimum criteria) - student has an acceptable level of mastery of the subject matter (with more significant errors), can independently produce interim and final assignments that are of low but acceptable quality, demonstrates conceptual knowledge, demonstrates low level of argumentation skills.</p> <p>Fx (59-0%, insufficient - additional work is required)- student is unable to apply acquired knowledge, produces interim and final assignments at an insufficient level, does not demonstrate a sufficient level of critical thinking, has not mastered the basic concepts and procedures of scientific work, or does not demonstrate signs of independent study and motivation for it.</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes: Learning objectives and outcomes: The course aims to apply general didactic knowledge and competences to discipline-specific didactics of art-educational subjects. The student understands, grasps the essential facts, concepts, principles and theories related to the research and practice of teaching and its educational system context, in particular the economic, political and cultural determination of personality development by training in the context of art education.</p>
<p><b>Class syllabus:</b></p> <p>Course overview: Didactics as a science and a tool of learning. The pupil, the teacher and the content of teaching as determining factors of the didactics of the field. Theoretical foundations of teaching and learning as applied to vocational didactics. Design, implementation and evaluation of teaching in relation to vocational didactics.</p>
<p><b>Recommended literature:</b></p> <p>Recommended literature: KALHOUS, Z., OBST, O. et al. 2002. Školní didaktika. Praha: Portál, 2002. ISBN 80-7178-253-X. SLAVÍK, J. 1999. Hodnocení v současné škole. Praha: Portál, 1999. ISBN 80-7178 – 262-9. SKALKOVÁ, J. 2007. Obecná didaktika. 2. vyd. Praha: Grada Publishing, 2007. ISBN 978-80-247-1821-7. OBDRŽÁLEK, Z. a kol. 2003. Didaktika pre študentov učiteľ'stva základnej školy. Bratislava: Univerzita Komenského, 2003. ISBN 80-85185-95-4 . TUREK, I. 2008. Didaktika. Bratislava: Iura Edition, 2008. ISBN 978-80-8078-198-9. ŠKODA, J. - DOULÍK P. 2011. Psychodidaktika. Metody efektivního a smysluplného učení a vyučování. Praha: Grada, 2011. ISBN 978-80-247-3341-8.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Languages necessary to complete the course: Slovak, Czech</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>					
Total number of evaluated students: 2					
A	B	C	D	E	FX
0,0	50,0	50,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. Daniela Valachová, PhD.					
<b>Last change:</b> 08.11.2022					
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde007/22	<b>Course title:</b> Arttherapy
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, 10 hours lecture, 2 hours seminar, combined form (primarily in-person teaching) 100% marks Number of hours: direct teaching (12 hours), elaboration of an art therapy case study according to the assignment (30 hours), elaboration of a seminar paper on the assigned problem area in the context of art therapy (30 hours), study and preparation for the written examination (28 hours). Total 12+30+30+28=100 hours (1 credit = 25 hours). Teaching methods: active linking of theoretical knowledge (lecture+seminar) and practical assignments, experiential method (own individual/group work in class), discussion of the topic and assignments.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The student will actively participate in the class, develop assignments for which he/she can earn 12 points. The student will develop an art therapy case study according to the instructor's assignment/structure - direct art therapy work. The student may earn 30 points for the development of an art therapy case study. Produces a term paper on a chosen topic in the context of art therapy (e.g. art therapy for learning disabilities, etc.). The student may receive 30 points for the seminar paper. The student may receive 28 points for the written examination. In total, the student may obtain 100 points 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. Credit will not be awarded to a student who has failed to meet any of the conditions set out above. To pass the course, a score of at least 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding results) - excellent performance, the student has an excellent command of the theoretical knowledge presented, understands the topic, thinks critically about it	

and can apply the knowledge learned in theoretical and practical tasks in an excellent and correct way,

B (90-81%, very good - above average standard) - very good performance, the student has a very good command of the presented knowledge, understands the topic and can apply the learned knowledge very well in theoretical and practical tasks,

C (80-73%, good - normal reliable work) - good performance - the student has a good command of the knowledge presented, can apply the knowledge learned well in theoretical and practical tasks,

D (72-66%, satisfactory - acceptable performance) - satisfactory performance, the student has satisfactory command of the presented knowledge, can apply the learned knowledge satisfactorily in theoretical and practical tasks,

E (65-60%, satisfactory - results meet the minimum criteria) - satisfactory performance - the student partially masters the presented knowledge, can partially apply the learned knowledge in theoretical and practical tasks,

Fx (59-0%, insufficient - additional work is required) - insufficient work, the student does not master the presented knowledge, does not understand the topic and cannot apply the learned knowledge in theoretical and practical tasks.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of the education within the above mentioned subject is to encompass and deepen the student's knowledge in the field of arthropedagogy and art therapy and its wide possibilities.

The student:

- Knows and understands the basic theoretical background of arthropedagogy and art therapy,
- independently reflects on the knowledge of art therapy and art therapy and is able to apply it appropriately in pedagogical practice, pedagogical research and pedagogical diagnostics,
- creatively uses theoretical knowledge in the pedagogical-diagnostic process of artistic expression of children and youth in relation to inclusive pedagogy and art education.

### **Class syllabus:**

Course overview:

Basic concepts in art therapy and arthropedagogy.

Art therapy and arthropedagogy in pedagogical practice.

Problem areas of children in the pedagogical process (SEN, ADHD, anxiety disorders, speech disorders, bullying, medical handicaps, etc.) and the possibilities of art therapy and arthropedagogy in positively influencing them.

Methods and techniques of art therapy as inclusive art education.

General and specific aims of art therapy with a focus on different age groups and problem areas in the context of educational practice.

Group and individual art therapy - possibilities, benefits, risks.

Diagnostic possibilities of art therapy.

Art therapy as a means to assess personality and emotional state in children.

Art therapy research.

### **Recommended literature:**

Odporúčaná literatúra:

David, J.: Století dítěte a výzva obrazu, Brno, 2008. ISBN 978-80-210-4593-4

Landgarten, H.B.: Clinical art therapy, Brunner/ Mazel, INC, 1981. ISBN 0-87360-237-1

Lhotová, M.: Proměny výtvarné tvorby v arteterapii, České Budejovice: Scientia. 2010. ISBN 978-80-7394-209-0

Lhotová, M.; Perout, E.: Arteterapie v souvislostech. Praha: Portál, 2018. ISBN 978-80-262-1272-0

Malchiodi, C.A.: Understanding Children's Drawings., New York: Guildford press, 1998. ISBN 1-57230-351-4

Rubin, J: Přístupy v arteterapii, Triton, 2008. ISBN 978-80-7387-093-5

Šicková, J: Základy arteterapie, Portál, 2002. ISBN 80-7178-616-0

Šicková, J: Arteterapia- úžitkové umenie, Petrus, 2006. ISBN 80-89233-40-4

Žulák Krčmáriková, Z. (2017): Liečebnopedagogická diagnostika problémového správania detí v arteterapii. In: Liečebnopedagogická diagnostika situácie dieťaťa s problémami v správaní [elektronický zdroj]. Bratislava : Univerzita Komenského, 2017. - S. 54-73, ISBN 978-80-223-4427-2.

Žulák Krčmáriková, Z. (2020): Latentné problémy v kontexte detského výtvarného prejavu. Studia Scientifica Facultatis Paedagogicae. - Roč. 19, č. 2 (2020), s. 98-106. ISSN (print) 1323-2232

Vágnerová, M.: Vývoj detskej kresby a jej diagnostické využití. Praha: Raabe, 2017. ISBN 978-80-7496-333-9

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech, English

**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:** prof. PaedDr. Daniela Valachová, PhD., Mgr. Zuzana Žulák Krčmáriková, PhD.

**Last change:** 08.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde007/22	<b>Course title:</b> Arttherapy
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, 10 hours lecture, 2 hours seminar, combined form (primarily in-person teaching) 100% marks Number of hours: direct teaching (12 hours), elaboration of an art therapy case study according to the assignment (30 hours), elaboration of a seminar paper on the assigned problem area in the context of art therapy (30 hours), study and preparation for the written examination (28 hours). Total 12+30+30+28=100 hours (1 credit = 25 hours). Teaching methods: active linking of theoretical knowledge (lecture+seminar) and practical assignments, experiential method (own individual/group work in class), discussion of the topic and assignments.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The student will actively participate in the class, develop assignments for which he/she can earn 12 points. The student will develop an art therapy case study according to the instructor's assignment/structure - direct art therapy work. The student may earn 30 points for the development of an art therapy case study. Produces a term paper on a chosen topic in the context of art therapy (e.g. art therapy for learning disabilities, etc.). The student may receive 30 points for the seminar paper. The student may receive 28 points for the written examination. In total, the student may obtain 100 points 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. Credit will not be awarded to a student who has failed to meet any of the conditions set out above. To pass the course, a score of at least 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding results) - excellent performance, the student has an excellent command of the theoretical knowledge presented, understands the topic, thinks critically about it	

and can apply the knowledge learned in theoretical and practical tasks in an excellent and correct way,

B (90-81%, very good - above average standard) - very good performance, the student has a very good command of the presented knowledge, understands the topic and can apply the learned knowledge very well in theoretical and practical tasks,

C (80-73%, good - normal reliable work) - good performance - the student has a good command of the knowledge presented, can apply the knowledge learned well in theoretical and practical tasks,

D (72-66%, satisfactory - acceptable performance) - satisfactory performance, the student has satisfactory command of the presented knowledge, can apply the learned knowledge satisfactorily in theoretical and practical tasks,

E (65-60%, satisfactory - results meet the minimum criteria) - satisfactory performance - the student partially masters the presented knowledge, can partially apply the learned knowledge in theoretical and practical tasks,

Fx (59-0%, insufficient - additional work is required) - insufficient work, the student does not master the presented knowledge, does not understand the topic and cannot apply the learned knowledge in theoretical and practical tasks.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of the education within the above mentioned subject is to encompass and deepen the student's knowledge in the field of arthropedagogy and art therapy and its wide possibilities.

The student:

- Knows and understands the basic theoretical background of arthropedagogy and art therapy,
- independently reflects on the knowledge of art therapy and art therapy and is able to apply it appropriately in pedagogical practice, pedagogical research and pedagogical diagnostics,
- creatively uses theoretical knowledge in the pedagogical-diagnostic process of artistic expression of children and youth in relation to inclusive pedagogy and art education.

### **Class syllabus:**

Course overview:

Basic concepts in art therapy and arthropedagogy.

Art therapy and arthropedagogy in pedagogical practice.

Problem areas of children in the pedagogical process (SEN, ADHD, anxiety disorders, speech disorders, bullying, medical handicaps, etc.) and the possibilities of art therapy and arthropedagogy in positively influencing them.

Methods and techniques of art therapy as inclusive art education.

General and specific aims of art therapy with a focus on different age groups and problem areas in the context of educational practice.

Group and individual art therapy - possibilities, benefits, risks.

Diagnostic possibilities of art therapy.

Art therapy as a means to assess personality and emotional state in children.

Art therapy research.

### **Recommended literature:**

Odporúčaná literatúra:

David, J.: Století dítěte a výzva obrazu, Brno, 2008. ISBN 978-80-210-4593-4

Landgarten, H.B.: Clinical art therapy, Brunner/ Mazel, INC, 1981. ISBN 0-87360-237-1

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Vágnerová, M.: Vývoj detskej kresby a její diagnostické využití. Praha: Raabe, 2017. ISBN 978-80-7496-333-9

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech, English

**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:** prof. PaedDr. Daniela Valachová, PhD., Mgr. Zuzana Žulák Krčmáriková, PhD.

**Last change:** 08.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde010/22	<b>Course title:</b> Contemporary art and culture
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, 10 hours lecture, 2 hours seminar, combined form (primarily in-person teaching). Number of hours: 10L+2S (4 credits): 10L+2S hours of direct instruction is 12 hours, study of course literature 30 hours, preparation of term paper 48 hours, consultation 20 hours, debate 10 hours. Total 120 hours of student work. Teaching methods: combination of monologic, dialogic and discussion methods: lecture, briefing, discussion on the presented topic, brainstorming on selected topics, discussion groups.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The course is completed with an assessment consisting of a term paper, its presentation and subsequent discussion. 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, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics and assignments. Midterm assignments 20%, term paper 40%, tutorials 20%, debate 20% of the total course grade. Grades are awarded on a scale: A (100-91%, excellent - outstanding results), the student can theoretically reflect on the issues of contemporary art and culture, can analyze, critically evaluate, argue and take their own position. B (90-81%, very good - above average standard), the student has an above average command of the subject matter, demonstrates independent critical thinking and evaluation C (80-73%, good - normal reliable work), student has average command of the material, reliable knowledge of contemporary visual art, critical thinking is borderline,	

D (72-66%, satisfactory - acceptable performance), the student has demonstrated an average knowledge of contemporary art, an average ability to reflect on and theoretically generalize issues in contemporary art and culture

E (65-60%, satisfactory - results meet the minimum criteria), the student has demonstrated basic knowledge of contemporary visual art but minimal ability for independent critical and theoretical reflection. Cannot apply the knowledge to practice.

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

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of the education within the course is to encompass and deepen the student's range of knowledge in the field of contemporary art and culture.

After completing:

Masters the knowledge or essential facts, concepts, principles of cultural determination in the context of contemporary art and culture,

independently reflects and self-reflects on didactic work in the field of didactics and subjects with an artistic focus,

understands, grasps the essential facts, concepts, principles and theories related to research and practice in the context of contemporary art and culture,

creatively uses relevant knowledge to identify creativity in educational realities,

is able to reflect scientifically on the relationships between contemporary art and didactic practice.

### **Class syllabus:**

Course overview:

The course is a reflection on contemporary art and culture in relation to didactic or educational processes. It discusses the relations between the work - the creator - the percipient, with an emphasis on contemporary theory and philosophy of art. The function of contemporary art highlights the importance of communication and audio-visual languages. The concept is based on the study of professional theoretical texts and their various interpretations with application to specific cultural situations, authors and works. It presents specific perspectives on contemporary culture and art from different angles. It introduces the thinking of personalities of contemporary art, as well as strategies, processes of creation and the possibilities of their translation into the didactic process.

### **Recommended literature:**

Compulsory literature:

GERŽOVÁ, J. Slovník svetového a slovenského výtvarného umenia 2. polovice 20 storočia.

Bratislava: Profil, 1999. ISBN 80-9682-830-4.

BARROW, J.D. Vesmír plný umění. Praha: JOTA, 2000. ISBN 80-7217-097-X.

RUSNÁKOVÁ, K. V toku pohyblivých obrazov. Antológia textov o elektronickom a digitálnom umení v kontexte vizuálnej kultúry. Bratislava: AFAD Press, VŠVU 2005. ISBN 80-88675-97-9.

Recommended literature:

BERGER, J. Způsoby vidění. Labyrint. 2016. ISBN 978-80-8726-078-4.

BERGER, R. Cesta s hudbou. Od Palacha po Obama a po Štefánika. Bratislava: Hudobné centrum. ISBN 978-80-89427-13-0.

BERGEROVÁ, X. Dojem - výraz- abstrakcia. In: Bergerová, Drahoš, Kmeť. O výtvarnej výchove. Bratislava: Univerzita Komenského v Bratislave, 2019. ISBN 978-80-223-4757-0. 27.-40. s.

BOSSEUR, J.-Y: Sound And The Visual Arts: Intersections Between Music and Plastic Arts Today. Dis Voir, 1993.

BREUVART, V. Vitamin P, New perspectives in Painting. Phaidon, 2002. ISBN 0-7148-4246-X.

GAŽOVIČOVÁ, N. Trh nikdy nespí. Bratislava: Vlastným nákladom, 2019. ISBN 978 – 80-570-0288-8.

GERŽOVÁ, J. Rozhovory o maľbe. Bratislava: Slovart, 2009. ISBN 978-80-8085-939-8.

PROFIL. Súčasné výtvarné umenie. Časopis, vychádza od roku 1990, štyrikrát ročne.

GERŽOVÁ, J.(ed.). Maľba v kontextoch / Kontexty maľby. Bratislava: Slovart, 2013. ISBN 978-80-556-07931.

CHARNEY, N. Umění falzifikace. Zlín: Phaidon. ISBN 978-80-7473-305-5.

KULKA, T. Umění a kýč. Praha: TORST, 1994. ISBN 80-85639-17-3.

McLUHAN, M.: Jak rozumět médiím. Praha: Odeon, 1991. ISBN 80-207-0296-2.

SCHWABSKY, B. Vitamin P 2, New perspectives in Painting. Phaidon, 2011. ISBN-9780714861609.

SMITH, E. L. Art Today. Praha: Slovart, 1996. ISBN 80 -85871-97-1.

SPACE. Časopis Flash Art CZ/SK, v česko-slovenskej mutácii, vychádza od septembra 2006, štyrikrát ročne.

THOMSON, D. jak prodat vycpaného žraloka za 12 milionu dolaru. Zlín: Kniha Zlín, 2010. ISBN 978-8087162-58-3.

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech

**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:** doc. Mgr. art. Xénia Bergerová, ArtD., prof. PhDr. Erich Mistrík, CSc.

**Last change:** 08.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde010/22	<b>Course title:</b> Contemporary art and culture
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, 10 hours lecture, 2 hours seminar, combined form (primarily in-person teaching). Number of hours: 10L+2S (4 credits): 10L+2S hours of direct instruction is 12 hours, study of course literature 30 hours, preparation of term paper 48 hours, consultation 20 hours, debate 10 hours. Total 120 hours of student work. Teaching methods: combination of monologic, dialogic and discussion methods: lecture, briefing, discussion on the presented topic, brainstorming on selected topics, discussion groups.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The course is completed with an assessment consisting of a term paper, its presentation and subsequent discussion. 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, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics and assignments. Midterm assignments 20%, term paper 40%, tutorials 20%, debate 20% of the total course grade. Grades are awarded on a scale: A (100-91%, excellent - outstanding results), the student can theoretically reflect on the issues of contemporary art and culture, can analyze, critically evaluate, argue and take their own position. B (90-81%, very good - above average standard), the student has an above average command of the subject matter, demonstrates independent critical thinking and evaluation C (80-73%, good - normal reliable work), student has average command of the material, reliable knowledge of contemporary visual art, critical thinking is borderline,	

D (72-66%, satisfactory - acceptable performance), the student has demonstrated an average knowledge of contemporary art, an average ability to reflect on and theoretically generalize issues in contemporary art and culture

E (65-60%, satisfactory - results meet the minimum criteria), the student has demonstrated basic knowledge of contemporary visual art but minimal ability for independent critical and theoretical reflection. Cannot apply the knowledge to practice.

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

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of the education within the course is to encompass and deepen the student's range of knowledge in the field of contemporary art and culture.

After completing:

Masters the knowledge or essential facts, concepts, principles of cultural determination in the context of contemporary art and culture,

independently reflects and self-reflects on didactic work in the field of didactics and subjects with an artistic focus,

understands, grasps the essential facts, concepts, principles and theories related to research and practice in the context of contemporary art and culture,

creatively uses relevant knowledge to identify creativity in educational realities,

is able to reflect scientifically on the relationships between contemporary art and didactic practice.

### **Class syllabus:**

Course overview:

The course is a reflection on contemporary art and culture in relation to didactic or educational processes. It discusses the relations between the work - the creator - the percipient, with an emphasis on contemporary theory and philosophy of art. The function of contemporary art highlights the importance of communication and audio-visual languages. The concept is based on the study of professional theoretical texts and their various interpretations with application to specific cultural situations, authors and works. It presents specific perspectives on contemporary culture and art from different angles. It introduces the thinking of personalities of contemporary art, as well as strategies, processes of creation and the possibilities of their translation into the didactic process.

### **Recommended literature:**

Compulsory literature:

GERŽOVÁ, J. Slovník svetového a slovenského výtvarného umenia 2. polovice 20 storočia. Bratislava: Profil, 1999. ISBN 80-9682-830-4.

BARROW, J.D. Vesmír plný umění. Praha: JOTA, 2000. ISBN 80-7217-097-X.

RUSNÁKOVÁ, K. V toku pohyblivých obrazov. Antológia textov o elektronickom a digitálnom umení v kontexte vizuálnej kultúry. Bratislava: AFAD Press, VŠVU 2005. ISBN 80-88675-97-9.

Recommended literature:

BERGER, J. Způsoby vidění. Labyrint. 2016. ISBN 978-80-8726-078-4.

BERGER, R. Cesta s hudbou. Od Palacha po Obama a po Štefánika. Bratislava: Hudobné centrum. ISBN 978-80-89427-13-0.

BERGEROVÁ, X. Dojem - výraz- abstrakcia. In: Bergerová, Drahoš, Kmeť. O výtvarnej výchove. Bratislava: Univerzita Komenského v Bratislave, 2019. ISBN 978-80-223-4757-0. 27.-40. s.

BOSSEUR, J.-Y: Sound And The Visual Arts: Intersections Between Music and Plastic Arts Today. Dis Voir, 1993.

BREUVART, V. Vitamin P, New perspectives in Painting. Phaidon, 2002. ISBN 0-7148-4246-X.

GAŽOVIČOVÁ, N. Trh nikdy nespí. Bratislava: Vlastným nákladom, 2019. ISBN 978 – 80-570-0288-8.

GERŽOVÁ, J. Rozhovory o maľbe. Bratislava: Slovart, 2009. ISBN 978-80-8085-939-8.

PROFIL. Súčasné výtvarné umenie. Časopis, vychádza od roku 1990, štyrikrát ročne.

GERŽOVÁ, J.(ed.). Maľba v kontextoch / Kontexty maľby. Bratislava: Slovart, 2013. ISBN 978-80-556-07931.

CHARNEY, N. Umění falzifikace. Zlín: Phaidon. ISBN 978-80-7473-305-5.

KULKA, T. Umění a kýč. Praha: TORST, 1994. ISBN 80-85639-17-3.

McLUHAN, M.: Jak rozumět médiím. Praha: Odeon, 1991. ISBN 80-207-0296-2.

SCHWABSKY, B. Vitamin P 2, New perspectives in Painting. Phaidon, 2011. ISBN-9780714861609.

SMITH, E. L. Art Today. Praha: Slovart, 1996. ISBN 80 -85871-97-1.

SPACE. Časopis Flash Art CZ/SK, v česko-slovenskej mutácii, vychádza od septembra 2006, štyrikrát ročne.

THOMSON, D. jak prodat vycpaného žraloka za 12 milionu dolaru. Zlín: Kniha Zlín, 2010. ISBN 978-8087162-58-3.

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech

**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:** doc. Mgr. art. Xénia Bergerová, ArtD., prof. PhDr. Erich Mistrík, CSc.

**Last change:** 08.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-VDZde003/22	<b>Course title:</b> Contemporary reflection on art
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, combined form (primarily in-person teaching). Number of hours: 12 hours of lectures per semester, preparation of the final thesis 48 hours per semester, self-study 50 hours per semester, individual consultations with the lecturer 5 hours per semester, presentation of the final thesis 5 hours, preparation of the final reflection 30 hours. Total 150 hours per semester. Teaching methods: Analysis and interpretation of works of art, discussion, brainstorming, problem solving, application of theory to current problems of contemporary culture and art, presentation, interpretation of methods.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: PhD. candidates will question an issue reflecting a current real-world problem of contemporary culture and seek answer to it through aesthetic categories. Structure of the assignment: question – max. 15 words. Problem definition – max. 150 words. Time and regional delimitation of the problem – max. 100 words. Minimum incorporation of 5 aesthetic terms, that might be used for the description of previously designated problem. Minimum incorporation of 5 works of art, which depict or reflect the previously designated problem. Characteristic features of the cultural situation, where the problem arises – min. 100 lines. Minimum incorporation of 5 authors focusing on aesthetic literature along with sources, that analyse or interpret previously designated problem. The final assignment will be presented at a joint mini conference during the exam period. After the mini-conference, they will elaborate an analysis of the methods used by the other PhD students in their work - min 100 lines. After the final mini-conference they will elaborate its interpretation and evaluation - confrontation of all presented topics and their relevance for the reflection of contemporary cultural processes. In	

this reflection they will also interpret the methods used by the other PhD students in the analysis of contemporary culture.

The evaluation is based on the contemporariness of the designated problem, its relevant interpretation, maximum utilization of aesthetic literature, presentation skill at the mini conference and the quality of the final reflection.

Evaluation:

A (100 – 91 %), excellent – outstanding results), the student is able to interpret the designated problem of the current cultural processes at a very high level, whilst making use of aesthetic terminology,

B (90 – 81%), very good – above the average standard), the student is capable to creatively interpret the designated problem of the current cultural processes, whilst making use of aesthetic terminology,

C (80 – 73 %), good – generally sound work), the student is capable to name and interpret current cultural processes with the correct use of aesthetic terminology,

D (72 – 66 %), satisfactory – fair but with significant shortcomings), the student demonstrates knowledge of current cultural processes,

E (65 – 60 %), sufficient – performance meets the minimum criteria), the student infrequently describes the current cultural process inadequately and makes mistakes while using aesthetic terminology.

Fx (59 – 0 %), fail – further work required), the student does not demonstrate the ability to comprehend current cultural process and misinterprets aesthetic terms.

