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COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde011/15	Andragogy

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 87

A	ABS	B	C	D	E	FX
51,72	0,0	20,69	16,09	2,3	3,45	5,75

Lecturers:

Last change: 03.09.2016

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde011/15	Andragogy

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 87

A	ABS	B	C	D	E	FX
51,72	0,0	20,69	16,09	2,3	3,45	5,75

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 03.09.2016

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KRoJL/M-ROMde015/22	**Course title:** Applied Linguistics for Romance Languages Teachers

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 75 hours
11 x 2 hours of in-person teaching = 22 hours of in-person teaching
11 x 2 continuous home preparation for lessons, self-study, critical analysis of selected articles and chapters from recommended literature, designing mini research within the applied linguistics (research proposal and methodology, processing and analysis of language data) = 22 hours
1 x 15.5 preparation of the presentation based on analyzed language data and studied literature
1 x 15.5 preparation of seminar work based on presentation
Teaching methods:
short presentations of teachers and students, brainstorming, interview, case studies, group discussion

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Interim evaluation:
Students will prepare for each seminar by studying selected articles and chapters of recommended literature so that they can actively participate in discussions and group work and develop a mini research project during the first part of the semester. Their work on individual seminars will be assessed on the basis of self-reflection and self-evaluation through the diary of the learner, who will be submitted after each seminar via an online form, feedback from the instructor (33 % of the evaluation). During the semester, students carry out their research project (analyze a sample of language data, develop a theoretical and methodological background of the project) and present it in colloquial form (33 % of the evaluation) and in the form of seminar work (33 % of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95 %, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work is required).

The final evaluation reflects the level of vision of the graduate in selected topics of applied linguistics, with a primary focus on research on teaching and learning of Romance languages; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.
Excellent: the student is oriented at an excellent level in selected topics of applied linguistics. He/she critically analyses selected studies on language learning and learning from a methodological and theoretical point of view, compares their results, interprets their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she can argue clearly and logically, support its arguments with the knowledge gained during the seminar and use the relevant conceptual apparatus. He/she is able to design a research project that is characterized by a high degree of theoretical and methodological consistency, analyze language data based on methodologies of applied linguistics and present its research in colloquial and written form.
Very good: the student focuses on a very good level in selected topics of applied linguistics. It critically analyses selected studies on language learning and learning from a methodological and theoretical point of view, compares their results, interprets their didactic implications and their importance for the teaching of Romance languages. In discussions, it is usually able to argue clearly and logically. He/she can explain any ambiguities, and he connects his/her arguments with the knowledge gathered during the seminar. He/she is able to design a research project that is characterized by theoretical and methodological consistency, analyze language data based on the methodologies of applied linguistics and present its research in both colloquial and written form.
Good: the student focuses on selected topics of applied linguistics. He/she analyzes selected studies on learning and learning languages from a methodological and theoretical point of view, compares their results, can mostly interpret their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she is usually able to argue clearly and logically. He/she can explain any ambiguities, although not always and uses the relevant conceptual apparatus. He/she can design a sufficient high-quality research project, anchored in a well-defined theoretical and methodological framework, even if it presents minor shortcomings, especially at the formal level. He/she can analyze language data based on methodologies of applied linguistics and present its research in colloquial and written form.
Satisfactory: the student focuses on selected topics of applied linguistics. He/she participates less actively in discussions, his/her arguments are partly based on general knowledge and his own experience, to a satisfactory extent they are linked to the knowledge gained during the seminar. He/she can design a research project anchored in the theoretical and methodological apparatus of applied linguistics, even if it contains shortcomings at a formal or logical level. He/she can analyze language data based on methodologies of applied linguistics, although the presentation of research has formal shortcomings.
Sufficient: the student focuses on selected topics of applied linguistics. He/she is less active in discussions, his/her arguments are mostly based on general knowledge and his own experience, their connection with the knowledge gained during the seminar is not always clear. He/she can design a research project anchored in the theoretical and methodological apparatus of applied linguistics, even if it contains shortcomings at a formal or logical level. The presentation of research has formal shortcomings.

Learning outcomes:
Objectives and outputs of education:
Educational objectives: to develop graduates' knowledge of selected topics of applied linguistics, in particular with a focus on research on teaching and learning Romance languages (e.g. theory in the examination of language acquisition such as universal grammar, functionalistic approach, conceptually oriented approach, usage-based approach, input processing, declarative

and procedural model, processability theory, sociocultural theory, etc.), to provide an overview of selected methods of applied linguistics (e.g. different methods of interlanguage analysis, etc.). By analysing and comparing selected research with different theoretical and methodological approaches, develop a professional perspective on the process of teaching and learning languages. Use this knowledge in practice by designing and carrying out mini research on applied linguistics, which is oriented to topics relevant to Romance language teachers (e.g. interlanguage analysis, analysis of written expression, analysis of linguistic engagement, etc.).
Educational outputs: The graduate of the course acquires knowledge of selected studies of applied linguistics and methodological procedures in research of crosslanguage, language competence and linguistic engagement. Based on this knowledge, the graduate is able to scientifically examine the development of interlanguage and language competence among learners, develop theoretically and methodologically anchored methods for examining the results of his/her own teaching process.