The ratio of in-semester assessment and final evaluation: 50/50

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The students are capable to independently identify problems and situations in the contemporary art and culture (from 2000 onwards), they are capable to interpret these problems by themselves. They use aesthetic terminology and build their analyses based on relevant aesthetic theories. Students develop their interpretative, communicative and presentation skills.

### **Class syllabus:**

Course overview:

Given the fact that the aim of the course is to depict and react on the current state of culture and art, the structure along with any further details of each topic will be modified based on their current state. In addition to that, they will be modified with regards to the updated scientific results focusing on the theory of current reflection of art in the given academic year.

Main topics:

The main features of the literary work of art, the ontological status of the literary work of art, artistic expression, the status of the literary work of art in culture, function of art, understanding work of art, the methods aesthetic art reflection.

All the topics make up one unit, each topic mutually complementing the other. Moreover, they facilitate the development of interpretative and analytical skills of students. When it comes to the analyses and interpretations of the works of art and their theoretical aesthetic reflection, the students are able to step back and look at the current state of culture from a different perspective. Each topic, in context with the other, develops a critical stance on culture and art.

### **Recommended literature:**

Main recommended literature:

Zahrádka, P. (ed.): Estetika na prelomu milénia. Vybrané problémy súčasnej estetiky. Brno: Barrister & Principal, 2010. ISBN 978-80-87474-11-2  
 HADRAVOVÁ, T.: Co je nového v estetice. Praha: Nová beseda, 2016. ISBN 978-80-96089-7-9  
 NELSON, R. S. – SHIFF, R.: Kritické pojmy dejín umenia. Bratislava : Nadácia – Centrum súčasného umenia, 2004. ISBN 80-7145-978-X  
 PERNIOLA, M.: Estetika 20. storočia. Praha: Karolinum, 2000. ISBN 80-246-0213-X  
 MISTRÍK, E.: Estetický slovník. Bratislava: Album, 2013-2021. ISBN 978-80-971533-4-2 (Online, 6. 12. 2021) [www.estetickyslovník.sk](http://www.estetickyslovník.sk)  
 SOURIAU, É.: Encyklopedie estetiky. Praha: Victoria, 1994. ISBN 80-85605-18-X  
 The students are advised to look for additional literature based on the topic and state of their final thesis.

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** prof. PhDr. Erich Mistrík, CSc.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-VDZde003/22	<b>Course title:</b> Contemporary reflection on art
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, combined form (primarily in-person teaching). Number of hours: 12 hours of lectures per semester, preparation of the final thesis 48 hours per semester, self-study 50 hours per semester, individual consultations with the lecturer 5 hours per semester, presentation of the final thesis 5 hours, preparation of the final reflection 30 hours. Total 150 hours per semester. Teaching methods: Analysis and interpretation of works of art, discussion, brainstorming, problem solving, application of theory to current problems of contemporary culture and art, presentation, interpretation of methods.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: PhD. candidates will question an issue reflecting a current real-world problem of contemporary culture and seek answer to it through aesthetic categories. Structure of the assignment: question – max. 15 words. Problem definition – max. 150 words. Time and regional delimitation of the problem – max. 100 words. Minimum incorporation of 5 aesthetic terms, that might be used for the description of previously designated problem. Minimum incorporation of 5 works of art, which depict or reflect the previously designated problem. Characteristic features of the cultural situation, where the problem arises – min. 100 lines. Minimum incorporation of 5 authors focusing on aesthetic literature along with sources, that analyse or interpret previously designated problem. The final assignment will be presented at a joint mini conference during the exam period. After the mini-conference, they will elaborate an analysis of the methods used by the other PhD students in their work - min 100 lines. After the final mini-conference they will elaborate its interpretation and evaluation - confrontation of all presented topics and their relevance for the reflection of contemporary cultural processes. In	

this reflection they will also interpret the methods used by the other PhD students in the analysis of contemporary culture.

The evaluation is based on the contemporariness of the designated problem, its relevant interpretation, maximum utilization of aesthetic literature, presentation skill at the mini conference and the quality of the final reflection.

Evaluation:

A (100 – 91 %), excellent – outstanding results), the student is able to interpret the designated problem of the current cultural processes at a very high level, whilst making use of aesthetic terminology,

B (90 – 81%), very good – above the average standard), the student is capable to creatively interpret the designated problem of the current cultural processes, whilst making use of aesthetic terminology,

C (80 – 73 %), good – generally sound work), the student is capable to name and interpret current cultural processes with the correct use of aesthetic terminology,

D (72 – 66 %), satisfactory – fair but with significant shortcomings), the student demonstrates knowledge of current cultural processes,

E (65 – 60 %), sufficient – performance meets the minimum criteria), the student infrequently describes the current cultural process inadequately and makes mistakes while using aesthetic terminology.

Fx (59 – 0 %), fail – further work required), the student does not demonstrate the ability to comprehend current cultural process and misinterprets aesthetic terms.

The ratio of in-semester assessment and final evaluation: 50/50

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The students are capable to independently identify problems and situations in the contemporary art and culture (from 2000 onwards), they are capable to interpret these problems by themselves. They use aesthetic terminology and build their analyses based on relevant aesthetic theories. Students develop their interpretative, communicative and presentation skills.

### **Class syllabus:**

Course overview:

Given the fact that the aim of the course is to depict and react on the current state of culture and art, the structure along with any further details of each topic will be modified based on their current state. In addition to that, they will be modified with regards to the updated scientific results focusing on the theory of current reflection of art in the given academic year.

Main topics:

The main features of the literary work of art, the ontological status of the literary work of art, artistic expression, the status of the literary work of art in culture, function of art, understanding work of art, the methods aesthetic art reflection.

All the topics make up one unit, each topic mutually complementing the other. Moreover, they facilitate the development of interpretative and analytical skills of students. When it comes to the analyses and interpretations of the works of art and their theoretical aesthetic reflection, the students are able to step back and look at the current state of culture from a different perspective. Each topic, in context with the other, develops a critical stance on culture and art.

### **Recommended literature:**

Main recommended literature:

Zahrádka, P. (ed.): Estetika na prelomu milénia. Vybrané problémy súčasnej estetiky. Brno: Barrister & Principal, 2010. ISBN 978-80-87474-11-2  
 HADRAVOVÁ, T.: Co je nového v estetice. Praha: Nová beseda, 2016. ISBN 978-80-96089-7-9  
 NELSON, R. S. – SHIFF, R.: Kritické pojmy dejín umenia. Bratislava : Nadácia – Centrum súčasného umenia, 2004. ISBN 80-7145-978-X  
 PERNIOLA, M.: Estetika 20. storočia. Praha: Karolinum, 2000. ISBN 80-246-0213-X  
 MISTRÍK, E.: Estetický slovník. Bratislava: Album, 2013-2021. ISBN 978-80-971533-4-2  
 (Online, 6. 12. 2021) [www.estetickyslovník.sk](http://www.estetickyslovník.sk)  
 SOURIAU, É.: Encyklopedie estetiky. Praha: Victoria, 1994. ISBN 80-85605-18-X  
 The students are advised to look for additional literature based on the topic and state of their final thesis.

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** prof. PhDr. Erich Mistrík, CSc.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-VDZde007/22	<b>Course title:</b> Creation of a research project
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 4 hours, 3 times per semester, total 12 hours per semester, seminar Form of the course: combined, (primarily in-person teaching) Number of hours: 12 S (6 credits): <ul style="list-style-type: none"> <li>• 3x 4 hours of classes – 12 hours;</li> <li>• Work on assignments – 80 hours;</li> <li>• Completion of the project proposal and preparation for the presentation – 25 hours;</li> <li>• Literature study, independent preparation for seminars – 63 hours.</li> </ul> A total of 180 hours of work. Teaching methods: dialogical methods (interview, debate, polemic, discussion), group work, guided self-study (literature study, solving assignments, e-learning)	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Active participation in seminars is expected to complete the course. The assessment includes the elaboration of the following interim assignments: <ul style="list-style-type: none"> <li>• Critical analysis of foreign and domestic studies - 20 points</li> <li>• Work with reference styles - 10 points</li> <li>• Formulation of partial parts of a project (goal, abstract, introduction/current state of the knowledge, research methodology) - 50 points</li> <li>• Complete project design and presentation - 20 points</li> </ul> To complete the course, the student needs to obtain at least 60% of the points. Final grades are awarded based on the scale: A (100 – 91 %, excellent – outstanding results) – the student masters the topic at an excellent level, demonstrates independent analytical and critical thinking, can independently create a research project at an excellent level, demonstrates their metacognitive skills.	

B (90 – 81 %, very good – above the average standard) – the student masters the topic at a very good level (only with minor inaccuracies), demonstrates independent analytical and critical thinking, can independently create a research project at a very good level, demonstrates evaluative and procedural cognitive skills.

C (80 – 73 %, good – generally sound work) – the student masters the topic at a good level (with several errors or inaccuracies), demonstrates independent analytical and critical thinking, can independently create a research project at a good level, can apply procedures of scientific work in project creation.

D (72 – 66 %, satisfactory – fair but with significant shortcomings) – the student masters the topic at the average level (with more significant errors), can independently create a research project at the average level, demonstrates conceptual knowledge and the ability to think analytically, can provide arguments at the average level.

E (65 – 60 %, sufficient – performance meets the minimum criteria) – the student masters the topic at an acceptable level (with more fundamental errors); can independently create a research project, the quality of which is at a low but acceptable level; demonstrates conceptual knowledge, demonstrates argumentation skills at a low level.

Fx (59 - 0 %, fail – further work required) – the student is not able to apply the acquired knowledge, creates a project at an insufficient level, does not demonstrate a sufficient level of critical thinking, has not mastered the basic concepts and procedures of scientific work, or does not demonstrate the signs of independent study and motivation for it.

#### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The main goal of the course is to acquire the competencies necessary for the scientific work of a doctoral student. The student understands the importance of scientific research and its attributes, is well-oriented in the key questions that researchers ask themselves at the beginning of systematic research - theoretical and empirical. The student is well-oriented in professional sources, can critically assess them, is able to select relevant sources related to the research problem. Can assess and independently create a short scientific text related to the topic of their dissertation, or a topic in the field of their scientific interest. Knows and reflects on practical and ethical issues in research planning and research project. Understands the coherence of a research project and can apply a solid structure of project components. Can design their own research project according to predetermined requirements.

Can think critically and communicate about scientific problems, or problems related to scientific research. Is able to cooperate and demonstrate the ability to plan activities related to the creation and planned implementation of the project. The student is able to think in context, demonstrates metacognitive abilities and the ability of self-education.

#### **Class syllabus:**

Course overview:

- Scientific research and its importance. Research methodology vs. research design. Types of research designs. A research project, significance, creation, general structure of projects, project evaluation criteria, an overview of current project schemes. Scientific (academic) text, conventions and characteristics, principles of creating a scientific text.
- The student understands the importance of scientific research; knows the principles of scientific knowledge, principles of creating academic texts, research projects and studies; is well-oriented in current grant schemes. Can analyze and critically assess scientific texts in terms of their compliance with academic conventions. Can actively communicate about methodological issues, think about creating their own research considering the topic of their dissertation.

- Practical and ethical issues in research and research project planning - specification of the research problem, formulation of research objectives, research questions, selection of appropriate research methods and planning their use, validity and reliability of research tools, work with literature and access to relevant literature, reference styles and their use.
- The student understands the issues of ethics in research, knows the ethical principles of scientific work and accepts them. Knows the principles of working with the professional literature, can apply a reference style. Is well-oriented in professional sources, can create a content analysis, based on which they can formulate a research problem, questions or hypotheses. The student considers the appropriate method of their research, can create a research design, including the use of research tools. Can use their metacognition in terms of planning their dissertation project.
- Structure of the research project/research study and its components (abstract/annotation - types of abstracts and their structure, introduction/overview of the topic and its structure, description of research methodology, results and their processing, interpretation of results and its relevance, writing discussion, research limits, conclusion).

The student is able to analyze and critically assess the formal and content aspects of scientific studies, knows the partial structure of scientific projects/studies and can apply it. The student can justify the quality of a scientific project/study or identify their weaknesses and strengths. Can justify the choice of research methodology, knows the data processing methods and understands them in context. Understands the importance of interpretation of results and their objectification, considers the limitations of the research and can formulate them. Can create their own scientific text to the extent necessary to set up a research project.

#### **Recommended literature:**

Odporúčaná literatúra:

- Labaree, R. V. (2018). Organizing Your Social Sciences Research Paper: Purpose of Guide. California: University of Southern California. Retrieved from: <http://libguides.usc.edu/writingguide/purpose>
- Kumar, R. (2011). Research methodology: a step-by-step guide for beginners. London: SAGE. Retrieved from: [http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit\\_Kumar-Research\\_Methodology\\_A\\_Step-by-Step\\_G.pdf](http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf)
- Morling, B. (2012). Research methods in psychology: Evaluating a world of information. New York, NY: Norton.
- Organizing Academic Research Papers: Purpose of Guide, dostupné na: <https://library.sacredheart.edu/c.php?g=29803&p=185901>
- The British Psychological Society, (2014). Code of Human Research Ethics. St Andrews, Scotland: The British Psychological Society. Retrieved from: [https://www.ed.ac.uk/files/atoms/files/bps\\_code\\_of\\_human\\_research\\_ethics.pdf](https://www.ed.ac.uk/files/atoms/files/bps_code_of_human_research_ethics.pdf)
- Ďalší študijný text bude študentom dostupný a v pravidelných intervaloch sprístupňovaný v elektronickej podobe prostredníctvom univerzitného LMS Moodle – kurz s názvom: Tvorba výskumného projektu

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

Languages necessary to complete the course: Slovak, English

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 5

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

<b>Lecturers:</b> prof. PaedDr. Katarína Žilková, PhD.
<b>Last change:</b> 08.11.2022
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-VDZde007/22	<b>Course title:</b> Creation of a research project
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 4 hours, 3 times per semester, total 12 hours per semester, seminar Form of the course: combined, (primarily in-person teaching) Number of hours: 12 S (6 credits): <ul style="list-style-type: none"> <li>• 3x 4 hours of classes – 12 hours;</li> <li>• Work on assignments – 80 hours;</li> <li>• Completion of the project proposal and preparation for the presentation – 25 hours;</li> <li>• Literature study, independent preparation for seminars – 63 hours.</li> </ul> A total of 180 hours of work. Teaching methods: dialogical methods (interview, debate, polemic, discussion), group work, guided self-study (literature study, solving assignments, e-learning)	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Active participation in seminars is expected to complete the course. The assessment includes the elaboration of the following interim assignments: <ul style="list-style-type: none"> <li>• Critical analysis of foreign and domestic studies - 20 points</li> <li>• Work with reference styles - 10 points</li> <li>• Formulation of partial parts of a project (goal, abstract, introduction/current state of the knowledge, research methodology) - 50 points</li> <li>• Complete project design and presentation - 20 points</li> </ul> To complete the course, the student needs to obtain at least 60% of the points. Final grades are awarded based on the scale: A (100 – 91 %, excellent – outstanding results) – the student masters the topic at an excellent level, demonstrates independent analytical and critical thinking, can independently create a research project at an excellent level, demonstrates their metacognitive skills.	

B (90 – 81 %, very good – above the average standard) – the student masters the topic at a very good level (only with minor inaccuracies), demonstrates independent analytical and critical thinking, can independently create a research project at a very good level, demonstrates evaluative and procedural cognitive skills.

C (80 – 73 %, good – generally sound work) – the student masters the topic at a good level (with several errors or inaccuracies), demonstrates independent analytical and critical thinking, can independently create a research project at a good level, can apply procedures of scientific work in project creation.

D (72 – 66 %, satisfactory – fair but with significant shortcomings) – the student masters the topic at the average level (with more significant errors), can independently create a research project at the average level, demonstrates conceptual knowledge and the ability to think analytically, can provide arguments at the average level.

E (65 – 60 %, sufficient – performance meets the minimum criteria) – the student masters the topic at an acceptable level (with more fundamental errors); can independently create a research project, the quality of which is at a low but acceptable level; demonstrates conceptual knowledge, demonstrates argumentation skills at a low level.

Fx (59 - 0 %, fail – further work required) – the student is not able to apply the acquired knowledge, creates a project at an insufficient level, does not demonstrate a sufficient level of critical thinking, has not mastered the basic concepts and procedures of scientific work, or does not demonstrate the signs of independent study and motivation for it.

#### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The main goal of the course is to acquire the competencies necessary for the scientific work of a doctoral student. The student understands the importance of scientific research and its attributes, is well-oriented in the key questions that researchers ask themselves at the beginning of systematic research - theoretical and empirical. The student is well-oriented in professional sources, can critically assess them, is able to select relevant sources related to the research problem. Can assess and independently create a short scientific text related to the topic of their dissertation, or a topic in the field of their scientific interest. Knows and reflects on practical and ethical issues in research planning and research project. Understands the coherence of a research project and can apply a solid structure of project components. Can design their own research project according to predetermined requirements.

Can think critically and communicate about scientific problems, or problems related to scientific research. Is able to cooperate and demonstrate the ability to plan activities related to the creation and planned implementation of the project. The student is able to think in context, demonstrates metacognitive abilities and the ability of self-education.

#### **Class syllabus:**

Course overview:

- Scientific research and its importance. Research methodology vs. research design. Types of research designs. A research project, significance, creation, general structure of projects, project evaluation criteria, an overview of current project schemes. Scientific (academic) text, conventions and characteristics, principles of creating a scientific text.
- The student understands the importance of scientific research; knows the principles of scientific knowledge, principles of creating academic texts, research projects and studies; is well-oriented in current grant schemes. Can analyze and critically assess scientific texts in terms of their compliance with academic conventions. Can actively communicate about methodological issues, think about creating their own research considering the topic of their dissertation.

- Practical and ethical issues in research and research project planning - specification of the research problem, formulation of research objectives, research questions, selection of appropriate research methods and planning their use, validity and reliability of research tools, work with literature and access to relevant literature, reference styles and their use.
- The student understands the issues of ethics in research, knows the ethical principles of scientific work and accepts them. Knows the principles of working with the professional literature, can apply a reference style. Is well-oriented in professional sources, can create a content analysis, based on which they can formulate a research problem, questions or hypotheses. The student considers the appropriate method of their research, can create a research design, including the use of research tools. Can use their metacognition in terms of planning their dissertation project.
- Structure of the research project/research study and its components (abstract/annotation - types of abstracts and their structure, introduction/overview of the topic and its structure, description of research methodology, results and their processing, interpretation of results and its relevance, writing discussion, research limits, conclusion).

The student is able to analyze and critically assess the formal and content aspects of scientific studies, knows the partial structure of scientific projects/studies and can apply it. The student can justify the quality of a scientific project/study or identify their weaknesses and strengths. Can justify the choice of research methodology, knows the data processing methods and understands them in context. Understands the importance of interpretation of results and their objectification, considers the limitations of the research and can formulate them. Can create their own scientific text to the extent necessary to set up a research project.

#### **Recommended literature:**

Odporúčaná literatúra:

- Labaree, R. V. (2018). Organizing Your Social Sciences Research Paper: Purpose of Guide. California: University of Southern California. Retrieved from: <http://libguides.usc.edu/writingguide/purpose>
- Kumar, R. (2011). Research methodology: a step-by-step guide for beginners. London: SAGE. Retrieved from: [http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit\\_Kumar-Research\\_Methodology\\_A\\_Step-by-Step\\_G.pdf](http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf)
- Morling, B. (2012). Research methods in psychology: Evaluating a world of information. New York, NY: Norton.
- Organizing Academic Research Papers: Purpose of Guide, dostupné na: <https://library.sacredheart.edu/c.php?g=29803&p=185901>
- The British Psychological Society, (2014). Code of Human Research Ethics. St Andrews, Scotland: The British Psychological Society. Retrieved from: [https://www.ed.ac.uk/files/atoms/files/bps\\_code\\_of\\_human\\_research\\_ethics.pdf](https://www.ed.ac.uk/files/atoms/files/bps_code_of_human_research_ethics.pdf)
- Ďalší študijný text bude študentom dostupný a v pravidelných intervaloch sprístupňovaný v elektronickej podobe prostredníctvom univerzitného LMS Moodle – kurz s názvom: Tvorba výskumného projektu

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

Languages necessary to complete the course: Slovak, English

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 5

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

<b>Lecturers:</b> prof. PaedDr. Katarína Žilková, PhD.
<b>Last change:</b> 08.11.2022
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde001/22	<b>Course title:</b> Creativity in art-educational subjects
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 10P+2S, 10 hours lecture + 2 hours seminar, per semester 12 hours, combined method (mostly by attendance) Number of hours: 10P+2S (5 credits): 10P+2S hours of direct instruction is 12 hours, continuous assignments 35 hours, term paper preparation 43 hours, consultation 30 hours, debate 30 hours. Total 150 hours of student work. Teaching methods: discussion on the presented topic, brainstorming on selected topics, discussion groups.	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The course is completed by an examination consisting of intermediate assignments, a term paper and a debate on the assigned topic. 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, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics and assignments. Midterm assignments 30%, term paper 40%, tutorials 10%, debate 20% of the total course grade.	
<b>Learning outcomes:</b> Learning outcomes: Learning objectives and outcomes: The aim of learning within the course is to develop knowledge of creativity and its use in own research within art education subjects. The student after completing: master the knowledge of creativity and its application in the field of didactics, understands the essential facts, concepts, principles and theories related to the research and practice of creativity and its application in teaching,	

creatively uses relevant knowledge to identify creativity in educational reality, is able to scientifically investigate the systemic relationships between creativity and educational reality.

**Class syllabus:**

Course overview:

Creativity as philosophy. Theories of creativity, approaches to creativity, their meaning and application. Integrated conception of creativity. Alternative integrated theory of creativity as a starting point for artistic and educational subjects in educational reality. Researches on creativity and their possible applications.

**Recommended literature:**

Compulsory literature:

GOLEMAN, D. 1997. Emoční inteligence. Praha: COLUMUS, 1997. ISBN 80-85928-48-5.  
HLAVSA, J. 1985. Psychologické základy teórie tvorby. Vydanie I., Academia, Praha, 1985.  
KIM, S. H. 1993. Podstata tvorivosti. Bratislava : Open Windows, 1993. ISBN 80-85741-016.  
KÖNIGOVÁ, M. 2007. Tvorivost, techniky a cvičení. Praha: Grada, 2007. ISBN 978-80-247-1652-7.

ROGERS, C. R. 1995. Ako byť sám sebou. Bratislava : IRIS, 1995. ISBN 80-88778-02-6.

ROGERS, C. R. 1998. Sloboda učiť sa. Modra: Persona, 1998. ISBN 80-967980-0-6.

STERNBERG, R. J. 2002. Kognitívni psychologie. Praha Portál, 2002, ISBN 80-7178-376-5.

Recommended reading:

GUILFORD, J. P.: The Nature of Human Inteligence. McGraw Hill Book Comp. New York 1971

MASLOW, A. 1970. Motivation an Personality. New York: Harper 1970.

NACCCE, 1999. On Creativity, Towards an Understanding of Creativity and ist Measurements, ISBN 978-92-79-10647-7.

STERNBERG, R. J, LUBART, T. I. 1999. The concept of creativity. Handbook of Creativity, London Cambridge University Press.

STERNBERG, R. J. 2006. Handbook of Creativity, London Cambridge University Press.

TUREK, I. 2008. Didaktika. IURA EDITION, 2008. ISBN 8080781989

ZELINA, M. 1994. Stratégie a metódy rozvoja osobnosti dieťaťa. Bratislava: IRIS , 1994. ISBN 80-967013-4-7.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 4

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

**Lecturers:** doc. Mgr. art. Xénia Bergerová, ArtD., prof. PaedDr. Daniela Valachová, PhD.

**Last change:** 08.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde001/22	<b>Course title:</b> Creativity in art-educational subjects
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 10P+2S, 10 hours lecture + 2 hours seminar, per semester 12 hours, combined method (mostly by attendance) Number of hours: 10P+2S (5 credits): 10P+2S hours of direct instruction is 12 hours, continuous assignments 35 hours, term paper preparation 43 hours, consultation 30 hours, debate 30 hours. Total 150 hours of student work. Teaching methods: discussion on the presented topic, brainstorming on selected topics, discussion groups.	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The course is completed by an examination consisting of intermediate assignments, a term paper and a debate on the assigned topic. 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, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics and assignments. Midterm assignments 30%, term paper 40%, tutorials 10%, debate 20% of the total course grade.	
<b>Learning outcomes:</b> Learning outcomes: Learning objectives and outcomes: The aim of learning within the course is to develop knowledge of creativity and its use in own research within art education subjects. The student after completing: master the knowledge of creativity and its application in the field of didactics, understands the essential facts, concepts, principles and theories related to the research and practice of creativity and its application in teaching,	

creatively uses relevant knowledge to identify creativity in educational reality, is able to scientifically investigate the systemic relationships between creativity and educational reality.

**Class syllabus:**

Course overview:

Creativity as philosophy. Theories of creativity, approaches to creativity, their meaning and application. Integrated conception of creativity. Alternative integrated theory of creativity as a starting point for artistic and educational subjects in educational reality. Researches on creativity and their possible applications.

**Recommended literature:**

Compulsory literature:

GOLEMAN, D. 1997. Emoční inteligence. Praha: COLUMUS, 1997. ISBN 80-85928-48-5.  
HLAVSA, J. 1985. Psychologické základy teórie tvorby. Vydanie I., Academia, Praha, 1985.  
KIM, S. H. 1993. Podstata tvorivosti. Bratislava : Open Windows, 1993. ISBN 80-85741-016.  
KÖNIGOVÁ, M. 2007. Tvorivost, techniky a cvičení. Praha: Grada, 2007. ISBN 978-80-247-1652-7.

ROGERS, C. R. 1995. Ako byť sám sebou. Bratislava : IRIS, 1995. ISBN 80-88778-02-6.

ROGERS, C. R. 1998. Sloboda učiť sa. Modra: Persona, 1998. ISBN 80-967980-0-6.

STERNBERG, R. J. 2002. Kognitívni psychologie. Praha Portál, 2002, ISBN 80-7178-376-5.

Recommended reading:

GUILFORD, J. P.: The Nature of Human Inteligence. McGraw Hill Book Comp. New York 1971

MASLOW, A. 1970. Motivation an Personality. New York: Harper 1970.

NACCCE, 1999. On Creativity, Towards an Understanding of Creativity and ist Measurements, ISBN 978-92-79-10647-7.

STERNBERG, R. J, LUBART, T. I. 1999. The concept of creativity. Handbook of Creativity, London Cambridge University Press.

STERNBERG, R. J. 2006. Handbook of Creativity, London Cambridge University Press.

TUREK, I. 2008. Didaktika. IURA EDITION, 2008. ISBN 8080781989

ZELINA, M. 1994. Stratégie a metódy rozvoja osobnosti dieťaťa. Bratislava: IRIS , 1994. ISBN 80-967013-4-7.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 4

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

**Lecturers:** doc. Mgr. art. Xénia Bergerová, ArtD., prof. PaedDr. Daniela Valachová, PhD.

**Last change:** 08.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde008/22	<b>Course title:</b> Current problems of art pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, 10 hours lecture, 2 hours seminar, combined form (primarily in-person teaching). Number of hours: 10L+2S (4 credits): 10L+2S hours of direct instruction is 12 hours, preparation of term paper 48 hours, consultation 10 hours, debate 10 hours, 20 hours of study of literature on the subject. Total 100 hours of student work. Teaching methods: Combination of monologic, dialogic and discussion methods: lecture, discussion on the presented topic, brainstorming on selected topics, discussion groups.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The course is completed with an assessment, namely a written thesis and a debate. 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, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics. Midterm assignments 30%, written term paper 40%, tutorials 10%, debate 20% of the total course grade. Grades are awarded on a scale: A (100-91%, excellent - outstanding results), the student can theoretically reflect on the issue, can analyze, critically evaluate, argue and take his/her own position. B (90-81%, very good - above average standard), the student has an above average command of the subject matter, has demonstrated independent critical thinking and evaluation, C (80-73%, good - normal reliable work), the student has an average command of the material, reliable understanding of the issues, critical thinking is borderline, D (72-66%, satisfactory - acceptable performance), the student has demonstrated average knowledge, average ability to reflect on and theoretically generalize the issues,	

E (65-60%, satisfactory - results meet minimum criteria), the student has demonstrated basic knowledge but minimal ability to reflect critically and theoretically independently. The student is unable to apply the knowledge to practice.  
Fx (59-0%, insufficient - additional work is required).

**Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of education in the subject is to develop sensitivity to current problems of art pedagogy and their constructive solution within theoretical and practical educational contexts.

After completing:

- Able to understand and interpret the content of concepts related to visuality, visual art and art pedagogy,
- have an overview of current art-pedagogical concepts and be able to apply them in an educational context,
- be able to create educational constructs for specific educational topics and goals, or creatively use relevant knowledge to identify creativity in educational reality,
- is able to reflect scientifically on the relations between contemporary art and didactic practice

**Class syllabus:**

Course overview:

The course deals with the concepts of visuality, visual intelligence, visual literacy as a contemporary phenomenon. Attention is focused on aspects of visual literacy with emphasis on communication (the visual world and the child) in a socio-cultural environment, on the analogy of symbols and signs. The course will also include an overview of appropriate and recommended research methods within visual pedagogy. The course will also include a presentation of successful educational projects to support the development of imaginative skills.

**Recommended literature:**

Compulsory literature:

KESNER, L.: Vizuální teórie. Jinočany: H&H, 1997. ISBN 80-86022-17-X.

SILVERMAN, D.: Ako robiť kvalitatívny výskum. Bratislava: IKAR, 2005. ISBN 80-551-0904-4.

ŠVEC, Š.: Metodológia vied o výchove. Bratislava: IRIS, 1998. ISBN 80-88778-73-5.

ROSELINE, D.: Kresba jako nástroj poznání dítěte. Praha: Portál, 2001. ISBN 80-7178-449-4.

Recommended literature:

BABYRÁDYOVÁ, H.: Symbol v dětském výtvarném projevu. Brno: Masarykova univerzita, 1999.

ISBN 80-210-3029-1.

GÉRINGOVÁ, J., MLADIČOVÁ, I. Pusobit, klást překážky, vyjít vstříc. Ústí nad Labem: UJEP, 2016. ISBN 978-80-7561-042-3.

READ, H.: Výchova uměním. Praha: Odeon, 1967. (nemá ISBN).

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech

**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

<b>Lecturers:</b> prof. PaedDr. Daniela Valachová, PhD., doc. Mgr. art. Xénia Bergerová, ArtD.
<b>Last change:</b> 09.11.2022
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde008/22	<b>Course title:</b> Current problems of art pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, 10 hours lecture, 2 hours seminar, combined form (primarily in-person teaching). Number of hours: 10L+2S (4 credits): 10L+2S hours of direct instruction is 12 hours, preparation of term paper 48 hours, consultation 10 hours, debate 10 hours, 20 hours of study of literature on the subject. Total 100 hours of student work. Teaching methods: Combination of monologic, dialogic and discussion methods: lecture, discussion on the presented topic, brainstorming on selected topics, discussion groups.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The course is completed with an assessment, namely a written thesis and a debate. 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, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics. Midterm assignments 30%, written term paper 40%, tutorials 10%, debate 20% of the total course grade. Grades are awarded on a scale: A (100-91%, excellent - outstanding results), the student can theoretically reflect on the issue, can analyze, critically evaluate, argue and take his/her own position. B (90-81%, very good - above average standard), the student has an above average command of the subject matter, has demonstrated independent critical thinking and evaluation, C (80-73%, good - normal reliable work), the student has an average command of the material, reliable understanding of the issues, critical thinking is borderline, D (72-66%, satisfactory - acceptable performance), the student has demonstrated average knowledge, average ability to reflect on and theoretically generalize the issues,	

E (65-60%, satisfactory - results meet minimum criteria), the student has demonstrated basic knowledge but minimal ability to reflect critically and theoretically independently. The student is unable to apply the knowledge to practice.  
Fx (59-0%, insufficient - additional work is required).

**Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of education in the subject is to develop sensitivity to current problems of art pedagogy and their constructive solution within theoretical and practical educational contexts.

After completing:

- Able to understand and interpret the content of concepts related to visuality, visual art and art pedagogy,
- have an overview of current art-pedagogical concepts and be able to apply them in an educational context,
- be able to create educational constructs for specific educational topics and goals, or creatively use relevant knowledge to identify creativity in educational reality,
- is able to reflect scientifically on the relations between contemporary art and didactic practice

**Class syllabus:**

Course overview:

The course deals with the concepts of visuality, visual intelligence, visual literacy as a contemporary phenomenon. Attention is focused on aspects of visual literacy with emphasis on communication (the visual world and the child) in a socio-cultural environment, on the analogy of symbols and signs. The course will also include an overview of appropriate and recommended research methods within visual pedagogy. The course will also include a presentation of successful educational projects to support the development of imaginative skills.

**Recommended literature:**

Compulsory literature:

KESNER, L.: Vizuální teórie. Jinočany: H&H, 1997. ISBN 80-86022-17-X.

SILVERMAN, D.: Ako robiť kvalitatívny výskum. Bratislava: IKAR, 2005. ISBN 80-551-0904-4.

ŠVEC, Š.: Metodológia vied o výchove. Bratislava: IRIS, 1998. ISBN 80-88778-73-5.

ROSELINE, D.: Kresba jako nástroj poznání dítěte. Praha: Portál, 2001. ISBN 80-7178-449-4.

Recommended literature:

BABYRÁDYOVÁ, H.: Symbol v dětském výtvarném projevu. Brno: Masarykova univerzita, 1999.

ISBN 80-210-3029-1.

GÉRINGOVÁ, J., MLADIČOVÁ, I. Pusobit, klást překážky, vyjít vstříc. Ústí nad Labem: UJEP, 2016. ISBN 978-80-7561-042-3.

READ, H.: Výchova uměním. Praha: Odeon, 1967. (nemá ISBN).

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech

**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

<b>Lecturers:</b> prof. PaedDr. Daniela Valachová, PhD., doc. Mgr. art. Xénia Bergerová, ArtD.
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<b>Last change:</b> 09.11.2022
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<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.
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## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde006/22	<b>Course title:</b> Dissertation defence
<b>Number of credits:</b> 30	
<b>Educational level:</b> III.	
<b>Recommended prerequisites:</b> Prerequisites: meets the conditions laid down in the individual plan	
<b>Course requirements:</b> Course requirements: The conditions of the dissertation defence are stipulated in Article 34 of the Internal Regulation 1/2020, study regulations Faculty of Education, Comenius University in Bratislava The defence of the dissertation is evaluated by the classification grade pass or fail. Pass The student has complied with the requirements Failed The student did not comply with the requirements	
<b>Learning outcomes:</b> Learning outcomes: Learning objectives and outcomes: The aim of the dissertation defence is to demonstrate the ability and readiness for independent scientific and creative activity in the field of research or development. The dissertation defence takes the form of a scientific debate between the doctoral candidate, the dissertation opponents, the members of the examination committee and other participants on the acquired knowledge and contribution of the dissertation, or as an artistic debate on the created work of art or the performed artistic performance elaborated in the dissertation. During the defence of the dissertation, the reasonableness and plausibility of the conclusions and proposals contained in the dissertation shall also be examined. The result of the dissertation defence is the demonstration of: <ul style="list-style-type: none"> <li>- within the framework of knowledge, a systematic, coherent and comprehensive body of knowledge in the field of art education, including knowledge and understanding of the relationships to other parts of the discipline and to related disciplines has a deep understanding of the theories, sophisticated methods and procedures of science and research at a level corresponding to the international criteria of art education subjects,</li> <li>- within the framework of skills, can actively acquire new knowledge and information, critically analyse and review it, and use it in theory and practical applications for the development of the field of didactics of arts and education subjects,</li> <li>- can apply and creatively improve and develop theories and research, development and innovation procedures in the field of didactics of art-educational subjects,</li> <li>- can identify world scientific and innovative developments in the field of didactics of art-educational subjects and in related fields and use them in the direction and development of the field, integrating knowledge from different areas,</li> </ul>	

- within the framework of competences, be able to plan and initiate the solution of complex problems/projects, including the formulation of objectives, means and methods in the field of development in the field of didactics of art-educational subjects,
- can assess and modify own professional and artistic activity in a broader context, in relation to the long-term impact in the field and in terms of social, ethical, environmental other criteria, is ready to formulate information on the outputs and conclusions of scientific, research and development work at the international level and manage large-scale research tasks and teams.

**Class syllabus:**

Course overview:

The procedure for defending a dissertation:

- The chair of the examination committee will give a brief curriculum vitae of the doctoral candidate, announce the topic of the dissertation, essential information from the supervisor's opinion, an overview of the doctoral candidate's scientific or artistic works and their responses,
- the doctoral candidate shall briefly state the essential content of his/her doctoral thesis, its conception, results and contribution,
- the opponents of the dissertation shall present the essential content of their opinions; in the absence of the opponent, the chair of the examination committee or a member of the examination committee authorised by him/her shall read his/her opinion in full,
- the doctoral student shall take a position on the opinions of the opponents of the dissertation, in particular, he/she shall comment on all suggestions and comments and answer their questions,
- the chair of the examination committee shall inform the participants in the defence of any further suggestions, comments or observations and open a discussion in which all participants in the defence may take part; the discussion shall verify the accuracy, validity, scientific or artistic originality and relevance of the knowledge contained in the dissertation,
- the doctoral candidate shall answer all questions during the discussion and take a position on all suggestions and comments made by the participants in the dissertation defence.

**State exam syllabus:****Recommended literature:**

Recommended literature:

- in the context of the dissertation topic

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech

**Last change:** 08.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde005/22	<b>Course title:</b> Dissertation examination
<b>Number of credits:</b> 20	
<b>Educational level:</b> III.	
<b>Recommended prerequisites:</b> Prerequisites: the conditions for applying for the state examination are defined in Article 29 - Dissertation Examination - of the Internal Regulation No. 1/2020, of study regulations Faculty of Education, Comenius University in Bratislava)	
<b>Course requirements:</b> Course requirements: The conditions for passing the state examination are defined in Article 29 - Dissertation Examination - of the Internal Regulation No. 1/2020, of study regulations Faculty of Education, Comenius University in Bratislava The dissertation examination shall be evaluated as a whole by the classification grade pass or fail. Individual parts of the dissertation examination are not evaluated separately. Pass: he/she has satisfied the conditions of the state examination - dissertation examination, he/she is oriented in the basic theoretical background of the topic, he/she knows the current state of the topic solution, he/she is oriented in the analysis of the methodological approach of the problem solution and is able to present the state of the dissertation topic elaboration. Failed: failed the conditions of the state examination - dissertation examination.	
<b>Learning outcomes:</b> Learning outcomes: Learning objectives and outcomes: The aim of the dissertation examination is to verify the knowledge, skills and competences of the student. - Within the knowledge, the student has an adequate body of knowledge in the field of arts and education, including knowledge and understanding of relationships to other parts of the discipline and to related disciplines has an adequate understanding of the theories and practices of scholarship and research in relation to the topic, - within the skills framework, can actively acquire knowledge and information, critically analyse and review it in the context of the topic of the thesis, - can appropriately apply and creatively refine and develop theories and practices in the context of the topic, - can adequately identify scientific and innovative developments in the context of the topic. - Within the competencies, can adequately plan and initiate problem/project solving, including the formulation of goals, means and methods, within the context of the topic, - can appropriately assess and modify own professional and artistic activity, in relation to the impact in the field, in the context of the topic, - is prepared to articulate information about the aims, methods and means of research in the topic.	
<b>Class syllabus:</b> Course overview:	

Required courses:

Methodology of art-educational subjects

Research methodology, specifics of research design in art-educational subjects.

Criteria and methods of research, specifics of research design in art-educational subjects.

Quantitative research in art-educational subjects, research design, methods, interpretation of results.

Qualitative research in art-educational subjects, research design, methods, interpretation of results.

Didactics of art-educational subjects

Art-educational subjects in the school environment. Status, structure, concepts and pedagogical reality in school. Curriculum of art-educational subjects, its peculiarities, contemporary understanding, modern trends.

Creativity. Artistic/musical creativity. Signs, stages of creativity. What is the relationship between general creativity, artistic/musical creation and creative thinking. The relationship of creativity and intelligence.

Evaluation and value creation in art/educational subjects. Criteria of evaluation, methods of evaluation, axiological competence of the teacher.

Personality of the art/music teacher and specific features of his/her education. Professional competences. Pupil and teacher in the art/music education process.

Compulsory elective course (student chooses one course):

Art Therapy

Historical context of art therapy

Theoretical background of art therapy (Freud, Jung, Rogers, Gestalt,...)

Art therapy personalities

Forms, aims and target groups of art therapy

Art therapy methods

Diagnostic possibilities of artistic expression

Art therapy research (tests, manuals, scales)

Art and music strategies in the present

Historical, social and aesthetic-philosophical contexts of the birth of the "new art"

New media and their relationship to artistic practice

Key artistic concepts and their creators in the first half of the 20th century

Key artistic concepts and their creators after 1950

Radical outcomes of the Euro-American post-war avant-garde and their applicability to contemporary art pedagogy

The assumptions of inter- and multi-mediality in art making and the possibilities of using generic merger

"Music at the border" (alternative expressions in the field of jazz and rock) as an impulse for music education

### **State exam syllabus:**

#### **Recommended literature:**

Recommended literature:

ADAMČIAK, Milan: Archív III (Nôty) – grafické partitúry, Dive Buki, Košice 2012-2013

COX, Christoph – WARNER, Daniel, eds.: Audiokultúra. Texty o modernej hudbe. Bratislava: Hudobné centrum, 2014. ISBN 978-80-89427-22-2.

CSERES, J.: Hudobné simulakrá. Bratislava: Hudobné centrum, 2001. ISBN 80-88884-30-6

DORŮŽKA, P. a kol.: Hudba na pomezí. Praha: Panton, 1991. ISBN 80-7039-125-1

GERŽOVÁ, J., ed.: Slovník svetového a súčasného výtvarného umenia druhej polovice 20. storočia. Bratislava: Profil, 1999. ISBN 80-968283-0-4

KALHOUS, Z., OBST, O., a kol.: Školní didaktika. Praha : Portál, 2002. ISBN 80-7178-253-X

LIEBMAN, M.: Skupinová arteterapie, Portál 2010.

KULKA, T. – CIPORANOV, D., eds.: Co je umění? Texty angloamerické estetiky 20. století. Filozofická fakulta Univerzity Karlovy v Praze, 2010. ISBN 078-80-87378-46-5.

LÉBL, V.: Elektronická hudba. Praha: Státní hudební vydavatelství, 1966

McLUHAN, M.: Jak rozumět médiím. Praha: Odeon, 1991. ISBN 80-207-0296-2

MATEJ, D.: Otvorené partitúry a voľná improvizácia ako priestor pre rozvoj ansámblovej hry, In: Musica viva in schola 25 [elektronický zdroj]. - ISBN 978-80-210-8467-4. - Brno: Masarykova univerzita, 2016. - S. 54-72 [online]

MATEJ, D.: Otvorené partitúry – Medzi kompozíciou a improvizáciou, Časopis X, 2/2013, OZ Hardness & Blackness, Bratislava, ISSN: 1339 – 2522

RUBIN, J.: Prístupy v arteterapii, Triton 2010

SKALKOVÁ, J.: Obecná didaktika. Praha: Grada, 2007. ISBN 978-80-247-1821-7

SLAVÍK, J.: Hodnocení v současné škole. Praha: Portál, 1999. ISBN: 8071782629.

SILVERMAN, D.: Ako robiť kvalitatívny výskum. Bratislava, IKAR 2005. ISBN 80-551-0904-4

ŠICKOVÁ, J.: Základy arteterapie, Portál 2002

ŠICKOVÁ, J.: Arteterapia. Úžitkové umenie, Petrus, 2006

ŠVARŤÍČEK, R. – ŠEĎOVÁ, K. a kol. 2007. Kvalitatívny výskum v pedagogických viedach. Praha: Portál, 2007. ISBN 978-80-7367-313-0

ŠVEC, Š.: Metodológia vied o výchove. Bratislava: IRIS, 1998. ISBN 80-88778-73-5

STRAUSS, A. – CORBINOVÁ, J.: Základy kvalitatívneho výskumu. Brno: Albert 1999. ISBN 80- 85834-60-X

ZELINA, M. 1996. Stratégie a metódy rozvoja osobnosti dieťaťa. Bratislava: IRIS. 1996 ISBN 80- 967013-4-7

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech

**Last change:** 08.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde012/22	<b>Course title:</b> Graphic scores and open artistic concepts
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, 10 hours lecture, 2 hours seminar, combined form (primarily in-person teaching). Number of hours: 10L+2S (4 credits): 10L+2S hours of direct instruction is 12 hours, term paper preparation 48 hours, consultation 20 hours, debate 20 hours. Total 100 hours of student work. Teaching methods: Combination of monologic, dialogic and discussion methods: lecture, discussion of the presented topic, brainstorming on selected topics, discussion groups.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The course is completed with an assessment consisting of a term paper, its presentation and subsequent discussion. 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, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics and assignments. Midterm assignments 30%, term paper 40%, tutorials 10%, debate 20% of the total course grade. Grades are awarded on a scale: A (100-91%, excellent - outstanding results), the student can reflect theoretically on the issue of graphic scores and open artistic concepts, can critically evaluate the topic, argue and take his/her own position. B (90-81%, very good - above average standard), the student has an above average command of the subject matter, demonstrates independent critical thinking and evaluation C (80-73%, good - normal reliable work), the student has an average command of the material, navigates the realm of graphic scores and open-ended artistic concepts	

D (72-66%, satisfactory - acceptable results), the student has demonstrated an average knowledge, also an average ability to reflect and theoretically generalize the subject matter  
E (65-60%, satisfactory - results meet the minimum criteria), the student has demonstrated basic knowledge of the field, but minimal ability to reflect critically and theoretically independently. Cannot apply the knowledge to practice.  
Fx (59-0%, insufficient - additional work required)

**Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of the education within the course is to encompass and deepen the student's range of knowledge in the field of contemporary art and culture.

After completing:

- master the knowledge, or essential facts, concepts, principles in the field of graphic scores and open concepts
- independently reflects and self-reflects on a disciplinary problem in the field of didactics and subjects with an artistic focus,
- understands, grasps the essential facts, concepts, principles and theories related to the topic of graphic scores and open concepts
- creatively uses relevant knowledge in educational reality,
- is able to reflect scientifically on the topic of graphic scores and open concepts.

**Class syllabus:**

Course overview:

The concept of the course is aimed at familiarizing the student with the historical as well as philosophical and aesthetic preconditions of the emergence of new artistic concepts after 1945, based on and following the avant-garde of the first half of the 20th century.

Emphasis is placed on concepts that involve a combination of, or penetration between, multiple media of artistic creation, based largely on the rapidly evolving field of electronics and later digital media. One emphasis will be the study of graphic scores and other types of open concepts emerging during the 1950s and 1960s, particularly in the United States, from where these concepts gradually spread around the world. In recent years, graphic scores and open concepts have proven to be extremely suitable for the development of unconventional artistic creativity at all levels of education on a global scale.

**Recommended literature:**

Compulsory literature:

ADAMČIAK, M.: Archív III (Nôty) – grafické partitúry, Dive Buki, Košice 2012-2013.

KOFROŇ, P., SMOLKA, M. Grafické partitury a koncepty. Společnost pro novou hudbu. Votobia, 1996. EAN: 2010110930324.

Recommended literature:

ALLOWAY, L.: Topics in American Art since 1945. New York: W.W. Norton & Company Inc., 1975. ISBN 0-393-09237-2.

BERGER, R., RIEČAN, B. Matematika a hudba. Bratislava: Vydavateľstvo SAV VEDA, 1997. ISBN 80-224-0473-X.

BOSSEUR, J.-Y.: Sound And The Visual Arts: Intersections Between Music and Plastic Arts Today. Dis Voir, 1993.

DORŮŽKA, P.a kol.: Hudba na pomezí. Praha: Panton, 1991. ISBN 80-7039-125-1.

ELGER, D.: Dadaism Köln: Taschen. ISBN 3-8228-2946-3.

GERŽOVÁ, J., ed.: Slovník svetového a súčasného výtvarného umenia druhej polovice 20. storočia. Bratislava: Profil, 1999. ISBN 80-968283-0-4.

<p>MATEJ, D.: Otvorené partitúry – Medzi kompozíciou a improvizáciou Časopis X, 2/2013, OZ Hardness &amp; Blackness, Bratislava, ISSN: 1339 – 2522.</p> <p>MARTINÁKOVÁ-RENDEKOVÁ, Z. Hudba v kontexte vývoja umenia 20. storočia. Umelecké štýly a hnutia. Banská Bystrica: Akademia umení v BB, 2004. ISBN 80-89078-11-7.</p> <p>NYMAN, M.: Experimental Music. Cage and Beyond. Cambridge: Cambridge University Press, 2000. ISBN 0-521-65383-5.</p> <p>NYMAN, M.: Experimentálna hudba. Cage a iní. Bratislava: Hudobné centrum, 2007. ISBN 978-80-88884-93-4.</p> <p>TÓTH, D.: Nemá kniha. Bratislava: Vysoká škola výtvarných umení, 2005. ISBN 80-88675-94-4.</p> <p>WILSON, P. N.: Úvahy o improvizovanej hudbe. Bratislava: Hudobné centrum, 2002. ISBN 80-88884-35-7.</p>						
<p><b>Languages necessary to complete the course:</b> Languages necessary to complete the course: Slovak, Czech</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b> Total number of evaluated students: 0</p>						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<p><b>Lecturers:</b> prof. Mgr. Stanislav Zamborský, ArtD., doc. PaedDr. Sergej Mironov, CSc.</p>						
<p><b>Last change:</b> 08.11.2022</p>						
<p><b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.</p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde012/22	<b>Course title:</b> Graphic scores and open artistic concepts
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, 10 hours lecture, 2 hours seminar, combined form (primarily in-person teaching). Number of hours: 10L+2S (4 credits): 10L+2S hours of direct instruction is 12 hours, term paper preparation 48 hours, consultation 20 hours, debate 20 hours. Total 100 hours of student work. Teaching methods: Combination of monologic, dialogic and discussion methods: lecture, discussion of the presented topic, brainstorming on selected topics, discussion groups.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The course is completed with an assessment consisting of a term paper, its presentation and subsequent discussion. 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, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics and assignments. Midterm assignments 30%, term paper 40%, tutorials 10%, debate 20% of the total course grade. Grades are awarded on a scale: A (100-91%, excellent - outstanding results), the student can reflect theoretically on the issue of graphic scores and open artistic concepts, can critically evaluate the topic, argue and take his/her own position. B (90-81%, very good - above average standard), the student has an above average command of the subject matter, demonstrates independent critical thinking and evaluation C (80-73%, good - normal reliable work), the student has an average command of the material, navigates the realm of graphic scores and open-ended artistic concepts	

D (72-66%, satisfactory - acceptable results), the student has demonstrated an average knowledge, also an average ability to reflect and theoretically generalize the subject matter  
E (65-60%, satisfactory - results meet the minimum criteria), the student has demonstrated basic knowledge of the field, but minimal ability to reflect critically and theoretically independently. Cannot apply the knowledge to practice.  
Fx (59-0%, insufficient - additional work required)

**Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of the education within the course is to encompass and deepen the student's range of knowledge in the field of contemporary art and culture.