Class syllabus:
Block 1: theoretical approaches for exploring language learning (universal grammar and language acquisition, fiscalist approach, declarative and procedural model, workability theory, sociocultural theory, complex system theory).
Block 2: methodological approaches to the examination of interlanguage and linguistic competence (qualitative and quantitative methods, longitudinal and trasversal studies, learner corpora, obligatory occasion analysis, frequency analysis, analysis of the function of language forms and structures, analysis of complexity and correctness, sociocultural methods).
Block 3: analysis of selected research, design and development of own research project, analysis of language data, presentation and discussion of student research projects.

Recommended literature:
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
DE BOT, K. 2008. Introduction: Second language development as a dynamic process. The Modern Language Journal 92 (2), 166–178.
DÖRNYEI, Z. 2007. Research methods in applied linguistics. Oxford: Oxford University Press. ISBN-13: 9780194422581
ELLIS, R. – BARKHUIZEN G. 2005. It's a learninger language. Oxford: Oxford University Press. ISBN 0194316343.
SALABERRY, M.R. – COMAJOAN, L. (eds.). 2013. Research design and methodology in studies on L2 tense and aspect. Boston v Berlin: De Gruyter. https://doi.org/10.1515/9781934078167
TOTH, Z. 2020. Tense and aspect in Italian interlanguage. Berlin/Boston: DeGruyter. ISBN: 9783110624960.
VAN PATTEN, BILL – WILLIAMS, J. (eds.). 2015. Theories in second language acquisition. Anne, 17-33. New York/London: Routledge. ISBN: 978-0-203-62894-2.

Languages necessary to complete the course:
Slovak language and English (passive knowledge)

Notes:

Past grade distribution
Total number of evaluated students: 24

A	ABS	B	C	D	E	FX
41,67	0,0	16,67	20,83	16,67	4,17	0,0

Lecturers: PhDr. Mojmír Malovecký, PhD., Mgr. Zuzana Tóth, Dr.phil, doc. Mgr. Katarína Klimová, PhD.
Last change: 30.10.2025
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KRoJL/M-ROMde015/22	**Course title:** Applied Linguistics for Romance Languages Teachers

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 75 hours
11 x 2 hours of in-person teaching = 22 hours of in-person teaching
11 x 2 continuous home preparation for lessons, self-study, critical analysis of selected articles and chapters from recommended literature, designing mini research within the applied linguistics (research proposal and methodology, processing and analysis of language data) = 22 hours
1 x 15.5 preparation of the presentation based on analyzed language data and studied literature
1 x 15.5 preparation of seminar work based on presentation
Teaching methods:
short presentations of teachers and students, brainstorming, interview, case studies, group discussion

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Interim evaluation:
Students will prepare for each seminar by studying selected articles and chapters of recommended literature so that they can actively participate in discussions and group work and develop a mini research project during the first part of the semester. Their work on individual seminars will be assessed on the basis of self-reflection and self-evaluation through the diary of the learner, who will be submitted after each seminar via an online form, feedback from the instructor (33 % of the evaluation). During the semester, students carry out their research project (analyze a sample of language data, develop a theoretical and methodological background of the project) and present it in colloquial form (33 % of the evaluation) and in the form of seminar work (33 % of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95 %, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work is required).