After completing:

- master the knowledge, or essential facts, concepts, principles in the field of graphic scores and open concepts
- independently reflects and self-reflects on a disciplinary problem in the field of didactics and subjects with an artistic focus,
- understands, grasps the essential facts, concepts, principles and theories related to the topic of graphic scores and open concepts
- creatively uses relevant knowledge in educational reality,
- is able to reflect scientifically on the topic of graphic scores and open concepts.

**Class syllabus:**

Course overview:

The concept of the course is aimed at familiarizing the student with the historical as well as philosophical and aesthetic preconditions of the emergence of new artistic concepts after 1945, based on and following the avant-garde of the first half of the 20th century.

Emphasis is placed on concepts that involve a combination of, or penetration between, multiple media of artistic creation, based largely on the rapidly evolving field of electronics and later digital media. One emphasis will be the study of graphic scores and other types of open concepts emerging during the 1950s and 1960s, particularly in the United States, from where these concepts gradually spread around the world. In recent years, graphic scores and open concepts have proven to be extremely suitable for the development of unconventional artistic creativity at all levels of education on a global scale.

**Recommended literature:**

Compulsory literature:

ADAMČIAK, M.: Archív III (Nôty) – grafické partitúry, Dive Buki, Košice 2012-2013.

KOFROŇ, P., SMOLKA, M. Grafické partitury a koncepty. Společnost pro novou hudbu. Votobia, 1996. EAN: 2010110930324.

Recommended literature:

ALLOWAY, L.: Topics in American Art since 1945. New York: W.W. Norton & Company Inc., 1975. ISBN 0-393-09237-2.

BERGER, R., RIEČAN, B. Matematika a hudba. Bratislava: Vydavateľstvo SAV VEDA, 1997. ISBN 80-224-0473-X.

BOSSEUR, J.-Y.: Sound And The Visual Arts: Intersections Between Music and Plastic Arts Today. Dis Voir, 1993.

DORŮŽKA, P a kol.: Hudba na pomezí. Praha: Panton, 1991. ISBN 80-7039-125-1.

ELGER, D.: Dadaism Köln: Taschen. ISBN 3-8228-2946-3.

GERŽOVÁ, J., ed.: Slovník svetového a súčasného výtvarného umenia druhej polovice 20. storočia. Bratislava: Profil, 1999. ISBN 80-968283-0-4.

MATEJ, D.: Otvorené partitúry – Medzi kompozíciou a improvizáciou Časopis X, 2/2013, OZ Hardness & Blackness, Bratislava, ISSN: 1339 – 2522.  
 MARTINÁKOVÁ-RENDEKOVÁ, Z. Hudba v kontexte vývoja umenia 20. storočia. Umelecké štýly a hnutia. Banská Bystrica: Akademia umení v BB, 2004. ISBN 80-89078-11-7.  
 NYMAN, M.: Experimental Music. Cage and Beyond. Cambridge: Cambridge University Press, 2000. ISBN 0-521-65383-5.  
 NYMAN, M.: Experimentálna hudba. Cage a iní. Bratislava: Hudobné centrum, 2007. ISBN 978-80-88884-93-4.  
 TÓTH, D.: Nemá kniha. Bratislava: Vysoká škola výtvarných umení, 2005. ISBN 80-88675-94-4.  
 WILSON, P. N.: Úvahy o improvizovanej hudbe. Bratislava: Hudobné centrum, 2002. ISBN 80-88884-35-7.

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** prof. Mgr. Stanislav Zamborský, ArtD.

**Last change:** 08.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-VDZde005/22	<b>Course title:</b> Qualitative research methodology
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours of lectures and seminars per semester, combined form (primarily in-person teaching). Number of hours: total 12 hours – 6 credits – 180 hours of students' work. Classes – 12 hours; 50 hours of theoretical conceptualization (study of theoretical concepts in application to argumentation discourse, individual conceptualization of knowledge, mutual discussion of meanings); 80 hours of practical activities (designing and conducting research in collaboration with research subjects, evidence gathering, interpretation, self/reflection, portfolio management, self-evaluation). 38 hours of preparation for the exam in the form of e/portfolio defense. Teaching methods: Active-productive teaching methodology: # Research and discovery, open practice, elaboration of information. Interactive-productive teaching methodology # Induction of principles, conceptualization of scientific knowledge. # Argumentative discourse at an appropriate level of intellectual complexity of doctoral studies. Form: # In-person teaching # Combined # Online	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Interim assessment involves: 1) Continuous elaboration and registration of documents in the e/portfolio and their presentation to the teacher.	

2) Active participation in courses, which means engaging in argumentative discourse, inducing meanings and knowledge conceptualization. Argumentative discourses will always be thematic with the aim of constructing socially shared knowledge by students.

Final assessment:

1) The course ends with a defense - co/evaluation of an e/portfolio related to the course in the form of an oral exam. During the semester, the student works on an e/portfolio related to the subject containing carefully selected evidence of how he/she develops their scientific knowledge and competencies related to the design of research as a tool of science. The E /portfolio concept is a proof of autonomy, competence, scientific integrity, student identity, creativity and self-presentation.

In general, the doctoral student's e/portfolio should include (unless specified otherwise by the teacher) the following items:

1. An overview of the student's selected research problem at a general level and the reason why he/she considers it an important challenge, including some recommendations on what the student has done to solve the problem. The student should make this introduction engaging and include photographs, graphics and possibly a video or audio introduction.

2. A description of the researched problem and the action to be taken.

3. A detailed description of the student's area of activity (activity context).

4. A literature review as a part of the process of planning the student's own research (research context) and references to authoritative sources.

5. Research question(s) reflecting constructional features typical for formulating research questions.

6. A brief but concise description of the research process (its sequence of steps).

7. Records of the organization, process, conditions of the student's research documenting the activity within several steps of his/her research, including the details of the collected data and the performed analysis.

8. The student's final essay ("How I become a researcher") about what he/she has learned/acquired in the individual steps, namely about himself/herself, his/her own actions, the context and the research process performed.

9. A collection of any artifacts: images, concept maps, records, interpretations, statements, notes, forms of self/reflections and videos, or other recordings or research blogs that the student wants to include in his/her e/portfolio.

10. Professional curriculum vitae of the student focused on highlighting practical experience related to the position and achieved competencies.

This e/portfolio overview will provide a defining context for the evidence to examine the tasks defined by the teacher. By elaborating, managing and defending the e/portfolio, the student will demonstrate his/her ability to critically evaluate the suitability of qualitative research in teaching, pedagogical sciences and related fields, including justification of the application of the principles of qualitative methodology.

To get an A, the student needs to obtain at least 91 points; at least 81 points to get a B; at least 73 points to get a C, at least 66 points to get a D and at least 60 points to get an E. To complete the course successfully, it is necessary to obtain at least 60% of the points.

Final grades are awarded based on the scale:

A (100 – 91 %, excellent – outstanding results). The student shows outstanding results in terms of understanding and applying the principles of qualitative methodology, can analyze and think critically, is active in classes, engages in discussions through expert arguments, questions and logical considerations. His/Her knowledge is at an excellent level. Overall (including e/portfolio management and defense), the student demonstrates an expert competence at the level of mastery and management.

B (90 – 81 %, very good – above the average standard). The student shows very good results in terms of understanding and applying the principles of qualitative methodology, can analyze and

think critically, is active in classes, engages in discussions through proficient arguments, answers and logical considerations. His/Her knowledge is at a very good level. Overall (including e/portfolio management and defense), the student demonstrates proficient competence at the level of mastery and management.

C (80 – 73 %, good – generally sound work). The student shows adequate results in terms of understanding and applying the principles of qualitative methodology. He/She is sporadically active in classes, engages in discussions through knowledgeable considerations, his/her knowledge is at an average level. Overall (including e / portfolio management and defense), the student demonstrates a reduced competence at the level of mastery and management.

D (72 – 66 %, satisfactory – fair but with significant shortcomings). The student shows satisfactory results in terms of understanding and applying the principles of qualitative methodology, presents reflections only upon request, engages in discussions occasionally, is less active in classes. His/ Her knowledge is at a satisfactory level, which corresponds to his/her typical answers. Overall (including e/portfolio management and defence), the student demonstrates a limited competence at the level of mastery and management.

E (65 – 60 %, sufficient – performance meets the minimum criteria). The student shows the minimum necessary results in terms of understanding and applying the principles of qualitative methodology, is passive in s, typically presents learned answers. Overall (including e/portfolio management and defense), the student's mastery and management competences are at the lowest acceptable level.

Fx (59 – 0 %, fail – further work required). The student demonstrates a significantly unsatisfactory level in all evaluated areas. This grade is given to a student who obtains less than 60 points out of the total number of points.

Defense of the subject portfolio 50%; active participation in thematic argumentation discourses 20%; interim tasks related to practical activities 20%; content, terminological, stylistic, graphic and grammatical structure of the written scientific text 10% of the total 100% evaluation. Credits will not be awarded to a student who does not complete any of the assigned topics and tasks. Within the provision of feedback, the co/evaluation will include recommendations and guidelines.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of the course is to introduce students to the concept of qualitative methodology in connection with teaching and pedagogical sciences (including related sciences) with a focus on the level of critical, evaluative, contextual thinking in terms of justifying the importance of the principles of qualitative methodology. This doctoral study course as a form of science education is focused on the students' readiness not only to design, manage, evaluate qualitatively-oriented research, but also to consider and evaluate the suitability of its use in teaching and pedagogical sciences.

After completing the course, the student:

- Has a relevant overview of the principles of qualitative methodology and their application based on the understanding of the theoretical background.
- Can identify the importance, regularities, conditions of application of qualitative research when considering its use. The student is aware that research is a tool of science.
- Can critically consider and justify the suitability of the inventory of research tools, methods, techniques for specific groups of subjects, research phenomena, research problems and objectives.
- Will be able to take a competent stand on the application of terminology of science methodology (qualitative methodology). Within it, he/she will be able to lead a discussion and argumentation in a reasonable atmosphere of scientific demands.
- Will be able to take a competent stand on the rationale (justification) for his/her research.

The course is primarily focused on emerging transferable competencies that are consistent with both the research methodology as well as other complementary courses within the study plan.

1. Concretized transferable competencies (Level of expert mastery and management.):

# Ability to master the terminology of research methodology with a focus on qualitative methodology.

# Ability to conduct communication using exact terminology of research methodology with a focus on qualitative methodology.

# Ability to design qualitatively-oriented research (investigation) within an adequate strategy, selected genre (type), using appropriate tools, methods, data acquisition techniques and techniques of research material elaboration.

# Ability to evaluate research a posteriori, pointing to its success.

# Ability to master and manage the organization of research in terms of personal professional feasibility plan.

# Ability to evaluate.

2. Scientific knowledge (Level of expert knowledge).

# Research methodology – qualitative methodology

3. Attitudes (Level of expert attitude).

# Taking a competent stand.

4. Values (Level of expert ethical conduct).

# Ethical conduct of a researcher in teaching and pedagogical sciences.

### **Class syllabus:**

Course overview:

1. Qualitative methodology construct. Qualitative methodology and its principles. Construct of qualitative research. Reflection on conducting qualitative research.

2. Qualitatively-oriented methodological implications in teaching and pedagogical sciences.

3. Genres (designs) of qualitative methodology. Types of qualitative research.

Subjects and objects of qualitative research.

4. Qualitative researcher.

5. Design of qualitative research.

6. Instrumentation, inventory of qualitative research (tools, methods, research techniques).

7. Acquisition of research material/data (approximation and extraction of research data).

8. Conditions for the implementation of qualitative research. Selected risks associated with the study of didactic reality.

9. Analysis, interpretation (elaboration) of research material.

10. Validation (validity), reliability, triangulation, credibility of qualitative research.

11. Teacher research (research of didactic reality by teachers).

12. Action research (transforming didactic reality by introducing a new element into teaching).

### **Recommended literature:**

Compulsory literature:

KOSTRUB, D. (2016). *Základy kvalitatívnej metodológie. Keď interpretované významy znamenajú viac ako vysoké čísla*. Bratislava: Univerzita Komenského.

KOSTRUB, D. (2022). *Učiteľ výskumník – Profesia založená na výskume. Dizajny výskumu a premeny výučby*. Bratislava: Veda. (vyjde v I. Q. 2022).

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

Languages necessary to complete the course: Slovak, Czech

### **Notes:**

<b>Past grade distribution</b>					
Total number of evaluated students: 2					
A	B	C	D	E	FX
50,0	50,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. Dušan Kostrub, PhD.					
<b>Last change:</b> 08.11.2022					
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-VDZde005/22	<b>Course title:</b> Gualitative research methodology
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours of lectures and seminars per semester, combined form (primarily in-person teaching). Number of hours: total 12 hours – 6 credits – 180 hours of students‘ work. Classes – 12 hours; 50 hours of theoretical conceptualization (study of theoretical concepts in application to argumentation discourse, individual conceptualization of knowledge, mutual discussion of meanings); 80 hours of practical activities (designing and conducting research in collaboration with research subjects, evidence gathering, interpretation, self/reflection, portfolio management, self-evaluation). 38 hours of preparation for the exam in the form of e/portfolio defense. Teaching methods: Active-productive teaching methodology: # Research and discovery, open practice, elaboration of information. Interactive-productive teaching methodology # Induction of principles, conceptualization of scientific knowledge. # Argumentative discourse at an appropriate level of intellectual complexity of doctoral studies. Form: # In-person teaching # Combined # Online	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Interim assessment involves: 1) Continuous elaboration and registration of documents in the e/portfolio and their presentation to the teacher.	

2) Active participation in courses, which means engaging in argumentative discourse, inducing meanings and knowledge conceptualization. Argumentative discourses will always be thematic with the aim of constructing socially shared knowledge by students.

Final assessment:

1) The course ends with a defense - co/evaluation of an e/portfolio related to the course in the form of an oral exam. During the semester, the student works on an e/portfolio related to the subject containing carefully selected evidence of how he/she develops their scientific knowledge and competencies related to the design of research as a tool of science. The E /portfolio concept is a proof of autonomy, competence, scientific integrity, student identity, creativity and self-presentation.

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3. A detailed description of the student's area of activity (activity context).
4. A literature review as a part of the process of planning the student's own research (research context) and references to authoritative sources.
5. Research question(s) reflecting constructional features typical for formulating research questions.
6. A brief but concise description of the research process (its sequence of steps).
7. Records of the organization, process, conditions of the student's research documenting the activity within several steps of his/her research, including the details of the collected data and the performed analysis.
8. The student's final essay ("How I become a researcher") about what he/she has learned/acquired in the individual steps, namely about himself/herself, his/her own actions, the context and the research process performed.
9. A collection of any artifacts: images, concept maps, records, interpretations, statements, notes, forms of self/reflections and videos, or other recordings or research blogs that the student wants to include in his/her e/portfolio.
10. Professional curriculum vitae of the student focused on highlighting practical experience related to the position and achieved competencies.

This e/portfolio overview will provide a defining context for the evidence to examine the tasks defined by the teacher. By elaborating, managing and defending the e/portfolio, the student will demonstrate his/her ability to critically evaluate the suitability of qualitative research in teaching, pedagogical sciences and related fields, including justification of the application of the principles of qualitative methodology.

To get an A, the student needs to obtain at least 91 points; at least 81 points to get a B; at least 73 points to get a C, at least 66 points to get a D and at least 60 points to get an E. To complete the course successfully, it is necessary to obtain at least 60% of the points.

Final grades are awarded based on the scale:

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B (90 – 81 %, very good – above the average standard). The student shows very good results in terms of understanding and applying the principles of qualitative methodology, can analyze and

think critically, is active in classes, engages in discussions through proficient arguments, answers and logical considerations. His/Her knowledge is at a very good level. Overall (including e/portfolio management and defense), the student demonstrates proficient competence at the level of mastery and management.

C (80 – 73 %, good – generally sound work). The student shows adequate results in terms of understanding and applying the principles of qualitative methodology. He/She is sporadically active in classes, engages in discussions through knowledgeable considerations, his/her knowledge is at an average level. Overall (including e / portfolio management and defense), the student demonstrates a reduced competence at the level of mastery and management.

D (72 – 66 %, satisfactory – fair but with significant shortcomings). The student shows satisfactory results in terms of understanding and applying the principles of qualitative methodology, presents reflections only upon request, engages in discussions occasionally, is less active in classes. His/ Her knowledge is at a satisfactory level, which corresponds to his/her typical answers. Overall (including e/portfolio management and defence), the student demonstrates a limited competence at the level of mastery and management.

E (65 – 60 %, sufficient – performance meets the minimum criteria). The student shows the minimum necessary results in terms of understanding and applying the principles of qualitative methodology, is passive in s, typically presents learned answers. Overall (including e/portfolio management and defense), the student's mastery and management competences are at the lowest acceptable level.

Fx (59 – 0 %, fail – further work required). The student demonstrates a significantly unsatisfactory level in all evaluated areas. This grade is given to a student who obtains less than 60 points out of the total number of points.

Defense of the subject portfolio 50%; active participation in thematic argumentation discourses 20%; interim tasks related to practical activities 20%; content, terminological, stylistic, graphic and grammatical structure of the written scientific text 10% of the total 100% evaluation. Credits will not be awarded to a student who does not complete any of the assigned topics and tasks. Within the provision of feedback, the co/evaluation will include recommendations and guidelines.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of the course is to introduce students to the concept of qualitative methodology in connection with teaching and pedagogical sciences (including related sciences) with a focus on the level of critical, evaluative, contextual thinking in terms of justifying the importance of the principles of qualitative methodology. This doctoral study course as a form of science education is focused on the students' readiness not only to design, manage, evaluate qualitatively-oriented research, but also to consider and evaluate the suitability of its use in teaching and pedagogical sciences.

After completing the course, the student:

- Has a relevant overview of the principles of qualitative methodology and their application based on the understanding of the theoretical background.
- Can identify the importance, regularities, conditions of application of qualitative research when considering its use. The student is aware that research is a tool of science.
- Can critically consider and justify the suitability of the inventory of research tools, methods, techniques for specific groups of subjects, research phenomena, research problems and objectives.
- Will be able to take a competent stand on the application of terminology of science methodology (qualitative methodology). Within it, he/she will be able to lead a discussion and argumentation in a reasonable atmosphere of scientific demands.
- Will be able to take a competent stand on the rationale (justification) for his/her research.

The course is primarily focused on emerging transferable competencies that are consistent with both the research methodology as well as other complementary courses within the study plan.

1. Concretized transferable competencies (Level of expert mastery and management.):

# Ability to master the terminology of research methodology with a focus on qualitative methodology.

# Ability to conduct communication using exact terminology of research methodology with a focus on qualitative methodology.

# Ability to design qualitatively-oriented research (investigation) within an adequate strategy, selected genre (type), using appropriate tools, methods, data acquisition techniques and techniques of research material elaboration.

# Ability to evaluate research a posteriori, pointing to its success.

# Ability to master and manage the organization of research in terms of personal professional feasibility plan.

# Ability to evaluate.

2. Scientific knowledge (Level of expert knowledge).

# Research methodology – qualitative methodology

3. Attitudes (Level of expert attitude).

# Taking a competent stand.

4. Values (Level of expert ethical conduct).

# Ethical conduct of a researcher in teaching and pedagogical sciences.

### **Class syllabus:**

Course overview:

1. Qualitative methodology construct. Qualitative methodology and its principles. Construct of qualitative research. Reflection on conducting qualitative research.

2. Qualitatively-oriented methodological implications in teaching and pedagogical sciences.

3. Genres (designs) of qualitative methodology. Types of qualitative research.

Subjects and objects of qualitative research.

4. Qualitative researcher.

5. Design of qualitative research.

6. Instrumentation, inventory of qualitative research (tools, methods, research techniques).

7. Acquisition of research material/data (approximation and extraction of research data).

8. Conditions for the implementation of qualitative research. Selected risks associated with the study of didactic reality.

9. Analysis, interpretation (elaboration) of research material.

10. Validation (validity), reliability, triangulation, credibility of qualitative research.

11. Teacher research (research of didactic reality by teachers).

12. Action research (transforming didactic reality by introducing a new element into teaching).

### **Recommended literature:**

Compulsory literature:

KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Keď interpretované významy znamenajú viac ako vysoké čísla. Bratislava: Univerzita Komenského.

KOSTRUB, D. (2022). Učiteľ výskumník – Profesia založená na výskume. Dizajny výskumu a premeny výučby. Bratislava: Veda. (vyjde v I. Q. 2022).

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

Languages necessary to complete the course: Slovak, Czech

### **Notes:**

<b>Past grade distribution</b>					
Total number of evaluated students: 2					
A	B	C	D	E	FX
50,0	50,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. Dušan Kostrub, PhD., doc. PaedDr. Eva Severini, PhD.					
<b>Last change:</b> 08.11.2022					
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-VDZde006/22	<b>Course title:</b> Quantitative research methodology
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: Type of activities: lecture + seminar Number of hours: 4 hours 3 times per semester, total: 12 hours, combined form 12 hours of direct teaching; 48 hours of self-study, 30 hours of work on a seminar paper, 30 hours of work on a research plan, 30 hours of preparation for the final test. Total: 150 hours. Teaching methods: Explanation of individual topics and discussions, demonstration of examples of current research paradigms, modeling of research plans, modeling of examples of research methods application, discussions on current problems and open questions within quantitative research, critical consideration of research tools selection, making use of original research design solutions, application of critical methodological thinking in evaluating pluses and minuses of research plans.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: in-semester assessment (50%) + final assessment (50%) In-semester assessment includes elaboration of a seminar paper - a written overview of the use of quantitatively oriented research in relation to the topic of the dissertation thesis (25% of the assessment) and elaboration of a plan for the use of quantitative research design relevant to the topic of their dissertation thesis (25% of the assessment). The final assessment includes a final test (50% of the assessment). Final grades are awarded based on the scale: A (100 – 94 %, excellent – outstanding results), B (93 – 86 %, very good – above the average standard), C (85 – 76 %, good – generally sound work), D (75 – 68 %, satisfactory – fair but with significant shortcomings), E (67 – 60 %, sufficient – performance meets the minimum criteria), Fx (59 – 0 %, fail – further work required). A (excellent - outstanding results). During the course, the student has gained an exceptional level of knowledge in the methodology of quantitative research, at an excellent level he/she is familiar	

with research methods of quantitative research, is well-oriented in research paradigms related to the topic of the dissertation thesis, can create and defend a quantitative research plan, can critically evaluate limits of quantitative research, is able to transfer the acquired knowledge to the research carried out within the dissertation thesis.

B (very good – above the average standard). During the course, the student has gained an above-average level of knowledge in the methodology of quantitative research, at an above-average level he/she is familiar with research methods of quantitative research, has solid knowledge of current research and research paradigms relevant to the topic of the dissertation thesis.

C (good – generally sound work). During the course, the student acquired an average level of knowledge from the methodology of quantitative research, at the average level he/she is familiar with research methods and research paradigms in relation to the topic of the dissertation thesis.

D (satisfactory – fair but with significant shortcomings). The student meets the basic requirements for completing the course, has basic knowledge of the methodology of quantitative research and research methods, is familiarized with current research and research paradigms relevant to the topic of the dissertation thesis.

E (sufficient - performance meets the minimum criteria). During the course, the student acquired the minimum accepted level of knowledge in the methodology of quantitative research, at the elementary level he/she is familiar with research methods of quantitatively oriented research, has a basic idea of research paradigms related to the topic of the dissertation thesis, at a low level he/she is familiarized with current quantitative research. At the elementary level, the student can apply the knowledge of quantitative research methodology in creating a research plan.

Fx (fail - further work required). The student does not meet the minimum criteria for passing the course, does not have basic knowledge of the methodology of quantitative research and research methods, is not familiarized with current research and research paradigms. He/She is unable to use the knowledge from the subject in creating a research plan for the dissertation thesis.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim is to acquire knowledge about the methodology of quantitative research at the postgraduate level, to get familiarized with more advanced research methods used in social sciences, to understand demanding research design and to acquire the ability to create research plans of quantitative research in the context of the dissertation topic.

After completing the course, the student understands the paradigm of quantitatively oriented research in relation to the current knowledge of the scientific discipline. The student understands different types of research methods in quantitative research, knows the principles of their selection and requirements for their application, is well-oriented in descriptive, experimental and correlation studies, understands the possibilities and difficulties of data collection and evaluation, can create a quantitatively oriented research plan in relation to the topic of the dissertation while using more demanding tools of quantitative methodology. The student can analyze the methodology used in research published in scientific journals and justify their use. He/She is able to critically reflect on the methodology of quantitatively oriented research, its advantages and conceptual and interpretive shortcomings. He/She will gain the competence to plan, carry out and evaluate research and his/her level of methodological awareness will increase.

### **Class syllabus:**

Course overview:

- The place of quantitative research in scientific disciplines.

The student understands the importance of quantitative research and its application in social science disciplines, its place in the acquisition of new scientific knowledge. He/She understands quantitative

research as a research strategy based on the collection, processing and interpretation of research data, which supports the objective empirical investigation of observable phenomena through a number of quantification methods and techniques.

- Requirements, methods and tools in quantitative research. Selection of research tools and their application in research.

The student understands the research requirements for the selection of research methods and tools in quantitative research. In the process of creating a research plan, he/she is able to adapt to the requirements of basic applied research. He/She can adequately use various research methods and tools (observation, questionnaire, assessment scales, test tools, experiment) and combine them appropriately. The student can assess the degree of reliability and validity of research tools, apply required conditions for their adaptation to the Slovak language.

- Research plan structure. Formulation of research intentions, goals, hypotheses. Specifics of research samples. Low-number research samples.

The student masters the creation of a research plan, understands its content and structure, understands the activities associated with the various stages of research, can correctly formulate research questions, research objectives and research hypotheses. Adequate to the research plan, the student can create a research sample, while aware of the limits of the selection of subjects. He/She can create a suitable research design even with a small number of subjects.

- Quantitative tools in experimental and correlation studies, possibilities of data processing in experimental plans, variables in research and their causal and interference relations. Mathematical-statistical data processing and interpretation of research results.

The student is familiar with the methods of mathematical-statistical processing of research data, is aware of the relationship between the nature of data and the possibilities (limits) of their mathematical-statistical processing. The student is aware of the specificity of measurement as a central element of quantitative research, as a basic connection between empirical observation and mathematical expression of quantitative relationships. The student masters and is able to use methods of descriptive data processing, understands the selection and rules of using appropriate tools of inferential statistics and appropriate statistical tests to verify the validity of research hypotheses.

- Conceptual and interpretive shortcomings of quantitative research plans.

The student can assess the advantages, disadvantages and limits of quantitative methodology, can compare the pluses and minuses of quantitative research methodology in relation to qualitative research, can use appropriate quantitative research in mixed research design.

### **Recommended literature:**

Compulsory literature:

TOMŠÍK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: Univerzita Konštantína Filozofa v Nitre, Pedagogická fakulta.

CSÁMPAI, O. (2013). Elementárium kvantitatívneho výskumu. Trnava: Oliva.

Recommended literature:

COHEN, L., MANION, L., MORRISON, K. (2007). Research Methods in Education. Routledge.

BAČÍKOVÁ, M., JANOVSÁ, M. (2018). Základy metodológie pedagogicko-psychologického výskumu. Prešov: ŠafárikPress.

PROKŠA, M., HELD, L. a kol. (2008). Metodológia pedagogického výskumu a jeho aplikácia v didaktikách prírodných vied. Bratislava: Univerzita Komenského v Bratislave.

GAVORA, P. a kol. (2010). Elektronická učebnica pedagogického výskumu. [online]. Univerzita Komenského v Bratislave. <http://www.e-metodologia.fedu.uniba.sk/>

GAVORA, P. (2008). Úvod do pedagogického výskumu. Bratislava: Univerzita Komenského.

IŠVEC, Š. (1998). Metodológia vied o výchove. Bratislava: IRIS.

<b>Languages necessary to complete the course:</b> Languages necessary to complete the course: Slovak, Czech, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 4					
A	B	C	D	E	FX
50,0	25,0	25,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Marian Groma, PhD., RNDr. Ľubomír Rybanský, PhD.					
<b>Last change:</b> 08.11.2022					
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-VDZde006/22	<b>Course title:</b> Quantitative research methodology
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: Type of activities: lecture + seminar Number of hours: 4 hours 3 times per semester, total: 12 hours, combined form 12 hours of direct teaching; 48 hours of self-study, 30 hours of work on a seminar paper, 30 hours of work on a research plan, 30 hours of preparation for the final test. Total: 150 hours. Teaching methods: Explanation of individual topics and discussions, demonstration of examples of current research paradigms, modeling of research plans, modeling of examples of research methods application, discussions on current problems and open questions within quantitative research, critical consideration of research tools selection, making use of original research design solutions, application of critical methodological thinking in evaluating pluses and minuses of research plans.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: in-semester assessment (50%) + final assessment (50%) In-semester assessment includes elaboration of a seminar paper - a written overview of the use of quantitatively oriented research in relation to the topic of the dissertation thesis (25% of the assessment) and elaboration of a plan for the use of quantitative research design relevant to the topic of their dissertation thesis (25% of the assessment). The final assessment includes a final test (50% of the assessment). Final grades are awarded based on the scale: A (100 – 94 %, excellent – outstanding results), B (93 – 86 %, very good – above the average standard), C (85 – 76 %, good – generally sound work), D (75 – 68 %, satisfactory – fair but with significant shortcomings), E (67 – 60 %, sufficient – performance meets the minimum criteria), Fx (59 – 0 %, fail – further work required). A (excellent - outstanding results). During the course, the student has gained an exceptional level of knowledge in the methodology of quantitative research, at an excellent level he/she is familiar	

with research methods of quantitative research, is well-oriented in research paradigms related to the topic of the dissertation thesis, can create and defend a quantitative research plan, can critically evaluate limits of quantitative research, is able to transfer the acquired knowledge to the research carried out within the dissertation thesis.

B (very good – above the average standard). During the course, the student has gained an above-average level of knowledge in the methodology of quantitative research, at an above-average level he/she is familiar with research methods of quantitative research, has solid knowledge of current research and research paradigms relevant to the topic of the dissertation thesis.

C (good – generally sound work). During the course, the student acquired an average level of knowledge from the methodology of quantitative research, at the average level he/she is familiar with research methods and research paradigms in relation to the topic of the dissertation thesis.

D (satisfactory – fair but with significant shortcomings). The student meets the basic requirements for completing the course, has basic knowledge of the methodology of quantitative research and research methods, is familiarized with current research and research paradigms relevant to the topic of the dissertation thesis.

E (sufficient - performance meets the minimum criteria). During the course, the student acquired the minimum accepted level of knowledge in the methodology of quantitative research, at the elementary level he/she is familiar with research methods of quantitatively oriented research, has a basic idea of research paradigms related to the topic of the dissertation thesis, at a low level he/she is familiarized with current quantitative research. At the elementary level, the student can apply the knowledge of quantitative research methodology in creating a research plan.

Fx (fail - further work required). The student does not meet the minimum criteria for passing the course, does not have basic knowledge of the methodology of quantitative research and research methods, is not familiarized with current research and research paradigms. He/She is unable to use the knowledge from the subject in creating a research plan for the dissertation thesis.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim is to acquire knowledge about the methodology of quantitative research at the postgraduate level, to get familiarized with more advanced research methods used in social sciences, to understand demanding research design and to acquire the ability to create research plans of quantitative research in the context of the dissertation topic.

After completing the course, the student understands the paradigm of quantitatively oriented research in relation to the current knowledge of the scientific discipline. The student understands different types of research methods in quantitative research, knows the principles of their selection and requirements for their application, is well-oriented in descriptive, experimental and correlation studies, understands the possibilities and difficulties of data collection and evaluation, can create a quantitatively oriented research plan in relation to the topic of the dissertation while using more demanding tools of quantitative methodology. The student can analyze the methodology used in research published in scientific journals and justify their use. He/She is able to critically reflect on the methodology of quantitatively oriented research, its advantages and conceptual and interpretive shortcomings. He/She will gain the competence to plan, carry out and evaluate research and his/her level of methodological awareness will increase.

### **Class syllabus:**

Course overview:

- The place of quantitative research in scientific disciplines.

The student understands the importance of quantitative research and its application in social science disciplines, its place in the acquisition of new scientific knowledge. He/She understands quantitative

research as a research strategy based on the collection, processing and interpretation of research data, which supports the objective empirical investigation of observable phenomena through a number of quantification methods and techniques.

- Requirements, methods and tools in quantitative research. Selection of research tools and their application in research.

The student understands the research requirements for the selection of research methods and tools in quantitative research. In the process of creating a research plan, he/she is able to adapt to the requirements of basic applied research. He/She can adequately use various research methods and tools (observation, questionnaire, assessment scales, test tools, experiment) and combine them appropriately. The student can assess the degree of reliability and validity of research tools, apply required conditions for their adaptation to the Slovak language.

- Research plan structure. Formulation of research intentions, goals, hypotheses. Specifics of research samples. Low-number research samples.

The student masters the creation of a research plan, understands its content and structure, understands the activities associated with the various stages of research, can correctly formulate research questions, research objectives and research hypotheses. Adequate to the research plan, the student can create a research sample, while aware of the limits of the selection of subjects. He/She can create a suitable research design even with a small number of subjects.

- Quantitative tools in experimental and correlation studies, possibilities of data processing in experimental plans, variables in research and their causal and interference relations. Mathematical-statistical data processing and interpretation of research results.

The student is familiar with the methods of mathematical-statistical processing of research data, is aware of the relationship between the nature of data and the possibilities (limits) of their mathematical-statistical processing. The student is aware of the specificity of measurement as a central element of quantitative research, as a basic connection between empirical observation and mathematical expression of quantitative relationships. The student masters and is able to use methods of descriptive data processing, understands the selection and rules of using appropriate tools of inferential statistics and appropriate statistical tests to verify the validity of research hypotheses.

- Conceptual and interpretive shortcomings of quantitative research plans.

The student can assess the advantages, disadvantages and limits of quantitative methodology, can compare the pluses and minuses of quantitative research methodology in relation to qualitative research, can use appropriate quantitative research in mixed research design.

### **Recommended literature:**

Compulsory literature:

TOMŠÍK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: Univerzita Konštantína Filozofa v Nitre, Pedagogická fakulta.

CSÁMPAI, O. (2013). Elementárium kvantitatívneho výskumu. Trnava: Oliva.

Recommended literature:

COHEN, L., MANION, L., MORRISON, K. (2007). Research Methods in Education. Routledge.

BAČÍKOVÁ, M., JANOVSÁ, M. (2018). Základy metodológie pedagogicko-psychologického výskumu. Prešov: ŠafárikPress.

PROKŠA, M., HELD, L. a kol. (2008). Metodológia pedagogického výskumu a jeho aplikácia v didaktikách prírodných vied. Bratislava: Univerzita Komenského v Bratislave.

GAVORA, P. a kol. (2010). Elektronická učebnica pedagogického výskumu. [online]. Univerzita Komenského v Bratislave. <http://www.e-metodologia.fedu.uniba.sk/>

GAVORA, P. (2008). Úvod do pedagogického výskumu. Bratislava: Univerzita Komenského.

IŠVEC, Š. (1998). Metodológia vied o výchove. Bratislava: IRIS.

<b>Languages necessary to complete the course:</b> Languages necessary to complete the course: Slovak, Czech, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 4					
A	B	C	D	E	FX
50,0	25,0	25,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Marian Groma, PhD.					
<b>Last change:</b> 08.11.2022					
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde009/22	<b>Course title:</b> Image in contexts
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, 10 hours lecture, 2 hours seminar, combined form (primarily in-person teaching). Number of hours: 10L+2S (4 credits): 10L+2S hours of direct instruction is 12 hours, study of course literature 30 hours, preparation of term paper 38 hours, consultation 10 hours, debate 10 hours. Total 100 hours of student work. Teaching methods: Combination of monologic, dialogic and discussion methods: lecture, briefing, discussion on the presented topic, brainstorming on selected topics, discussion groups.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The course is completed with an assessment consisting of a term paper, its presentation and subsequent discussion. 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, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics and assignments. Midterm assignments 20%, term paper 40%, tutorials 20%, debate 20% of the total course grade. Grades are awarded on a scale: A (100-91%, excellent - outstanding results), the student can theoretically reflect on the given issue, can analyze, critically evaluate, argue and take his/her own position. B (90-81%, very good - above average standard), the student has an above average command of the subject matter, demonstrates independent critical thinking and evaluation C (80-73%, good - normal reliable work), the student has an average command of the material, reliable knowledge of the subject matter, critical thinking is borderline,	

D (72-66%, satisfactory - acceptable performance), the student has demonstrated average knowledge, average ability to reflect on and theoretically generalize the subject matter.

E (65-60%, satisfactory - results meet minimum criteria), the student has demonstrated basic knowledge but minimal ability to reflect critically and theoretically independently. Cannot apply knowledge to practice.

Fx (59-0%, insufficient - additional work is required)

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of education within the above mentioned course is to encompass and deepen the student's knowledge in the field of contemporary visual art with emphasis on the theme of the image, in various contexts.

After completing:

- Masters the knowledge or essential facts, concepts, principles of cultural determination of the image and visuality,
- independently reflects and self-reflects on didactic work in the field of didactics and subjects with an artistic focus,
- understands, grasps essential facts, concepts, principles and theories related to research and practice in the context of contemporary visual arts, taking into account the theme of the image,
- creatively uses relevant knowledge to identify creativity in educational realities,
- is able to reflect scientifically on the relations of the image or visuality with didactic practice.

### **Class syllabus:**

Course overview:

The course emphasizes the issue of the image, or visuality as such, in various widely accepted vertical and horizontal contexts in relation to didactic or educational processes. It deals with examples that possess a qualitative equivalence, not following the chronology of art history, but rather internal connections. The course programme seeks to discover common territories in art. In this case, we have chosen to search for contexts, and also to attempt an interpretation in the most universal of the visual arts - painting, or visual media. It analyses the relations of the image, visuality in different contexts starting from historical, social, media contexts, taking into account contemporary art theory. Familiarizes with the thinking of personalities of contemporary visual arts, also with strategies, creative processes and the possibilities of their application to the didactic process. Determining factors are found in the cultural and cultural foundations of the arts, in particular historical, ethnic and other phenomena. The very naming of the subject reveals that its basis should be the contextual perception and interpretation of the image.

### **Recommended literature:**

Compulsory literature:

GERŽOVÁ, J.(ed.) Malba v postmediálnom veku / Painting in the Postmedial Age. Bratislava: Slovart, 2013. ISBN 978-80-556-08815.

GERŽOVÁ, J.(ed.). Malba v kontextoch / Kontexty malby. Bratislava: Slovart, 2013. ISBN 978-80-556-07931.

RUSNÁKOVÁ, K. V toku pohyblivých obrazov. Antológia textov o elektronickom a digitálnom umení v kontexte vizuálnej kultúry. Bratislava: AFAD Press, VŠVU 2005. ISBN 80-88675-97-9.

Recommended literature:

BARTKOVÁ, A., PIVOŇKOVÁ, B. J., ŠVADLENKOVÁ, Z. Umělec, vila a bazén. Praha: PageFive. 2014. ISBN 978-80-260-5843-4.

BERGER, J. Způsoby vidění. Labyrint, 2016. ISBN 978-80-8726-078-4.

BERGEROVÁ, X. Dojem - výraz- abstrakcia. In: Bergerová, Drahoš, Kmeť. O výtvarnej výchove. Bratislava: Univerzita Komenského v Bratislave, 2019. ISBN 978-80-223-4757-0. 27.-40. S.

BREUVART, V. Vitamin P, New prespectives in Painting. Phaidon, 2002. ISBN 0-7148-4246-X.

FRANCASTEL, P. Malířství a společnost. Výtvarný prostor od renesance ke kubizmu. Praha: Barrister and Principal, 2003. ISBN 80-86598-49-7.

GERŽOVÁ, J. Rozhovory o maľbe. Bratislava: Slovart, 2009. ISBN 978-80-8085-939-8.

GOMPERTY, W. Na co se to vlastne dívame? 150 let moderního umění v cuku letu. Praha: NLN, 2014. ISBN 9-788074-223006.

HOLOŠKA, L. Premeny obrazu. Senica: RECO, s.r.o. 2013. ISBN 978-80-89462-07-0.

MOJŽIŠ, J. Voľným okom. Ivánka pri Dunaji: F.R. a G, 2007. ISBN 978-80-85508-75-8.

Před obrazem. Antologie americké výtvarné teorie a kritiky. Praha: OSVU. 1998. ISBN 80-238-1286-6.

RIEMSCHEIDER, B., GROSENICK, U. Art at the turn of the millenium. Taschen. ISBN 3-8228-7393-4.

SCHWABSKY, B. Vitamin P 2, New prespectives in Painting. Phaidon, 2011. ISBN-9780714861609.

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 3

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

**Lecturers:** doc. Mgr. art. Xénia Bergerová, ArtD., doc. PhDr. Magdaléna Kvasnicová, PhD.

**Last change:** 08.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde009/22	<b>Course title:</b> Image in contexts
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, 10 hours lecture, 2 hours seminar, combined form (primarily in-person teaching). Number of hours: 10L+2S (4 credits): 10L+2S hours of direct instruction is 12 hours, study of course literature 30 hours, preparation of term paper 38 hours, consultation 10 hours, debate 10 hours. Total 100 hours of student work. Teaching methods: Combination of monologic, dialogic and discussion methods: lecture, briefing, discussion on the presented topic, brainstorming on selected topics, discussion groups.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The course is completed with an assessment consisting of a term paper, its presentation and subsequent discussion. 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, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics and assignments. Midterm assignments 20%, term paper 40%, tutorials 20%, debate 20% of the total course grade. Grades are awarded on a scale: A (100-91%, excellent - outstanding results), the student can theoretically reflect on the given issue, can analyze, critically evaluate, argue and take his/her own position. B (90-81%, very good - above average standard), the student has an above average command of the subject matter, demonstrates independent critical thinking and evaluation C (80-73%, good - normal reliable work), the student has an average command of the material, reliable knowledge of the subject matter, critical thinking is borderline,	

D (72-66%, satisfactory - acceptable performance), the student has demonstrated average knowledge, average ability to reflect on and theoretically generalize the subject matter.  
E (65-60%, satisfactory - results meet minimum criteria), the student has demonstrated basic knowledge but minimal ability to reflect critically and theoretically independently. Cannot apply knowledge to practice.  
Fx (59-0%, insufficient - additional work is required)

**Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of education within the above mentioned course is to encompass and deepen the student's knowledge in the field of contemporary visual art with emphasis on the theme of the image, in various contexts.

After completing:

- Masters the knowledge or essential facts, concepts, principles of cultural determination of the image and visuality,
- independently reflects and self-reflects on didactic work in the field of didactics and subjects with an artistic focus,
- understands, grasps essential facts, concepts, principles and theories related to research and practice in the context of contemporary visual arts, taking into account the theme of the image,
- creatively uses relevant knowledge to identify creativity in educational realities,
- is able to reflect scientifically on the relations of the image or visuality with didactic practice.

**Class syllabus:**

Course overview:

The course emphasizes the issue of the image, or visuality as such, in various widely accepted vertical and horizontal contexts in relation to didactic or educational processes. It deals with examples that possess a qualitative equivalence, not following the chronology of art history, but rather internal connections. The course programme seeks to discover common territories in art. In this case, we have chosen to search for contexts, and also to attempt an interpretation in the most universal of the visual arts - painting, or visual media. It analyses the relations of the image, visuality in different contexts starting from historical, social, media contexts, taking into account contemporary art theory. Familiarizes with the thinking of personalities of contemporary visual arts, also with strategies, creative processes and the possibilities of their application to the didactic process. Determining factors are found in the cultural and cultural foundations of the arts, in particular historical, ethnic and other phenomena. The very naming of the subject reveals that its basis should be the contextual perception and interpretation of the image.

**Recommended literature:**

Compulsory literature:

GERŽOVÁ, J.(ed.) Malba v postmediálnom veku / Painting in the Postmedial Age. Bratislava: Slovart, 2013. ISBN 978-80-556-08815.

GERŽOVÁ, J.(ed.). Malba v kontextoch / Kontexty malby. Bratislava: Slovart, 2013. ISBN 978-80-556-07931.

RUSNÁKOVÁ, K. V toku pohyblivých obrazov. Antológia textov o elektronickom a digitálnom umení v kontexte vizuálnej kultúry. Bratislava: AFAD Press, VŠVU 2005. ISBN 80-88675-97-9.

Recommended literature:

BARTKOVÁ, A., PIVOŇKOVÁ, B. J., ŠVADLENKOVÁ, Z. Umělec, vila a bazén. Praha: PageFive. 2014. ISBN 978-80-260-5843-4.

BERGER, J. Způsoby vidění. Labyrint, 2016. ISBN 978-80-8726-078-4.

BERGEROVÁ, X. Dojem - výraz- abstrakcia. In: Bergerová, Drahoš, Kmeť. O výtvarnej výchove. Bratislava: Univerzita Komenského v Bratislave, 2019. ISBN 978-80-223-4757-0. 27.-40. S.

BREUVART, V. Vitamin P, New perspectives in Painting. Phaidon, 2002. ISBN 0-7148-4246-X.

FRANCASTEL, P. Malířství a společnost. Výtvarný prostor od renesance ke kubizmu. Praha: Barrister and Principal, 2003. ISBN 80-86598-49-7.

GERŽOVÁ, J. Rozhovory o maľbe. Bratislava: Slovart, 2009. ISBN 978-80-8085-939-8.

GOMPERTY, W. Na co se to vlastne dívame? 150 let moderního umění v cuku letu. Praha: NLN, 2014. ISBN 9-788074-223006.

HOLOŠKA, L. Premeny obrazu. Senica: RECO, s.r.o. 2013. ISBN 978-80-89462-07-0.

MOJŽIŠ, J. Voľným okom. Ivánka pri Dunaji: F.R. a G, 2007. ISBN 978-80-85508-75-8.

Před obrazem. Antologie americké výtvarné teorie a kritiky. Praha: OSVU. 1998. ISBN 80-238-1286-6.

RIEMSCHEIDER, B., GROSENICK, U. Art at the turn of the millenium. Taschen. ISBN 3-8228-7393-4.

SCHWABSKY, B. Vitamin P 2, New perspectives in Painting. Phaidon, 2011. ISBN-9780714861609.

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 3

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

**Lecturers:** doc. Mgr. art. Xénia Bergerová, ArtD., doc. PhDr. Magdaléna Kvasnicová, PhD.

**Last change:** 08.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/D-VDZde017/22			<b>Course title:</b> Inclusive pedagogy			
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. Miroslava Bartoňová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/D-VDZde017/22			<b>Course title:</b> Inclusive pedagogy			
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. Miroslava Bartoňová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde011/22	<b>Course title:</b> Intermedia and recording media in contemporary art
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, 10 hours lecture, 2 hours seminar, combined form (primarily in-person teaching) Number of hours: 10L+2S (4 credits): 10L+2S hours of direct instruction is 12 hours, term paper preparation 48 hours, consultation 30 hours, debate 30 hours. Total 120 hours of student work. Teaching methods: Combination of monologic, dialogic and discussion methods: lecture, discussion on the presented topic, brainstorming on selected topics, discussion groups.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The course is completed with an assessment consisting of a term paper, its presentation and subsequent discussion. 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, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics and assignments. Midterm assignments 30%, term paper 40%, tutorials 10%, debate 20% of the total course grade. Grades are awarded on a scale: A (100-91%, excellent - outstanding results), the student can reflect theoretically on the problems of intermedia and recording media, can analyse, critically evaluate, argue and take his own position. B (90-81%, very good - above average standard), the student has an above average command of the subject matter, demonstrates independent critical thinking and evaluation C (80-73%, good - normal reliable work), the student has an average command of the material, has a reliable understanding of the realm of intermedia and recorded media,	

D (72-66%, satisfactory - acceptable performance), the student has demonstrated an average knowledge of contemporary art, an average ability to reflect on and theoretically generalize about intermedia issues,

E (65-60%, satisfactory - results meet the minimum criteria), the student demonstrated basic knowledge of the field but minimal ability for independent critical and theoretical reflection. Cannot apply knowledge to practice.

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

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Student after graduation:

- master the knowledge of intermedia and recording media, understand their connections and differences
- independently reflects on didactic work in the field of didactics and subjects with an artistic focus,
- understands the essential facts, concepts, principles and theories related to research and practice in the context of intermedia production
- creatively uses relevant knowledge in the field of intermedia and recording media in educational reality,
- is able to scientifically grasp knowledge in the field of intermedia and recorded media.

### **Class syllabus:**

Course overview:

The content of the course is to familiarize the student with the formal and content possibilities of different media. From the classical to the new, to learn how to perceive these media in the context of contemporary art, both visual and audiovisual media. The student should acquire knowledge of the current art scene and be able to navigate through it.

### **Recommended literature:**

Compulsory literature:

CSERES, J., MURIN, M.: Od analógového k digitálnemu. Banská Bystrica: Akadémia umení, Fakulta výtvarných umení, 2010. ISBN 80-89078-78-3.