The final evaluation reflects the level of vision of the graduate in selected topics of applied linguistics, with a primary focus on research on teaching and learning of Romance languages; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.
Excellent: the student is oriented at an excellent level in selected topics of applied linguistics. He/she critically analyses selected studies on language learning and learning from a methodological and theoretical point of view, compares their results, interprets their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she can argue clearly and logically, support its arguments with the knowledge gained during the seminar and use the relevant conceptual apparatus. He/she is able to design a research project that is characterized by a high degree of theoretical and methodological consistency, analyze language data based on methodologies of applied linguistics and present its research in colloquial and written form.
Very good: the student focuses on a very good level in selected topics of applied linguistics. It critically analyses selected studies on language learning and learning from a methodological and theoretical point of view, compares their results, interprets their didactic implications and their importance for the teaching of Romance languages. In discussions, it is usually able to argue clearly and logically. He/she can explain any ambiguities, and he connects his/her arguments with the knowledge gathered during the seminar. He/she is able to design a research project that is characterized by theoretical and methodological consistency, analyze language data based on the methodologies of applied linguistics and present its research in both colloquial and written form.
Good: the student focuses on selected topics of applied linguistics. He/she analyzes selected studies on learning and learning languages from a methodological and theoretical point of view, compares their results, can mostly interpret their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she is usually able to argue clearly and logically. He/she can explain any ambiguities, although not always and uses the relevant conceptual apparatus. He/she can design a sufficient high-quality research project, anchored in a well-defined theoretical and methodological framework, even if it presents minor shortcomings, especially at the formal level. He/she can analyze language data based on methodologies of applied linguistics and present its research in colloquial and written form.
Satisfactory: the student focuses on selected topics of applied linguistics. He/she participates less actively in discussions, his/her arguments are partly based on general knowledge and his own experience, to a satisfactory extent they are linked to the knowledge gained during the seminar. He/she can design a research project anchored in the theoretical and methodological apparatus of applied linguistics, even if it contains shortcomings at a formal or logical level. He/she can analyze language data based on methodologies of applied linguistics, although the presentation of research has formal shortcomings.
Sufficient: the student focuses on selected topics of applied linguistics. He/she is less active in discussions, his/her arguments are mostly based on general knowledge and his own experience, their connection with the knowledge gained during the seminar is not always clear. He/she can design a research project anchored in the theoretical and methodological apparatus of applied linguistics, even if it contains shortcomings at a formal or logical level. The presentation of research has formal shortcomings.

Learning outcomes:
Objectives and outputs of education:
Educational objectives: to develop graduates' knowledge of selected topics of applied linguistics, in particular with a focus on research on teaching and learning Romance languages (e.g. theory in the examination of language acquisition such as universal grammar, functionalistic approach, conceptually oriented approach, usage-based approach, input processing, declarative

and procedural model, processability theory, sociocultural theory, etc.), to provide an overview of selected methods of applied linguistics (e.g. different methods of interlanguage analysis, etc.). By analysing and comparing selected research with different theoretical and methodological approaches, develop a professional perspective on the process of teaching and learning languages. Use this knowledge in practice by designing and carrying out mini research on applied linguistics, which is oriented to topics relevant to Romance language teachers (e.g. interlanguage analysis, analysis of written expression, analysis of linguistic engagement, etc.).
Educational outputs: The graduate of the course acquires knowledge of selected studies of applied linguistics and methodological procedures in research of crosslanguage, language competence and linguistic engagement. Based on this knowledge, the graduate is able to scientifically examine the development of interlanguage and language competence among learners, develop theoretically and methodologically anchored methods for examining the results of his/her own teaching process.

Class syllabus:
Block 1: theoretical approaches for exploring language learning (universal grammar and language acquisition, fiscalist approach, declarative and procedural model, workability theory, sociocultural theory, complex system theory).
Block 2: methodological approaches to the examination of interlanguage and linguistic competence (qualitative and quantitative methods, longitudinal and trasversal studies, learner corpora, obligatory occasion analysis, frequency analysis, analysis of the function of language forms and structures, analysis of complexity and correctness, sociocultural methods).
Block 3: analysis of selected research, design and development of own research project, analysis of language data, presentation and discussion of student research projects.

Recommended literature:
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DÖRNYEI, Z. 2007. Research methods in applied linguistics. Oxford: Oxford University Press. ISBN-13: 9780194422581
ELLIS, R. – BARKHUIZEN G. 2005. It's a learninger language. Oxford: Oxford University Press. ISBN 0194316343.
SALABERRY, M.R. – COMAJOAN, L. (eds.). 2013. Research design and methodology in studies on L2 tense and aspect. Boston v Berlin: De Gruyter. https://doi.org/10.1515/9781934078167
TOTH, Z. 2020. Tense and aspect in Italian interlanguage. Berlin/Boston: DeGruyter. ISBN: 9783110624960.
VAN PATTEN, BILL – WILLIAMS, J. (eds.). 2015. Theories in second language acquisition. Anne, 17-33. New York/London: Routledge. ISBN: 978-0-203-62894-2.