RUSNÁKOVÁ, K. V toku pohyblivých obrazov. Antológia textov o elektronickom a digitálnom umení v kontexte vizuálnej kultúry. Bratislava: AFAD Press, VŠVU 2005. ISBN 80-88675-97-9.

Recommended literature:

COOK, N. Analysing musical multimedia. Oxford: Oxford University Press, c1998, xiv, 290 s. ISBN 0198167377.

CSERES, J., MURIN, M.: Od analógového k digitálnemu. Banská Bystrica: Akadémia umení, Fakulta výtvarných umení, 2010. ISBN 80-89078-78-3.

DANIELS, D., NAUMANN, S., THOBEN, J. Audiovisuology 2: essays: histories and theories of audiovisual media and art. Köln: König, 2010. 259 s. ISBN 9783865606877.

DORUŽKA, P. a kol.: Hudba na pomezí. Praha: Panton, 1991. ISBN 80-7039-125-1.

GERŽOVÁ, J.(ed.) Maľba v postmediálnom veku / Painting in the Postmedial Age. Bratislava: Slovart, 2013. ISBN 978-80-556-08815.

GERŽOVÁ, J. Slovník svetového a slovenského výtvarného umenia 2. polovice 20 storočia. Bratislava: Profil, 1999. ISBN 80-9682-830-4.

HUI KYONG CHUN, W. a KEENAN, T. ed.: New Media, Old Media – A History and Theory Reader, New York: Routledge, 2006.

McLUHAN, M.: Jak rozumět médiím. Praha: Odeon, 1991. ISBN 80-207-0296-2.

PACKER, R., JORDAN, K. Multimedia: From Wagner to Virtual Reality. New York : W.W. Norton, c 2002.

SEXTON, J. Music, sound and multimedia: from the live to the virtual. Edinburgh: Edinburgh University Press, c2007, xi, 204 s. ISBN 9780748625338.  
SMITH, E. L. Artoday. Praha: Slovart, 1996. ISBN 80 -85871-97-1.  
SPACE. Časopis Flash Art CZ/SK, v česko-slovenskej mutácii, vychádza od septembra 2006, štyrikrát ročne.

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** prof. Mgr. Stanislav Zamborský, ArtD., Mgr. art. Anabela Sládek, ArtD.

**Last change:** 08.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde011/22	<b>Course title:</b> Intermedia and recording media in contemporary art
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, 10 hours lecture, 2 hours seminar, combined form (primarily in-person teaching) Number of hours: 10L+2S (4 credits): 10L+2S hours of direct instruction is 12 hours, term paper preparation 48 hours, consultation 30 hours, debate 30 hours. Total 120 hours of student work. Teaching methods: Combination of monologic, dialogic and discussion methods: lecture, discussion on the presented topic, brainstorming on selected topics, discussion groups.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The course is completed with an assessment consisting of a term paper, its presentation and subsequent discussion. 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, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics and assignments. Midterm assignments 30%, term paper 40%, tutorials 10%, debate 20% of the total course grade. Grades are awarded on a scale: A (100-91%, excellent - outstanding results), the student can reflect theoretically on the problems of intermedia and recording media, can analyse, critically evaluate, argue and take his own position. B (90-81%, very good - above average standard), the student has an above average command of the subject matter, demonstrates independent critical thinking and evaluation C (80-73%, good - normal reliable work), the student has an average command of the material, has a reliable understanding of the realm of intermedia and recorded media,	

D (72-66%, satisfactory - acceptable performance), the student has demonstrated an average knowledge of contemporary art, an average ability to reflect on and theoretically generalize about intermedia issues,

E (65-60%, satisfactory - results meet the minimum criteria), the student demonstrated basic knowledge of the field but minimal ability for independent critical and theoretical reflection. Cannot apply knowledge to practice.

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

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Student after graduation:

- master the knowledge of intermedia and recording media, understand their connections and differences
- independently reflects on didactic work in the field of didactics and subjects with an artistic focus,
- understands the essential facts, concepts, principles and theories related to research and practice in the context of intermedia production
- creatively uses relevant knowledge in the field of intermedia and recording media in educational reality,
- is able to scientifically grasp knowledge in the field of intermedia and recorded media.

### **Class syllabus:**

Course overview:

The content of the course is to familiarize the student with the formal and content possibilities of different media. From the classical to the new, to learn how to perceive these media in the context of contemporary art, both visual and audiovisual media. The student should acquire knowledge of the current art scene and be able to navigate through it.

### **Recommended literature:**

Compulsory literature:

CSERES, J., MURIN, M.: Od analógového k digitálnemu. Banská Bystrica: Akadémia umení, Fakulta výtvarných umení, 2010. ISBN 80-89078-78-3.

RUSNÁKOVÁ, K. V toku pohyblivých obrazov. Antológia textov o elektronickom a digitálnom umení v kontexte vizuálnej kultúry. Bratislava: AFAD Press, VŠVU 2005. ISBN 80-88675-97-9.

Recommended literature:

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DANIELS, D., NAUMANN, S., THOBEN, J. Audiovisuology 2: essays: histories and theories of audiovisual media and art. Köln: König, 2010. 259 s. ISBN 9783865606877.

DORŮŽKA, P. a kol.: Hudba na pomezí. Praha: Panton, 1991. ISBN 80-7039-125-1.

GERŽOVÁ, J.(ed.) Maľba v postmediálnom veku / Painting in the Postmedial Age. Bratislava: Slovart, 2013. ISBN 978-80-556-08815.

GERŽOVÁ, J. Slovník svetového a slovenského výtvarného umenia 2. polovice 20 storočia. Bratislava: Profil, 1999. ISBN 80-9682-830-4.

HUI KYONG CHUN, W. a KEENAN, T. ed.: New Media, Old Media – A History and Theory Reader, New York: Routledge, 2006.

McLUHAN, M.: Jak rozumět médiím. Praha: Odeon, 1991. ISBN 80-207-0296-2.

PACKER, R., JORDAN, K. Multimedia: From Wagner to Virtual Reality. New York : W.W. Norton, c 2002.

SEXTON, J. Music, sound and multimedia: from the live to the virtual. Edinburgh: Edinburgh University Press, c2007, xi, 204 s. ISBN 9780748625338.  
SMITH, E. L. Artoday. Praha: Slovart, 1996. ISBN 80 -85871-97-1.  
SPACE. Časopis Flash Art CZ/SK, v česko-slovenskej mutácii, vychádza od septembra 2006, štyrikrát ročne.

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** prof. Mgr. Stanislav Zamborský, ArtD., Mgr. art. Anabela Sládek, ArtD.

**Last change:** 08.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-VDZde015/22	<b>Course title:</b> Mathematical and statistical methods II
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours of lectures and seminars per semester, combined form (primarily in-person teaching). LMS MOODLE will be used for blended learning. Number of hours: 12 hours of direct teaching; 28 hours of preparation of intermediate assignments; 30 hours of preparation of the seminar paper and 30 hours of preparation for the final test. A total of 100 hours of student work. Teaching methods: Lecture, discussion on the topic covered; small group work; problem solving tasks, guided self-study - processing of partial tasks according to the lecturer's assignment during the semester and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving aimed at understanding and interpretation statistical concepts. During the semester, students submit 5 assignments of 6 points, which will focus on solving statistical tasks using software MS EXCEL and JASP from individual topics (descriptive statistics, correlation, and regression analysis, sample survey, hypothesis testing) and at the end of the semester the student submits and presents a semester work for 40 points. The semester work will include separate statistical processing and interpretation of quantitative research (own or taken over data from diploma, rigorous or dissertation theses, for example). The student submits the work in electronic form MS WORD and MS EXCEL, prepares the presentation in MS PowerPoint or Prezi. By elaborating and presenting the semester project, the student will prove that he/she is able to independently statistically evaluate quantitative research and interpret them. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E.	

Credits will not be awarded to a student who obtains less than 3 points in any of the 5 assignments. To successfully complete the course, it is necessary to obtain at least 60% of the points.

The assessment is given on a scale:

A (100-91%, excellent – outstanding results), the student has excellent knowledge of theoretical knowledge of data collection for quantitative research and statistical data processing and can interpret them correctly and clearly; solves tasks in a creative way, can react promptly and spontaneously during lectures and systematically prepares assignments for seminars, the student is proactive, asks questions in the context of the problem. He/she is active in seminars. He/she brings his/her own experience and observations from practice into teaching. His/her oral and written speech is correct, citational correct, grammatically flawless.

B (90-81%, very good – above the average standard), the student masters the theoretical knowledge of data collection for quantitative research and statistical data processing and can interpret them correctly and clearly with minor shortcomings, has acquired key competencies, can respond promptly during lectures at the teacher's challenges, the student is initiative and asks questions in the context of the issues addressed. His/her written expression in the seminar paper is correct, grammatically flawless, and creative. He/she brings his/her own experience and observations from practice into teaching. The results of his/her activities are of good quality, with minor shortcomings.

C (80-73%, good – generally sound work), the student masters the theoretical knowledge of data collection for quantitative research and statistical data processing and can interpret them at an average, i.e. good level, he/she has acquired theoretical knowledge and skills using MS EXCEL and JASP in solving tasks can respond to the challenges of the teacher. The student himself/herself is not proactive, he/she does not ask questions in the context of the problem. His/her communication style is not disturbing, but he/she is not sure of his/her answer and his/her speech does not have significant disruptive elements. He/she transmits practical experience with problems. His/her grammatical expression is of lower quality.

D (72-66%, satisfactory – fair but with significant shortcomings), the student masters the subject at a satisfactory level. He/she masters the theory with smaller gaps, but he/she does not know how to apply it to the solution of practical experience, he/she needs help in interpreting the obtained statistical data. He/she is less active during teaching, does not bring new solutions, he/she plays the role of a passive observer. Memorization is more prevalent in the student, as opposed to critical thinking. The practical analysis is less constructive. His/her written speech has certain inaccuracies and even more serious shortcomings.

E (65-60%, sufficient – performance meets the minimum criteria), the student masters the theoretical knowledge of statistical data processing at a low level, the instructions, and challenges of the teacher responds with considerable inaccuracies; the student himself/herself is not proactive and does not ask questions in the context of the problem. He/she applies theoretical knowledge with considerable problems, on a practical level he/she has no recommendations for the right solutions. Rather, the student is in the position of a passive recipient of knowledge and is not active in seminars. The student is not creative, he/she relies on numerous quotations without his/her own opinion. His/her grammatical expression is not flawless and stylistically correct.

Fx (59-0%, fail – further work required) this assessment is given to the student if he/she does not meet some of the required minimum criteria and is not admitted to the final test. This means that the student does not have the acquired knowledge and skills to such an extent that would allow him/her to meet at least the minimum criteria for a successful evaluation.

**Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The student is able to design data collection, to implement data arrangement and sorting adequate to his/her research; based on the formulation of hypotheses, he/she is able to test hypotheses using

statistical tests, to present data and to interpret the result of testing. Upon completion of the course, the student will be able to appropriately choose a statistical method in quantitative research. The student will acquire skills in data processing and evaluation and will be able to use MS EXCEL and JASP software appropriately. Understand the meaning of the statistical data obtained and be able to evaluate and interpret the statistical outputs obtained in quantitative research.

**Class syllabus:**

Course overview:

Introduction to types of variables and basic statistical theory. Mastering the creation of descriptive statistics files in MS Excel and JASP. Ability to test statistical hypotheses using parametric and non-parametric tests. Analysis of variance - ANOVA. Correlation and regression analysis.

Content. Descriptive statistics - description of the statistical set, data visualization. Correlation and regression analysis. Probability. Random variables - probability distribution. Sampling. Estimation of characteristics of the basic population. Hypothesis testing, one-sample tests. Semester project presentation.

**Recommended literature:**

Recommended literature:

COHEN, B. H., LEA, R. B. Essentials of Statistics for the Social and Behavioral Sciences. Hoboken: John Wiley and Sons, 2004. ISBN 0-471-22031-0.

PAGANO, R. R. Understanding Statistics in the Behavioral Sciences. 9th ed. Belmont: Wadsworth, 2009. ISBN 978-0-495-59652-3.

GRAVATTER, F. J., WALLNAU, L. B. Statistics for the Behavioral Sciences. Belmont: Wadsworth, 2009. ISBN 9-780-495-602200.

MARKECHOVÁ, D., TIRPÁKOVÁ, A., STEHLÍKOVÁ, B. Základy štatistiky pre pedagógov. Nitra: UKF, 2011. ISBN 978-80-8094.

Chajdiak, J. Štatistika jednoducho v Exceli. Bratislava, Statis, 2013

Neubauer, J., Sedlačík, M., Kříž, O. Základy statistiky. Praha, Grada, 2016

Rimarčík, M. Štatistika pre prax. Košice, Marián Rimarčík, 2007

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech, English – study of foreign literature

**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:** doc. PaedDr. Lilla Koreňová, PhD., RNDr. Ľubomír Rybanský, PhD.

**Last change:** 08.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-VDZde015/22	<b>Course title:</b> Mathematical and statistical methods II
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours of lectures and seminars per semester, combined form (primarily in-person teaching). LMS MOODLE will be used for blended learning. Number of hours: 12 hours of direct teaching; 28 hours of preparation of intermediate assignments; 30 hours of preparation of the seminar paper and 30 hours of preparation for the final test. A total of 100 hours of student work. Teaching methods: Lecture, discussion on the topic covered; small group work; problem solving tasks, guided self-study - processing of partial tasks according to the lecturer's assignment during the semester and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving aimed at understanding and interpretation statistical concepts. During the semester, students submit 5 assignments of 6 points, which will focus on solving statistical tasks using software MS EXCEL and JASP from individual topics (descriptive statistics, correlation, and regression analysis, sample survey, hypothesis testing) and at the end of the semester the student submits and presents a semester work for 40 points. The semester work will include separate statistical processing and interpretation of quantitative research (own or taken over data from diploma, rigorous or dissertation theses, for example). The student submits the work in electronic form MS WORD and MS EXCEL, prepares the presentation in MS PowerPoint or Prezi. By elaborating and presenting the semester project, the student will prove that he/she is able to independently statistically evaluate quantitative research and interpret them. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E.	

Credits will not be awarded to a student who obtains less than 3 points in any of the 5 assignments. To successfully complete the course, it is necessary to obtain at least 60% of the points. The assessment is given on a scale:

A (100-91%, excellent – outstanding results), the student has excellent knowledge of theoretical knowledge of data collection for quantitative research and statistical data processing and can interpret them correctly and clearly; solves tasks in a creative way, can react promptly and spontaneously during lectures and systematically prepares assignments for seminars, the student is proactive, asks questions in the context of the problem. He/she is active in seminars. He/she brings his/her own experience and observations from practice into teaching. His/her oral and written speech is correct, citational correct, grammatically flawless.

B (90-81%, very good – above the average standard), the student masters the theoretical knowledge of data collection for quantitative research and statistical data processing and can interpret them correctly and clearly with minor shortcomings, has acquired key competencies, can respond promptly during lectures at the teacher's challenges, the student is initiative and asks questions in the context of the issues addressed. His/her written expression in the seminar paper is correct, grammatically flawless, and creative. He/she brings his/her own experience and observations from practice into teaching. The results of his/her activities are of good quality, with minor shortcomings.

C (80-73%, good – generally sound work), the student masters the theoretical knowledge of data collection for quantitative research and statistical data processing and can interpret them at an average, i.e good level, he/she has acquired theoretical knowledge and skills using MS EXCEL and JASP in solving tasks can respond to the challenges of the teacher. The student himself/herself is not proactive, he/she does not ask questions in the context of the problem. His/her communication style is not disturbing, but he/she is not sure of his/her answer and his/her speech does not have significant disruptive elements. He/she transmits practical experience with problems. His/her grammatical expression is of lower quality.

D (72-66%, satisfactory – fair but with significant shortcomings), the student masters the subject at a satisfactory level. He/she masters the theory with smaller gaps, but he/she does not know how to apply it to the solution of practical experience, he/she needs help in interpreting the obtained statistical data. He/she is less active during teaching, does not bring new solutions, he/she plays the role of a passive observer. Memorization is more prevalent in the student, as opposed to critical thinking. The practical analysis is less constructive. His/her written speech has certain inaccuracies and even more serious shortcomings.

E (65-60%, sufficient – performance meets the minimum criteria), the student masters the theoretical knowledge of statistical data processing at a low level, the instructions, and challenges of the teacher responds with considerable inaccuracies; the student himself/herself is not proactive and does not ask questions in the context of the problem. He/she applies theoretical knowledge with considerable problems, on a practical level he/she has no recommendations for the right solutions. Rather, the student is in the position of a passive recipient of knowledge and is not active in seminars. The student is not creative, he/she relies on numerous quotations without his/her own opinion. His/her grammatical expression is not flawless and stylistically correct.

Fx (59-0%, fail – further work required) this assessment is given to the student if he/she does not meet some of the required minimum criteria and is not admitted to the final test. This means that the student does not have the acquired knowledge and skills to such an extent that would allow him/her to meet at least the minimum criteria for a successful evaluation.

**Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The student is able to design data collection, to implement data arrangement and sorting adequate to his/her research; based on the formulation of hypotheses, he/she is able to test hypotheses using

statistical tests, to present data and to interpret the result of testing. Upon completion of the course, the student will be able to appropriately choose a statistical method in quantitative research. The student will acquire skills in data processing and evaluation and will be able to use MS EXCEL and JASP software appropriately. Understand the meaning of the statistical data obtained and be able to evaluate and interpret the statistical outputs obtained in quantitative research.

**Class syllabus:**

Course overview:

Introduction to types of variables and basic statistical theory. Mastering the creation of descriptive statistics files in MS Excel and JASP. Ability to test statistical hypotheses using parametric and non-parametric tests. Analysis of variance - ANOVA. Correlation and regression analysis.

Content. Descriptive statistics - description of the statistical set, data visualization. Correlation and regression analysis. Probability. Random variables - probability distribution. Sampling. Estimation of characteristics of the basic population. Hypothesis testing, one-sample tests. Semester project presentation.

**Recommended literature:**

Recommended literature:

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PAGANO, R. R. Understanding Statistics in the Behavioral Sciences. 9th ed. Belmont: Wadsworth, 2009. ISBN 978-0-495-59652-3.

GRAVATTER, F. J., WALLNAU, L. B. Statistics for the Behavioral Sciences. Belmont: Wadsworth, 2009. ISBN 9-780-495-602200.

MARKECHOVÁ, D., TIRPÁKOVÁ, A., STEHLÍKOVÁ, B. Základy štatistiky pre pedagógov. Nitra: UKF, 2011. ISBN 978-80-8094.

Chajdiak, J. Štatistika jednoducho v Exceli. Bratislava, Statis, 2013

Neubauer, J., Sedlačík, M., Kříž, O. Základy statistiky. Praha, Grada, 2016

Rimarčík, M. Štatistika pre prax. Košice, Marián Rimarčík, 2007

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech, English – study of foreign literature

**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:** doc. PaedDr. Lilla Koreňová, PhD.

**Last change:** 08.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/D-VDZde018/22			<b>Course title:</b> Mathematical-statistical methods I			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 1.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Lilla Koreňová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/D-VDZde018/22		<b>Course title:</b> Mathematical-statistical methods I				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Lilla Koreňová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-VDZde011/22	<b>Course title:</b> New trends in psychological theory and practice
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 1 hour lecture/week, 12 hours total per semester, combined form (primarily full-time) Number of hours: 12 x 1 hour of teaching = 12 hours of direct teaching; continuous preparation for teaching (24 hours); guided self-study - work with specialist literature (44 hours); production of a written thesis of a scientific nature in the scope of min. ½ AH (40 hours). 120 hours in total. Teaching methods: Lecture, group discussion, interview, guided discussion, problem solving, heuristic method, creation of concept maps, guided self-study, work with information sources, critical analysis of research studies in psychology.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: 100% of continuous assessment. Intermediate assessment includes the completion of intermediate tasks according to the assignment: creation and presentation of selected research studies on a selected topic (50% of the assessment), written form of the term paper after incorporation of comments (50% of the assessment). For successful completion of the course it is necessary to obtain at least 60% of the total score. 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). Grade A: Students reflect and communicate the acquired knowledge of psychology with emphasis on new approaches, theories, and research methods, including their meaningful integration with knowledge from other disciplines, with emphasis on a multidisciplinary approach and relevant	

relationship to the discipline and thematic focus of their dissertation, in an excellent, correct, and active critical and creative manner.

Grade B: Students are capable of an above-average level of independent study and appropriate critical comparison of professional texts in psychology, integrate psychological knowledge with knowledge from other disciplines, are able to apply theoretical knowledge practically to the development of assigned tasks; including their meaningful integration with knowledge from other disciplines with an emphasis on a multidisciplinary approach and a relevant relationship to the discipline and the thematic focus of their dissertation.

Grade C: Students are capable of independent study and critical comparison of professional texts in psychology at a good level, achieving a good level of theoretical knowledge of the subject matter and the ability to practically apply theoretical knowledge to the development of the assigned tasks in a meaningful and logical context.

Grade D: Students are capable of independent study and critical comparison of professional texts in psychology, but have difficulty fully processing the more complex content of recent scientific research; the ability to apply theoretical knowledge practically to the development of assigned tasks is satisfactory.

Grade E: Students fail in some assignments, need support in developing a coherent view of the complex theoretical underpinnings of psychology and research; they are deficient in theoretical and methodological knowledge, and fail in the practical application of theoretical knowledge to the assignments.

A grade of Fx indicates that students need additional, higher quality study to acquire the necessary knowledge and competencies for scholarly work.

### **Learning outcomes:**

Learning outcomes:

The goal is to learn about trends in psychological science theory and practice with an emphasis on new trends in the field.

Students after completing the course

know:

- Clarify the theoretical foundations of psychological approaches,
- differentiate current trends in social psychology,
- correctly understand the methods of research in personality psychology;

understand:

- the complexity of health, mental health and disability psychology,
- knowledge of neuroscience, cognitive science and their application by contemporary psychology in educational settings and in the helping professions;

are able to:

- integrate current knowledge of psychological science into research concepts of related, scientific fields, especially to the field and focus of their dissertation,
- integrate current knowledge of psychological approaches into a holistic understanding of personality and its development,
- critically analyze and compare information in domestic and foreign scientific literature.

### **Class syllabus:**

Course overview:

1. Current developments in scientific conceptualization and research on health and mental health (operationalizations, constructs; diagnosis, intervention and prevention).
2. Current trends and research in psychology (pathopsychology) in people with different types of disabilities.

3. New approaches in psychology and related sciences integrating current knowledge and research in neuroscience and cognitive science (basic and applied research in psychology and educational sciences).
4. Current issues in applied social psychology with emphasis on media psychology, digitalization, psychology of violence, and consumer psychology.
5. Current domestic and international research in applied behavior analysis.
6. Current domestic and international research in interpersonal interaction and emotion regulation.

**Recommended literature:**

Compulsory literature:

Calvert, S. L., Wilson, B. J. (2008). *The Handbook of Children, Media and Development*. N.J.: Wiley-Blackwell. (vybrané časti)

Glasová, M., Groma, M., Andreánska, V. (2015). Zdravie a zdravotné postihnutie. In Groma, M. a kolektív, *Zdravotné postihnutie v kontexte aktivity, participácie a zdravia*. Bratislava: Univerzita Komenského v Bratislave. (s. 7-32)

Glasová, M., Harvanová, S., Vancu, E. (2021). *Multimodalita vývinu emocionálnej regulácie u adolescentov*. 1. vyd., Bratislava: Univerzita Komenského. (vybrané časti)

Jursová Zacharová, Z. (2021). *Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania*. Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta, Katedra psychológie a patopsychológie. (vybrané časti)

Recommended literature:

Catania, A. C. (2012). *Learning*. 5th edition New York: Sloan Publishing.

Cicchetti, D. (2016). *Developmental psychopathology*. 3rd edition. Volume I-IV. (I. Theory and method; II. Developmental neuroscience; III. Maladaptation and psychopathology; IV. Risk, resilience and Intervention). New York: Willey and Sons.

Fisher, W.W., Piazza, C. C., Roane, H. S. (2011). *Handbook of Applied Behavioral Analysis*. New York: Guilford Press.

Glasová, M., Groma, M. (2019): 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., Bratislava: Univerzita Komenského. (s. 57-96)

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.

Marini, I., Glover-Graf, N. M., Millington, M. J. (2012). *Psychosocial Aspects of Disability: Insider Perspectives and Strategies for Counselors*. New York: Springer Publishing Company. (vybrané časti)

Vybíral, Z. (2015). *Lži, polopravdy a pravda v lidské komunikaci*. Praha: Portál.

Periodiká a vedecké databázy:

Psychológia a patopsychológia dieťaťa; Československá psychologie, *Studia psychologica*; *Developmental Psychology*; *Child Development*; *Euroepan Psychologist*; *American Psychologist*; *Psychological Bulletin*; *APA PsycNet®*; *APA PsycInfo®*, *Trends in Psychology* a iné..

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech, English

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 3						
A	ABS	B	C	D	E	FX
33,33	0,0	66,67	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Mária Glasová, PhD., doc. Mgr. Zlatica Zacharová, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-VDZde011/22	<b>Course title:</b> New trends in psychological theory and practice
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 1 hour lecture/week, 12 hours total per semester, combined form (primarily full-time) Number of hours: 12 x 1 hour of teaching = 12 hours of direct teaching; continuous preparation for teaching (24 hours); guided self-study - work with specialist literature (44 hours); production of a written thesis of a scientific nature in the scope of min. ½ AH (40 hours). 120 hours in total. Teaching methods: Lecture, group discussion, interview, guided discussion, problem solving, heuristic method, creation of concept maps, guided self-study, work with information sources, critical analysis of research studies in psychology.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: 100% of continuous assessment. Intermediate assessment includes the completion of intermediate tasks according to the assignment: creation and presentation of selected research studies on a selected topic (50% of the assessment), written form of the term paper after incorporation of comments (50% of the assessment). For successful completion of the course it is necessary to obtain at least 60% of the total score. 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). Grade A: Students reflect and communicate the acquired knowledge of psychology with emphasis on new approaches, theories, and research methods, including their meaningful integration with knowledge from other disciplines, with emphasis on a multidisciplinary approach and relevant	

relationship to the discipline and thematic focus of their dissertation, in an excellent, correct, and active critical and creative manner.

Grade B: Students are capable of an above-average level of independent study and appropriate critical comparison of professional texts in psychology, integrate psychological knowledge with knowledge from other disciplines, are able to apply theoretical knowledge practically to the development of assigned tasks; including their meaningful integration with knowledge from other disciplines with an emphasis on a multidisciplinary approach and a relevant relationship to the discipline and the thematic focus of their dissertation.

Grade C: Students are capable of independent study and critical comparison of professional texts in psychology at a good level, achieving a good level of theoretical knowledge of the subject matter and the ability to practically apply theoretical knowledge to the development of the assigned tasks in a meaningful and logical context.

Grade D: Students are capable of independent study and critical comparison of professional texts in psychology, but have difficulty fully processing the more complex content of recent scientific research; the ability to apply theoretical knowledge practically to the development of assigned tasks is satisfactory.

Grade E: Students fail in some assignments, need support in developing a coherent view of the complex theoretical underpinnings of psychology and research; they are deficient in theoretical and methodological knowledge, and fail in the practical application of theoretical knowledge to the assignments.

A grade of Fx indicates that students need additional, higher quality study to acquire the necessary knowledge and competencies for scholarly work.

### **Learning outcomes:**

Learning outcomes:

The goal is to learn about trends in psychological science theory and practice with an emphasis on new trends in the field.

Students after completing the course

know:

- Clarify the theoretical foundations of psychological approaches,
- differentiate current trends in social psychology,
- correctly understand the methods of research in personality psychology;

understand:

- the complexity of health, mental health and disability psychology,
- knowledge of neuroscience, cognitive science and their application by contemporary psychology in educational settings and in the helping professions;

are able to:

- integrate current knowledge of psychological science into research concepts of related, scientific fields, especially to the field and focus of their dissertation,
- integrate current knowledge of psychological approaches into a holistic understanding of personality and its development,
- critically analyze and compare information in domestic and foreign scientific literature.

### **Class syllabus:**

Course overview:

1. Current developments in scientific conceptualization and research on health and mental health (operationalizations, constructs; diagnosis, intervention and prevention).
2. Current trends and research in psychology (pathopsychology) in people with different types of disabilities.

3. New approaches in psychology and related sciences integrating current knowledge and research in neuroscience and cognitive science (basic and applied research in psychology and educational sciences).
4. Current issues in applied social psychology with emphasis on media psychology, digitalization, psychology of violence, and consumer psychology.
5. Current domestic and international research in applied behavior analysis.
6. Current domestic and international research in interpersonal interaction and emotion regulation.

**Recommended literature:**

Compulsory literature:

Calvert, S. L., Wilson, B. J. (2008). *The Handbook of Children, Media and Development*. N.J.: Wiley-Blackwell. (vybrané časti)

Glasová, M., Groma, M., Andreánska, V. (2015). Zdravie a zdravotné postihnutie. In Groma, M. a kolektív, *Zdravotné postihnutie v kontexte aktivity, participácie a zdravia*. Bratislava: Univerzita Komenského v Bratislave. (s. 7-32)

Glasová, M., Harvanová, S., Vancu, E. (2021). *Multimodalita vývinu emocionálnej regulácie u adolescentov*. 1. vyd., Bratislava: Univerzita Komenského. (vybrané časti)

Jursová Zacharová, Z. (2021). *Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania*. Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta, Katedra psychológie a patopsychológie. (vybrané časti)

Recommended literature:

Catania, A. C. (2012). *Learning*. 5th edition New York: Sloan Publishing.

Cicchetti, D. (2016). *Developmental psychopathology*. 3rd edition. Volume I-IV. (I. Theory and method; II. Developmental neuroscience; III. Maladaptation and psychopathology; IV. Risk, resilience and Intervention). New York: Willey and Sons.

Fisher, W.W., Piazza, C. C., Roane, H. S. (2011). *Handbook of Applied Behavioral Analysis*. New York: Guilford Press.

Glasová, M., Groma, M. (2019): 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., Bratislava: Univerzita Komenského. (s. 57-96)

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.

Marini, I., Glover-Graf, N. M., Millington, M. J. (2012). *Psychosocial Aspects of Disability: Insider Perspectives and Strategies for Counselors*. New York: Springer Publishing Company. (vybrané časti)

Vybíral, Z. (2015). *Lži, polopravdy a pravda v lidské komunikaci*. Praha: Portál.

Periodiká a vedecké databázy:

Psychológia a patopsychológia dieťaťa; Československá psychologie, *Studia psychologica*; *Developmental Psychology*; *Child Development*; *Euroepan Psychologist*; *American Psychologist*; *Psychological Bulletin*; *APA PsycNet®*; *APA PsycInfo®*, *Trends in Psychology* a iné..

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech, English

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 3						
A	ABS	B	C	D	E	FX
33,33	0,0	66,67	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. Mgr. Zlatica Zacharová, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-VDZde012/22	<b>Course title:</b> New trends in school management
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, lecture, combined form (primarily in-person teaching) Number of hours: 12 hours of direct teaching, 48 hours of preparation for the interim assessment, 60 hours of preparation for the final assessment, total 120 hours. Teaching methods: Dialogue methods – interview, group discussion, debate, polemic, problem-solving methods – brainwriting, brainstorming, monologic methods – lectures, instruction, project methods, self-directed learning – working with text, assessment and task solving, e-learning.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: In-semester assessment and final assessment (50+50, total 100 points). The course is completed with an exam. Continuous assessment: consists of a test of the acquired knowledge through a knowledge test or an oral examination for 50b. The written examination/test or oral examination consists of theoretical preparation for the teaching of the individual topics of the teaching units and the study of the literature. Final assessment: consists of the preparation of a case study according to a set structure and its oral presentation for 50 marks. The assessment is awarded on a graded scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required) Successful completion of the course is subject to obtaining at least 60% of the maximum possible percentage grade for the course.	

**Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of the education within the course is to cover and deepen the student's knowledge in the field of new trends in school management.

By completing the course New Trends in School Management, the student should:

- The graduate of this subject should have a reliable orientation in the issues of current trends in the management of education in the Slovak Republic with an emphasis on the management of educational institutions at macro, meso and especially micro level.

- The graduate of this course should acquire information on current trends in school management in the international context.

- Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future school practice.

Transferable competences: through the development of a case study in the course, the student strengthens skills such as critical thinking, active listening, persuasion, argumentation, presentation, writing, and others.

**Class syllabus:**

Course overview:

- The theory of school management and its relation to pedagogical sciences. Definition of the basic concepts from the historical aspect and from the perspective of the requirements of the present time. Functions and tasks of school management in the Slovak Republic and abroad. Theoretical models of school management. Legal regulations governing the activities of educational institutions at macro, meso and especially micro level. Personality of the head of teaching staff - legal and personality requirements. Managerial ethics. Decision-making (stages and methods of decision-making). Planning process in school organization with emphasis on strategic planning. Organizing (creation of organizational structures, principles of self-management). Marketing mix. People management (leadership styles, teamwork, delegation, coaching). Trends in the application of motivational theories and strategies. Managerial communication (internal and external). External and internal control. Meaning differences between the terms evaluation, evaluation and self-evaluation of the school organization.

**Recommended literature:**

Compulsory literature:

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](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.

Aktuálne legislatívne normy týkajúce sa zriaďovania a činnosti, materských škôl, základných škôl, stredných škôl a vysokých škôl v Slovenskej republike.

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  
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.

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** PaedDr. Erika Drgoňová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-VDZde012/22	<b>Course title:</b> New trends in school management
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, lecture, combined form (primarily in-person teaching) Number of hours: 12 hours of direct teaching, 48 hours of preparation for the interim assessment, 60 hours of preparation for the final assessment, total 120 hours. Teaching methods: Dialogue methods – interview, group discussion, debate, polemic, problem-solving methods – brainwriting, brainstorming, monologic methods – lectures, instruction, project methods, self-directed learning – working with text, assessment and task solving, e-learning.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: In-semester assessment and final assessment (50+50, total 100 points). The course is completed with an exam. Continuous assessment: consists of a test of the acquired knowledge through a knowledge test or an oral examination for 50b. The written examination/test or oral examination consists of theoretical preparation for the teaching of the individual topics of the teaching units and the study of the literature. Final assessment: consists of the preparation of a case study according to a set structure and its oral presentation for 50 marks. The assessment is awarded on a graded scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required) Successful completion of the course is subject to obtaining at least 60% of the maximum possible percentage grade for the course.	

**Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of the education within the course is to cover and deepen the student's knowledge in the field of new trends in school management.

By completing the course New Trends in School Management, the student should:

- The graduate of this subject should have a reliable orientation in the issues of current trends in the management of education in the Slovak Republic with an emphasis on the management of educational institutions at macro, meso and especially micro level.

- The graduate of this course should acquire information on current trends in school management in the international context.

- Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future school practice.

Transferable competences: through the development of a case study in the course, the student strengthens skills such as critical thinking, active listening, persuasion, argumentation, presentation, writing, and others.

**Class syllabus:**

Course overview:

- The theory of school management and its relation to pedagogical sciences. Definition of the basic concepts from the historical aspect and from the perspective of the requirements of the present time. Functions and tasks of school management in the Slovak Republic and abroad. Theoretical models of school management. Legal regulations governing the activities of educational institutions at macro, meso and especially micro level. Personality of the head of teaching staff - legal and personality requirements. Managerial ethics. Decision-making (stages and methods of decision-making). Planning process in school organization with emphasis on strategic planning. Organizing (creation of organizational structures, principles of self-management). Marketing mix. People management (leadership styles, teamwork, delegation, coaching). Trends in the application of motivational theories and strategies. Managerial communication (internal and external). External and internal control. Meaning differences between the terms evaluation, evaluation and self-evaluation of the school organization.

**Recommended literature:**

Compulsory literature:

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](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.

Aktuálne legislatívne normy týkajúce sa zriaďovania a činnosti, materských škôl, základných škôl, stredných škôl a vysokých škôl v Slovenskej republike.

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  
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.

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** Mgr. Adriana Poliaková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/D-VDZde020/22			<b>Course title:</b> Professional communication in English			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/D-VDZde020/22		<b>Course title:</b> Professional communication in English				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/D-VDZde019/22		<b>Course title:</b> Professional communication in German				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PaedDr. Peter Gergel, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/D-VDZde019/22		<b>Course title:</b> Professional communication in German				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PaedDr. Peter Gergel, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/D-VDZde021/22			<b>Course title:</b> Professional communication in Romance languages			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PhDr. Mojmír Malovecký, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/D-VDZde021/22		<b>Course title:</b> Professional communication in Romance languages				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PhDr. Mojmír Malovecký, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde002/22	<b>Course title:</b> Research methodology in art-educational subjects
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, 10 hours lecture, 2 hours seminar, combined form (primarily in-person teaching). Number of hours: 12 LS (5 credits) 12 hours of instruction, continuous assignments 2 x 25 hours = 50 hours, preparation for presentation 12 hours, presentation 6 hours, study of literature 30 hours, preparation of final presentation 30 hours, 10 final presentation. Total 150 hours of student work. Teaching methods: dialogical methods (interview, debate, polemic, discussion), group work, guided self-study (literature study, assignment solving, e-learning).	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The course is completed by an examination, which consists of a debate on the final thesis. The student will prepare two intermediate assignments, present them and prepare a final assignment to be presented at the end of the course. A minimum of 91 points is required for a grade of A, a minimum of 81 points for a grade of B, a minimum of 71 points for a grade of C, a minimum of 61 points for a grade of D, and a minimum of 51 points for a grade of E. Credit will not be awarded to a student who fails to complete any of the assigned topics. The grade is awarded on a scale of: A (100-91%, excellent - outstanding results) - the student has an excellent level of mastery of the topic, demonstrates independent analytical and critical thinking, can independently produce both interim and final assignments at an excellent level, and demonstrates metacognitive competence. B (90-81%, very good - above average standard) - student masters the problem at an excellent level (with only minor inaccuracies), demonstrates independent analytical and critical thinking, can	

independently create interim and final assignments at an excellent level, demonstrates evaluative and procedural cognitive skills.

C (80-73%, good - normal reliable work) - student has a good level of mastery of the subject matter (with a few errors or inaccuracies), demonstrates independent analytical and critical thinking, can independently create interim and final assignments at a good level, can apply the procedures of scholarly work.

D (72-66%, satisfactory - acceptable results) - the student masters the subject at an average level (with more significant errors), can independently create intermediate and final assignments at an average level, demonstrates conceptual knowledge and the ability to think analytically, can argue at an average level.

E (65-60%, sufficient - results meet minimum criteria) - student has an acceptable level of mastery of the subject matter (with more significant errors), can independently produce interim and final assignments that are of low but acceptable quality, demonstrates conceptual knowledge, demonstrates low level of argumentation skills.

Fx (59-0%, insufficient - additional work is required)- student is unable to apply acquired knowledge, produces interim and final assignments at an insufficient level, does not demonstrate a sufficient level of critical thinking, has not mastered the basic concepts and procedures of scientific work, or does not demonstrate signs of independent study and motivation for it.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of education in the subject is to develop the ability to prepare, implement and reflect on research projects and plans with specific reference to art-research subjects.

The student is able to:

- understand and explain the rationale and benefits for using empirical research methods in the study of arts and culture,
- understand and explain the methodology and principles of empirical research,
- present rationales for the choice of empirical research to address sub-topics and problems in the field of arts and culture,
- develop and defend an empirical research project,
- develop tools for data collection,
- interpret and present the results of empirical research.

### **Class syllabus:**

Course overview:

Arts, culture, sociology, culture industry and marketing. Social science research, its principles, methodology, qualitative and quantitative research. Principles, structure and procedure of empirical sociological research. Application of sociological research in arts and culture: areas and problems, strategic planning. Examples from practice and examples of empirical research in different areas of the arts. Conducting empirical research: preparation, data collection, data processing and evaluation. Interpretation and presentation of empirical research results: scientific and commercial presentation.

### **Recommended literature:**

Recommended literature:

JEŘÁBEK, H. 1993. Úvod do sociologického výzkumu. Praha: Karolinum, 1993. 162 s. ISBN 80-7066-662-5.

HENDL, J. 2008. Kvalitativní výzkum: základní teorie, metody a aplikace. 2., aktualiz. vyd. Praha: Portál, 2008. 407 s. ISBN 978-80-7367-485-4.

ONDREJKOVIČ, P. 2007. Úvod do metodológie spoločenskovedného výskumu. 1. vyd. Bratislava: Veda, 2007. 248 s. ISBN 978-80-224-0970-4.  
 BEK, M. 2003. Konzervatoř Evropy?: k sociologii české hudebnosti. 1. vyd. Praha: KLP-Koniasch Latin Press, 2003. 278 s. ISBN 80-85917-99-8.  
 CIGÁNEK, J. 1972. Úvod do sociologie umění. Praha: Obelisk, 1972.  
 PERGLER, P. 1969. Vybrané techniky sociologického výzkumu. 1. vyd. Praha: Svoboda, 1969. 767 s.  
 MIOVSKÝ M. a kol. 2010. Umění ve vědě a věda v umění. Praha: Grada, 2010, ISBN 978-80-247-1707-4

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** doc. Mgr. art. Xénia Bergerová, ArtD., prof. PaedDr. Daniela Valachová, PhD.

**Last change:** 08.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde002/22	<b>Course title:</b> Research methodology in art-educational subjects
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, 10 hours lecture, 2 hours seminar, combined form (primarily in-person teaching). Number of hours: 12 LS (5 credits) 12 hours of instruction, continuous assignments 2 x 25 hours = 50 hours, preparation for presentation 12 hours, presentation 6 hours, study of literature 30 hours, preparation of final presentation 30 hours, 10 final presentation. Total 150 hours of student work. Teaching methods: dialogical methods (interview, debate, polemic, discussion), group work, guided self-study (literature study, assignment solving, e-learning).	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The course is completed by an examination, which consists of a debate on the final thesis. The student will prepare two intermediate assignments, present them and prepare a final assignment to be presented at the end of the course. A minimum of 91 points is required for a grade of A, a minimum of 81 points for a grade of B, a minimum of 71 points for a grade of C, a minimum of 61 points for a grade of D, and a minimum of 51 points for a grade of E. Credit will not be awarded to a student who fails to complete any of the assigned topics. The grade is awarded on a scale of: A (100-91%, excellent - outstanding results) - the student has an excellent level of mastery of the topic, demonstrates independent analytical and critical thinking, can independently produce both interim and final assignments at an excellent level, and demonstrates metacognitive competence. B (90-81%, very good - above average standard) - student masters the problem at an excellent level (with only minor inaccuracies), demonstrates independent analytical and critical thinking, can	

independently create interim and final assignments at an excellent level, demonstrates evaluative and procedural cognitive skills.

C (80-73%, good - normal reliable work) - student has a good level of mastery of the subject matter (with a few errors or inaccuracies), demonstrates independent analytical and critical thinking, can independently create interim and final assignments at a good level, can apply the procedures of scholarly work.

D (72-66%, satisfactory - acceptable results) - the student masters the subject at an average level (with more significant errors), can independently create intermediate and final assignments at an average level, demonstrates conceptual knowledge and the ability to think analytically, can argue at an average level.

E (65-60%, sufficient - results meet minimum criteria) - student has an acceptable level of mastery of the subject matter (with more significant errors), can independently produce interim and final assignments that are of low but acceptable quality, demonstrates conceptual knowledge, demonstrates low level of argumentation skills.

Fx (59-0%, insufficient - additional work is required)- student is unable to apply acquired knowledge, produces interim and final assignments at an insufficient level, does not demonstrate a sufficient level of critical thinking, has not mastered the basic concepts and procedures of scientific work, or does not demonstrate signs of independent study and motivation for it.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of education in the subject is to develop the ability to prepare, implement and reflect on research projects and plans with specific reference to art-research subjects.

The student is able to:

- understand and explain the rationale and benefits for using empirical research methods in the study of arts and culture,
- understand and explain the methodology and principles of empirical research,
- present rationales for the choice of empirical research to address sub-topics and problems in the field of arts and culture,
- develop and defend an empirical research project,
- develop tools for data collection,
- interpret and present the results of empirical research.

### **Class syllabus:**

Course overview:

Arts, culture, sociology, culture industry and marketing. Social science research, its principles, methodology, qualitative and quantitative research. Principles, structure and procedure of empirical sociological research. Application of sociological research in arts and culture: areas and problems, strategic planning. Examples from practice and examples of empirical research in different areas of the arts. Conducting empirical research: preparation, data collection, data processing and evaluation. Interpretation and presentation of empirical research results: scientific and commercial presentation.

### **Recommended literature:**

Recommended literature:

JERÁBEK, H. 1993. Úvod do sociologického výzkumu. Praha: Karolinum, 1993. 162 s. ISBN 80-7066-662-5.

HENDL, J. 2008. Kvalitativní výzkum: základní teorie, metody a aplikace. 2., aktualiz. vyd. Praha: Portál, 2008. 407 s. ISBN 978-80-7367-485-4.

ONDREJKOVIČ, P. 2007. Úvod do metodológie spoločenskovedného výskumu. 1. vyd. Bratislava: Veda, 2007. 248 s. ISBN 978-80-224-0970-4.  
 BEK, M. 2003. Konzervatoř Evropy?: k sociologii české hudebnosti. 1. vyd. Praha: KLP-Koniasch Latin Press, 2003. 278 s. ISBN 80-85917-99-8.  
 CIGÁNEK, J. 1972. Úvod do sociologie umění. Praha: Obelisk, 1972.  
 PERGLER, P. 1969. Vybrané techniky sociologického výzkumu. 1. vyd. Praha: Svoboda, 1969. 767 s.  
 MIOVSKÝ M. a kol. 2010. Umění ve vědě a věda v umění. Praha: Grada, 2010, ISBN 978-80-247-1707-4

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** doc. Mgr. art. Xénia Bergerová, ArtD., prof. PaedDr. Daniela Valachová, PhD.

**Last change:** 08.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-VDZde014/22	<b>Course title:</b> The word in context
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: Block teaching together 12 hours, 6 hours of lectures/ 6hours of seminars Form of the course: in-person teaching, combined Student workload: 1 credit = 25 hours, total 100 hours: of which 12 hours of direct teaching, 24 hours of home preparation for teaching, 64 hours divided according to the study plan (50:50) as 32 hours during the semester for preparation for tests from each of the three parts of the course + 32 hours preparation of seminar work for the final assessment. Teaching methods: interactive lecture, seminar, discussion of the topic, presentation of seminar work in the form of a paper, work in small groups; problem-solving, tests.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Completion of the course ends with a grade of 0/100. Active participation in seminars, in-semester tests for each of the three parts of the course, and elaboration of a seminar paper are assessed. Method of assessment and completion of the course: In-semester assessment will take place in the form of tests (2x25 points) and completion of the course will be in the form of a final seminar paper (50 points). The assessment is given on a scale: A (100 – 95 %, excellent – outstanding results), B (94 – 90%, very good – above the average standard), C (89 – 85%, good – generally sound work), D (84 – 80%, satisfactory – fair but with significant shortcomings), E (79 – 75%, sufficient – performance meets the minimum criteria), Fx (74 – 0%, fail – further work required). Differentiated final assessment according to individual levels:	

Excellent: precise formulation of the intention of the work plan and excellent knowledge of the current state of research, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects needed to process the topic, significant proportion of own arguments and own results of work, including pointing to open questions (desiderates), differentiated language, correct use of terminology, easy-to-read style, grammatically, orthographically and stylistically minimal number of errors, taking into account a large amount of literature, formally correct adjustment (adherence to the citation standard, etc.), excellent ability to present work results independently and incorporate comments, active participation in discussions about the analyzed linguistic phenomena during the semester.

Very good: solid elaboration of the topic concerning the objectives, very good knowledge of the scientific context, logical division of the work aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, taking into account a reasonable amount of literature, formally correct adjustment (adherence to the citation standard, etc.), very good ability to present the results independently and incorporate comments on the oral presentation, active participation in discussions about the analyzed linguistic phenomena during the semester.

Good: average elaboration of the topic concerning the objectives, superficial connection with the current state of research issues, mostly logical argumentation, mostly correct mediation of arguments from secondary literature, mostly correct use of terminology, grammatically, orthographically, stylistically at a good level, taking into account a reasonable amount of literature, formally correct adjustment (adherence to the citation standard, etc.), good ability to present the results of the work independently and incorporate comments.

Satisfactory: only a rough outline of the problem, superficial knowledge of the scientific context, inaccurate mediation of arguments taken from the literature, largely correct use of terminology, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, more grammatical, orthographic, and stylistic errors, use of a small amount of literature, minimal incorporation of comments.

Sufficient: superficial processing of the topic and without own contribution by mechanical adoption from various sources, inaccurate use of terminology, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to present theoretical knowledge independently in connection with practical applications.

Fail: insufficient elaboration of the topic, minimal or no knowledge of the scientific context, weak, resp. no argumentation, large number of orthographic, stylistic errors, large formal shortcomings.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The aim is for student to understand the function and meaning of the word in structural, semantic, and textual contexts, as well as to get acquainted with translational and corpus-linguistic approaches to the study and interpretation of language.

Learning outcomes: The graduate will gain knowledge of basic questions about the word, its functioning in the system and text, the equivalence of the word from the point of view of the language system, and also from the point of view of its functioning in the text, as well as information on the most modern methods of data extraction, evaluation, and processing using exact methods in corpus linguistics.

### **Class syllabus:**

Course overview:

I. Word in structural, semantic, and textual contexts

- What's the word?
- Words in mental processes
- How does a word exist in the language system?
- How does the word in the text work?

II. A word in confrontation

- What's the equivalent?
- Does each word have an equivalent in another language?
- How does translation compensate for "translation losses"?
- Realities as so-called non-equivalent lexical units

III. Word in databases and corpora

- Linguistics as an exact science
- Technologies used in language research
- Methods of corpus linguistics
- Work with linguistic corpora

### **Recommended literature:**

Compulsory literature:

ČERMÁK, F. 2017. Korpus a korpusová lingvistika. Praha: Univerzita Karlova, nakladatelství Karolinum, 2017.

DITTMANN, J., SCHMIDT, C. 2011. Úvahy o slove. Základy lingvistiky. Prešov: Vydavateľstvo Prešovskej univerzity, 2011.

GROMOVÁ, E. 2009. Úvod do translológie. Nitra: UKF v Nitre, 2009.

HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Vydavateľstvo IRIS, 2006.

MASÁR, I. 2000. Ako pomenúvame v slovenčine. Kapitoly z terminologickej teórie a praxe. Bratislava: Slovenská jazykovedná spoločnosť pri SAV, 2000.

MÜGLOVÁ, D. 2013. Komunikace, tlumočení, překlad aneb Proč spadla babylonská věž?. Nitra: Enigma, 2013.

RAKŠANYIOVÁ, J. 2005. Preklad ako interkultúrna komunikácia. Bratislava: AnaPress, 2005.

ŠIMON, L. 2005. Úvod do teórie a praxe prekladu (nielen) pre nemčinárov. Prešov: Náuka, 2005.

Recommended literature:

ČEŇKOVÁ, I. a kol. 2001. Teorie a didaktika tlumočení I. UK FF Praha: Desktop Publishing, 2001.

ČONOSOVÁ, E., MARKOVÁ, V., ŠEMELÍK, M. 2010. Substantiva ve Velkém německo-českém akademickém slovníku a nové korpusové nástroje. In: Ročenka Kruhu moderních filologů, 2010.

GREISCH, J. 1995. Rozumět a interpretovat. FILOSOFIA, Praha: nakladatelství Filosofického ústavu AV ČR.

JANÍK, T., MAŇÁK, J., & KNECHT, P. 2009. Cíle a obsahy školního vzdělávání a metodologie jejich utváření. Brno: Paido, 2009.

JEŽEK, E. 2011. Lessico. Bologna: Il Mulino 2011.

KLIEME, E., MAAG-MERKI, K., HARTIG, J. 2010. Pojem kompetence a význam kompetencí ve vzdělávání. Pedagogická orientace, Roč. 20, č. 4 (2010), 104–119.

KOCEK, J., KOPŘIVOVÁ, M., KUČERA, K. 2000. Český národní korpus. Úvod a příručka uživatele. FF UK Praha 2000.

KRÁLOVÁ, J. 2009. Překlad jako téma k diskusi aneb Historia magistra vitae. Svět literatury. XIX, 40 (2009), 191–193.

KRÁLOVÁ, J. 2010. Od výuky jazyka k didaktice prekladu a tlumočení aneb historia magistra vitae. Translatologica ostraviensia. 1. vyd. Ostrava: Ostravská Univerzita v Ostravě, 2010.

- KRÁLOVÁ, J. 2012. A nemůže se (o překladu) říci nic, co by už dříve řečeno nebylo. Santoyo, Julio César. Sobre la traducción: textos clásico y medievales. León: Universidad de León, Instituto de Estudios Medievales, 2012.
- KRÁLOVÁ, J. 2013. Překlad jako kulturní (sebe)reflexe. In: Vědecký výzkum a výuka jazyků V. Komunikační sebereflexe a kompetence. Hradec Králové: Univerzita Hradec Králové, 2013.
- MAŇÁK, J. 2004. Možnosti školy v multikulturní výchově. In L. Gulová, E. Štěpařová (Eds.). Multikulturní výchova v teorii a praxi. Brno: Pedagogická fakulta MU v Brně, (2004), 25–28.
- MORGENSTERNOVÁ, M, ŠULOVÁ, L. et al. 2007. Interkulturní psychologie. Rozvoj interkulturní senzitivity. Praha: Karolinum, 2007.
- POLÁČKOVÁ, V., PÍŠOVÁ, M. 2011. Testování jako forma hodnocení cizojazyčné komunikační kompetence. Bezpečnostní teorie a praxe, zvl. č. (2011), 551–564.
- PRŮCHA, J. 2001. Multikulturní výchova. Teorie – praxe – výzkum. Praha: ISV Praha, 2001.
- PRŮCHA, J. 2004a. Interkulturní psychologie. Praha: Portál, 2004a.
- PRŮCHA, J. 2004b. Multikulturní výchova: vědecké základy pro její teorii a praktické aktivity. In L. Gulová & E. Štěpařová, (Eds.). Multikulturní výchova v teorii a praxi. Brno: Pedagogická fakulta MU v Brně, (2004b), 13–19.
- PRŮCHA, J. 2009. Interkulturní komunikace. Praha: Grada, 2009.
- SLAVÍK, J., JANÍK, T. 2007. Fakty a fenomény v průniku didaktické teorie, výzkumu a praxe vzdělávání. Pedagogika, Roč. 5, č. 3 (2007), 263–274.
- ŠEBESTOVÁ, S. 2011. Příležitosti k rozvíjení řečových dovedností výuce anglického jazyka: videostudie. Brno: Masarykova univerzita, 2011.
- ŠVEHLOVÁ, M. 2004. Interkulturní kompetence jako součást profesních kompetencí získávaných v rámci studia pedagogického oboru vysoké školy. In L. Gulová & E. Štěpařová (Eds.). Multikulturní výchova v teorii a praxi. Brno: Pedagogická fakulta MU v Brně, (2004), 87–96.
- VAJIČKOVÁ, M. 2019. Theoretische Aspekte der Kollokationen. In: Kollokationen im Sprachsystem und Sprachgebrauch. Ein Lehrbuch. Nümbrecht: Kirsch-Verlag, (2019), 11–50.
- VAVROUŠOVÁ, P. 2013. Sedm tváří translologie; Praha: Nakladatelství Karolinum, 2013.
- ZERZOVÁ, J. 2012. Interkulturní komunikační kompetence a její rozvíjení v hodinách anglického jazyka na 2. stupni základní školy. Brno: Masarykova univerzita, 2012. URL: <<https://nlp.fi.muni.cz/cs/UvodDoKorpusoveLingvistiky>>.

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** prof. PhDr. Mária Vajičková, CSc.

**Last change:** 08.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-VDZde014/22	<b>Course title:</b> The word in context
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: Block teaching together 12 hours, 6 hours of lectures/ 6hours of seminars Form of the course: in-person teaching, combined Student workload: 1 credit = 25 hours, total 100 hours: of which 12 hours of direct teaching, 24 hours of home preparation for teaching, 64 hours divided according to the study plan (50:50) as 32 hours during the semester for preparation for tests from each of the three parts of the course + 32 hours preparation of seminar work for the final assessment. Teaching methods: interactive lecture, seminar, discussion of the topic, presentation of seminar work in the form of a paper, work in small groups; problem-solving, tests.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Completion of the course ends with a grade of 0/100. Active participation in seminars, in-semester tests for each of the three parts of the course, and elaboration of a seminar paper are assessed. Method of assessment and completion of the course: In-semester assessment will take place in the form of tests (2x25 points) and completion of the course will be in the form of a final seminar paper (50 points). The assessment is given on a scale: A (100 – 95 %, excellent – outstanding results), B (94 – 90%, very good – above the average standard), C (89 – 85%, good – generally sound work), D (84 – 80%, satisfactory – fair but with significant shortcomings), E (79 – 75%, sufficient – performance meets the minimum criteria), Fx (74 – 0%, fail – further work required). Differentiated final assessment according to individual levels:	

Excellent: precise formulation of the intention of the work plan and excellent knowledge of the current state of research, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects needed to process the topic, significant proportion of own arguments and own results of work, including pointing to open questions (desiderates), differentiated language, correct use of terminology, easy-to-read style, grammatically, orthographically and stylistically minimal number of errors, taking into account a large amount of literature, formally correct adjustment (adherence to the citation standard, etc.), excellent ability to present work results independently and incorporate comments, active participation in discussions about the analyzed linguistic phenomena during the semester.

Very good: solid elaboration of the topic concerning the objectives, very good knowledge of the scientific context, logical division of the work aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, taking into account a reasonable amount of literature, formally correct adjustment (adherence to the citation standard, etc.), very good ability to present the results independently and incorporate comments on the oral presentation, active participation in discussions about the analyzed linguistic phenomena during the semester.

Good: average elaboration of the topic concerning the objectives, superficial connection with the current state of research issues, mostly logical argumentation, mostly correct mediation of arguments from secondary literature, mostly correct use of terminology, grammatically, orthographically, stylistically at a good level, taking into account a reasonable amount of literature, formally correct adjustment (adherence to the citation standard, etc.), good ability to present the results of the work independently and incorporate comments.

Satisfactory: only a rough outline of the problem, superficial knowledge of the scientific context, inaccurate mediation of arguments taken from the literature, largely correct use of terminology, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, more grammatical, orthographic, and stylistic errors, use of a small amount of literature, minimal incorporation of comments.

Sufficient: superficial processing of the topic and without own contribution by mechanical adoption from various sources, inaccurate use of terminology, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to present theoretical knowledge independently in connection with practical applications.

Fail: insufficient elaboration of the topic, minimal or no knowledge of the scientific context, weak, resp. no argumentation, large number of orthographic, stylistic errors, large formal shortcomings.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The aim is for student to understand the function and meaning of the word in structural, semantic, and textual contexts, as well as to get acquainted with translational and corpus-linguistic approaches to the study and interpretation of language.

Learning outcomes: The graduate will gain knowledge of basic questions about the word, its functioning in the system and text, the equivalence of the word from the point of view of the language system, and also from the point of view of its functioning in the text, as well as information on the most modern methods of data extraction, evaluation, and processing using exact methods in corpus linguistics.

### **Class syllabus:**

Course overview:

I. Word in structural, semantic, and textual contexts

- What's the word?
- Words in mental processes
- How does a word exist in the language system?
- How does the word in the text work?

II. A word in confrontation

- What's the equivalent?
- Does each word have an equivalent in another language?
- How does translation compensate for "translation losses"?
- Realities as so-called non-equivalent lexical units

III. Word in databases and corpora

- Linguistics as an exact science
- Technologies used in language research
- Methods of corpus linguistics
- Work with linguistic corpora

### **Recommended literature:**

Compulsory literature:

ČERMÁK, F. 2017. Korpus a korpusová lingvistika. Praha: Univerzita Karlova, nakladatelství Karolinum, 2017.

DITTMANN, J., SCHMIDT, C. 2011. Úvahy o slove. Základy lingvistiky. Prešov: Vydavateľstvo Prešovskej univerzity, 2011.

GROMOVÁ, E. 2009. Úvod do translológie. Nitra: UKF v Nitre, 2009.

HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Vydavateľstvo IRIS, 2006.

MASÁR, I. 2000. Ako pomenúvame v slovenčine. Kapitoly z terminologickej teórie a praxe. Bratislava: Slovenská jazykovedná spoločnosť pri SAV, 2000.

MÜGLOVÁ, D. 2013. Komunikace, tlumočení, překlad aneb Proč spadla babylonská věž?. Nitra: Enigma, 2013.

RAKŠANYIOVÁ, J. 2005. Preklad ako interkultúrna komunikácia. Bratislava: AnaPress, 2005.

ŠIMON, L. 2005. Úvod do teórie a praxe prekladu (nielen) pre nemčinárov. Prešov: Náuka, 2005.

Recommended literature:

ČENKOVÁ, I. a kol. 2001. Teorie a didaktika tlumočení I. UK FF Praha: Desktop Publishing, 2001.

ČONOSOVÁ, E., MARKOVÁ, V., ŠEMELÍK, M. 2010. Substantiva ve Velkém německo-českém akademickém slovníku a nové korpusové nástroje. In: Ročenka Kruhu moderních filologů, 2010.

GREISCH, J. 1995. Rozumět a interpretovat. FILOSOFIA, Praha: nakladatelství Filosofického ústavu AV ČR.

JANÍK, T., MAŇÁK, J., & KNECHT, P. 2009. Cíle a obsahy školního vzdělávání a metodologie jejich utváření. Brno: Paido, 2009.

JEŽEK, E. 2011. Lessico. Bologna: Il Mulino 2011.

KLIEME, E., MAAG-MERKI, K., HARTIG, J. 2010. Pojem kompetence a význam kompetencí ve vzdělávání. Pedagogická orientace, Roč. 20, č. 4 (2010), 104–119.

KOCEK, J., KOPŘIVOVÁ, M., KUČERA, K. 2000. Český národní korpus. Úvod a příručka uživatele. FF UK Praha 2000.

KRÁLOVÁ, J. 2009. Překlad jako téma k diskusi aneb Historia magistra vitae. Svět literatury. XIX, 40 (2009), 191–193.

KRÁLOVÁ, J. 2010. Od výuky jazyka k didaktice prekladu a tlumočení aneb historia magistra vitae. Translatologica ostraviensia. 1. vyd. Ostrava: Ostravská Univerzita v Ostravě, 2010.

- KRÁLOVÁ, J. 2012. A nemůže se (o překladu) říci nic, co by už dříve řečeno nebylo. Santoyo, Julio César. Sobre la traducción: textos clásico y medievales. León: Universidad de León, Instituto de Estudios Medievales, 2012.
- KRÁLOVÁ, J. 2013. Překlad jako kulturní (sebe)reflexe. In: Vědecký výzkum a výuka jazyků V. Komunikační sebereflexe a kompetence. Hradec Králové: Univerzita Hradec Králové, 2013.
- MAŇÁK, J. 2004. Možnosti školy v multikulturní výchově. In L. Gulová, E. Štěpařová (Eds.). Multikulturní výchova v teorii a praxi. Brno: Pedagogická fakulta MU v Brně, (2004), 25–28.
- MORGENSTERNOVÁ, M, ŠULOVÁ, L. et al. 2007. Interkulturní psychologie. Rozvoj interkulturní senzitivity. Praha: Karolinum, 2007.
- POLÁČKOVÁ, V., PÍŠOVÁ, M. 2011. Testování jako forma hodnocení cizojazyčné komunikační kompetence. Bezpečnostní teorie a praxe, zvl. č. (2011), 551–564.
- PRŮCHA, J. 2001. Multikulturní výchova. Teorie – praxe – výzkum. Praha: ISV Praha, 2001.
- PRŮCHA, J. 2004a. Interkulturní psychologie. Praha: Portál, 2004a.
- PRŮCHA, J. 2004b. Multikulturní výchova: vědecké základy pro její teorii a praktické aktivity. In L. Gulová & E. Štěpařová, (Eds.). Multikulturní výchova v teorii a praxi. Brno: Pedagogická fakulta MU v Brně, (2004b), 13–19.
- PRŮCHA, J. 2009. Interkulturní komunikace. Praha: Grada, 2009.
- SLAVÍK, J., JANÍK, T. 2007. Fakty a fenomény v průniku didaktické teorie, výzkumu a praxe vzdělávání. Pedagogika, Roč. 5, č. 3 (2007), 263–274.
- ŠEBESTOVÁ, S. 2011. Příležitosti k rozvíjení řečových dovedností výuce anglického jazyka: videostudie. Brno: Masarykova univerzita, 2011.
- ŠVEHLOVÁ, M. 2004. Interkulturní kompetence jako součást profesních kompetencí získávaných v rámci studia pedagogického oboru vysoké školy. In L. Gulová & E. Štěpařová (Eds.). Multikulturní výchova v teorii a praxi. Brno: Pedagogická fakulta MU v Brně, (2004), 87–96.
- VAJIČKOVÁ, M. 2019. Theoretische Aspekte der Kollokationen. In: Kollokationen im Sprachsystem und Sprachgebrauch. Ein Lehrbuch. Nümbrecht: Kirsch-Verlag, (2019), 11–50.
- VAVROUŠOVÁ, P. 2013. Sedm tváří translologie; Praha: Nakladatelství Karolinum, 2013.
- ZERZOVÁ, J. 2012. Interkulturní komunikační kompetence a její rozvíjení v hodinách anglického jazyka na 2. stupni základní školy. Brno: Masarykova univerzita, 2012. URL: <<https://nlp.fi.muni.cz/cs/UvodDoKorpusoveLingvistiky>>.

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** prof. PhDr. Mária Vajičková, CSc., PaedDr. Peter Gergel, PhD., PhDr. Mojmír Malovecký, PhD.

**Last change:** 08.11.2022

**Approved by:** prof. PaedDr. Daniela Valachová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde004/22	<b>Course title:</b> University didactics of artistic subjects
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, 10 hours lecture, 2 hours seminar, combined form (primarily in-person teaching) Number of hours: 12 LS (5 credits) 12 hours of instruction, continuous assignments 2 x 25 hours = 50 hours, preparation for presentation 12 hours, presentation 6 hours, study of literature 30 hours, preparation of final presentation 30 hours, 10 final presentation. Total 150 hours of student work. Teaching methods: Dialogical methods (interview, debate, polemic, discussion), group work, guided self-study (literature study, assignment solving, e-learning)	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The course is completed by an examination consisting of intermediate assignments, a presentation, a final thesis and its presentation. To obtain a grade A it is necessary to obtain at least 91 points, to obtain a grade B at least 81 points, to obtain a grade C at least 71 points, to obtain a grade D at least 61 points and to obtain a grade E at least 51 points. Credit will not be awarded to a student who fails to complete any of the assigned topics. A (100-91%, excellent - outstanding results) - the student has an excellent level of mastery of the subject matter, demonstrates independent analytical and critical thinking, can independently produce both interim and final assignments at an excellent level, and demonstrates metacognitive competence. B (90-81%, very good - above average standard) - student masters the problem at an excellent level (with only minor inaccuracies), demonstrates independent analytical and critical thinking, can independently create interim and final assignments at an excellent level, demonstrates evaluative and procedural cognitive skills.	

<p>C (80-73%, good - normal reliable work) - student has a good level of mastery of the subject matter (with a few errors or inaccuracies), demonstrates independent analytical and critical thinking, can independently create interim and final assignments at a good level, can apply the procedures of scholarly work.</p> <p>D (72-66%, satisfactory - acceptable results) - the student masters the subject at an average level (with more significant errors), can independently create intermediate and final assignments at an average level, demonstrates conceptual knowledge and the ability to think analytically, can argue at an average level.</p> <p>E (65-60%, sufficient - results meet minimum criteria) - student has an acceptable level of mastery of the subject matter (with more significant errors), can independently produce interim and final assignments that are of low but acceptable quality, demonstrates conceptual knowledge, demonstrates low level of argumentation skills.</p> <p>Fx (59-0%, insufficient - additional work is required)- student is unable to apply acquired knowledge, produces interim and final assignments at an insufficient level, does not demonstrate a sufficient level of critical thinking, has not mastered the basic concepts and procedures of scientific work, or does not demonstrate signs of independent study and motivation for it.</p>
<p><b>Learning outcomes:</b>  Learning outcomes:  Learning objectives and outcomes:  Upon graduation, the student scientifically investigates the systemic relationships between the phenomena of teaching and training, particularly the dependence of educational and training effects on their programmatic, procedural, and contextual determinants in the context of arts subjects.</p>
<p><b>Class syllabus:</b>  Course overview:  Processes, forms and methods of university teaching of arts and education subjects and innovations in the teaching of arts and education subjects. Student learning and learning styles, student assessment and achievement in arts and education subjects. Teaching design and assessment, the undergraduate curriculum in arts and education subjects. Interaction and communication in the teaching of arts and education subjects. Information and communication technologies in the teaching of arts and education subjects.</p>
<p><b>Recommended literature:</b>  Recommended literature:  Chalupa, B. Tvořivé myšlení. Brno: Barrister-Principal SRO, 2005. ISBN 80-7364-007-4  Hlavsa, J. Psychologické problémy výchovy k tvořivosti. Praha: Státní pedagogické nakladatelství, 1981. č. 4-11.14/1  Kulka, J.: Psychologie umění. Havlíčkov Brod: Grada publishing, 2008. ISBN 978-80-247-2329-7  Goleman, D.: Emoční inteligence. Praha: Columbus, 1997. ISBN 80-85928-48-5  Ruttkay, J.: Umelecká didaktika v systematike hudobnej pedagogiky. Internetová konferencia. Ostrava 2009. Pedagogická fakulta Ostravskej univerzity v Ostrave. <a href="http://konference.osu.cz/khv/2009-2/file.php?fid=3">http://konference.osu.cz/khv/2009-2/file.php?fid=3</a>  Slavík Milan a kol.: Vysokoškolská pedagogika. Praha: Grada, 2012. ISBN 978-80-247-4054-6</p>
<p><b>Languages necessary to complete the course:</b>  Languages necessary to complete the course: Slovak, Czech</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>					
Total number of evaluated students: 4					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. Daniela Valachová, PhD., prof. Mgr. Stanislav Zamborský, ArtD.					
<b>Last change:</b> 08.11.2022					
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/D-DUPde004/22	<b>Course title:</b> University didactics of artistic subjects
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 2s / 10s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, 10 hours lecture, 2 hours seminar, combined form (primarily in-person teaching) Number of hours: 12 LS (5 credits) 12 hours of instruction, continuous assignments 2 x 25 hours = 50 hours, preparation for presentation 12 hours, presentation 6 hours, study of literature 30 hours, preparation of final presentation 30 hours, 10 final presentation. Total 150 hours of student work. Teaching methods: Dialogical methods (interview, debate, polemic, discussion), group work, guided self-study (literature study, assignment solving, e-learning)	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The course is completed by an examination consisting of intermediate assignments, a presentation, a final thesis and its presentation. To obtain a grade A it is necessary to obtain at least 91 points, to obtain a grade B at least 81 points, to obtain a grade C at least 71 points, to obtain a grade D at least 61 points and to obtain a grade E at least 51 points. Credit will not be awarded to a student who fails to complete any of the assigned topics. A (100-91%, excellent - outstanding results) - the student has an excellent level of mastery of the subject matter, demonstrates independent analytical and critical thinking, can independently produce both interim and final assignments at an excellent level, and demonstrates metacognitive competence. B (90-81%, very good - above average standard) - student masters the problem at an excellent level (with only minor inaccuracies), demonstrates independent analytical and critical thinking, can independently create interim and final assignments at an excellent level, demonstrates evaluative and procedural cognitive skills.	

<p>C (80-73%, good - normal reliable work) - student has a good level of mastery of the subject matter (with a few errors or inaccuracies), demonstrates independent analytical and critical thinking, can independently create interim and final assignments at a good level, can apply the procedures of scholarly work.</p> <p>D (72-66%, satisfactory - acceptable results) - the student masters the subject at an average level (with more significant errors), can independently create intermediate and final assignments at an average level, demonstrates conceptual knowledge and the ability to think analytically, can argue at an average level.</p> <p>E (65-60%, sufficient - results meet minimum criteria) - student has an acceptable level of mastery of the subject matter (with more significant errors), can independently produce interim and final assignments that are of low but acceptable quality, demonstrates conceptual knowledge, demonstrates low level of argumentation skills.</p> <p>Fx (59-0%, insufficient - additional work is required)- student is unable to apply acquired knowledge, produces interim and final assignments at an insufficient level, does not demonstrate a sufficient level of critical thinking, has not mastered the basic concepts and procedures of scientific work, or does not demonstrate signs of independent study and motivation for it.</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes: Learning objectives and outcomes: Upon graduation, the student scientifically investigates the systemic relationships between the phenomena of teaching and training, particularly the dependence of educational and training effects on their programmatic, procedural, and contextual determinants in the context of arts subjects.</p>
<p><b>Class syllabus:</b></p> <p>Course overview: Processes, forms and methods of university teaching of arts and education subjects and innovations in the teaching of arts and education subjects. Student learning and learning styles, student assessment and achievement in arts and education subjects. Teaching design and assessment, the undergraduate curriculum in arts and education subjects. Interaction and communication in the teaching of arts and education subjects. Information and communication technologies in the teaching of arts and education subjects.</p>
<p><b>Recommended literature:</b></p> <p>Recommended literature: Chalupa, B. Tvořivé myšlení. Brno: Barrister-Principal SRO, 2005. ISBN 80-7364-007-4 Hlavsa, J. Psychologické problémy výchovy k tvořivosti. Praha: Státní pedagogické nakladatelství, 1981. č. 4-11.14/1 Kulka, J.: Psychologie umění. Havlíčkov Brod: Grada publishing, 2008. ISBN 978-80-247-2329-7 Goleman, D.: Emoční inteligence. Praha: Columbus, 1997. ISBN 80-85928-48-5 Ruttkay, J.: Umelecká didaktika v systematike hudobnej pedagogiky. Internetová konferencia. Ostrava 2009. Pedagogická fakulta Ostravskej univerzity v Ostrave. <a href="http://konference.osu.cz/khv/2009-2/file.php?fid=3">http://konference.osu.cz/khv/2009-2/file.php?fid=3</a> Slavík Milan a kol.: Vysokoškolská pedagogika. Praha: Grada, 2012. ISBN 978-80-247-4054-6</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Languages necessary to complete the course: Slovak, Czech</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>					
Total number of evaluated students: 4					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. Daniela Valachová, PhD.					
<b>Last change:</b> 08.11.2022					
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/D-VDZde016/22			<b>Course title:</b> Work with external literary sources			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 1.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 3						
A	ABS	B	C	D	E	FX
66,67	0,0	33,33	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Ján Gunčaga, PhD., prof. PaedDr. Darina Tarcsiová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/D-VDZde016/22		<b>Course title:</b> Work with external literary sources				
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 3						
A	ABS	B	C	D	E	FX
66,67	0,0	33,33	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Ján Gunčaga, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PaedDr. Daniela Valachová, PhD.						