Languages necessary to complete the course:
Slovak language and English (passive knowledge)

Notes:

Past grade distribution
Total number of evaluated students: 24

A	ABS	B	C	D	E	FX
41,67	0,0	16,67	20,83	16,67	4,17	0,0

Lecturers: PhDr. Mojmír Malovecký, PhD., Mgr. Zuzana Tóth, Dr.phil, doc. Mgr. Katarína Klimová, PhD.
Last change: 30.10.2025
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde028/24	**Course title:** COMENIUS Choir I.
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Organizational Form: 2 seminar hours per week, totaling 22 hours per semester, delivered in a blended format (primarily in-person). Student Workload: 11 sessions x 2 hours of direct instruction (total: 22 hours), 22 hours of continuous preparation for classes, 8 hours of preparation for the final performance, Total: 52 hours of student work Teaching Methods: A combination of monological methods (instruction) and practical methods.	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Conditions for Course Completion: Participation in the course requires the successful completion of an entrance audition, which assesses the student's intonation and rhythmic abilities. The evaluation criteria are based on continuous and final practical collective performance. The assessment of the continuous practical performance includes fulfilling partial tasks within the individual voice groups and participating in any internal, public, or other concert performances. The final practical performance consists of a collective presentation of the selected repertoire studied. Grading Scale: • A (100–91%, excellent – outstanding results) • B (90–81%, very good – above-average standard) • C (80–73%, good – consistent, reliable work) • D (72–66%, satisfactory – acceptable results) • E (65–60%, sufficient – meets minimum criteria) • FX (59–0%, insufficient – requires additional work)	
Learning outcomes: The aim of the course is to develop and enhance collective vocal expression within the framework of a choir ensemble. The student acquires the principles of choral singing technique and harmonic-rhythmic awareness. The student also develops the ability to collaborate in a team and improve	

communication skills. Additionally, the student gains stage experience and represents the university at domestic and international events.

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

Recommended literature:
Required Literature:
Sheet music as determined by the conductor.
Recommended Literature:
FUCHS, J. Sólový zpěv a#jeho vztah ke zpěvu sborovému.
KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedgogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.
Proceedings from international symposia CANTUS CHORALIS.
Recordings of choral compositions from various stylistic periods and different choral ensembles.

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
96,3	0,0	0,0	0,0	0,0	0,0	3,7

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

Last change: 24.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde028/24	COMENIUS Choir I.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Organizational Form:
2 seminar hours per week, totaling 22 hours per semester, delivered in a blended format (primarily in-person).
Student Workload:
11 sessions x 2 hours of direct instruction (total: 22 hours), 22 hours of continuous preparation for classes, 8 hours of preparation for the final performance, Total: 52 hours of student work
Teaching Methods:
A combination of monological methods (instruction) and practical methods.

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Conditions for Course Completion:
Participation in the course requires the successful completion of an entrance audition, which assesses the student's intonation and rhythmic abilities. The evaluation criteria are based on continuous and final practical collective performance.
The assessment of the continuous practical performance includes fulfilling partial tasks within the individual voice groups and participating in any internal, public, or other concert performances. The final practical performance consists of a collective presentation of the selected repertoire studied.
Grading Scale:
• A (100–91%, excellent – outstanding results)
• B (90–81%, very good – above-average standard)
• C (80–73%, good – consistent, reliable work)
• D (72–66%, satisfactory – acceptable results)
• E (65–60%, sufficient – meets minimum criteria)
• FX (59–0%, insufficient – requires additional work)

Learning outcomes:
The aim of the course is to develop and enhance collective vocal expression within the framework of a choir ensemble. The student acquires the principles of choral singing technique and harmonic-rhythmic awareness. The student also develops the ability to collaborate in a team and improve

communication skills. Additionally, the student gains stage experience and represents the university at domestic and international events.

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

Recommended literature:
Required Literature:
Sheet music as determined by the conductor.
Recommended Literature:
FUCHS, J. Sólový zpěv a#jeho vztah ke zpěvu sborovému.
KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedgogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.
Proceedings from international symposia CANTUS CHORALIS.
Recordings of choral compositions from various stylistic periods and different choral ensembles.

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
96,3	0,0	0,0	0,0	0,0	0,0	3,7

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

Last change: 24.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde029/24	COMENIUS Choir II.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Organizational Form:
2 seminar hours per week, totaling 22 hours per semester, delivered in a blended format (primarily in-person).
Student Workload:
11 sessions x 2 hours of direct instruction (total: 22 hours), 22 hours of continuous preparation for classes, 8 hours of preparation for the final performance, Total: 52 hours of student work
Teaching Methods:
A combination of monological methods (instruction) and practical methods.

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
The evaluation criteria are based on continuous and final practical collective performance. The assessment of the continuous practical performance includes fulfilling partial tasks within the individual voice groups and participating in any internal, public, or other concert performances. The final practical performance consists of a collective presentation of the selected repertoire studied.
Grading Scale:
• A (100–91%, excellent – outstanding results)
• B (90–81%, very good – above-average standard)
• C (80–73%, good – consistent, reliable work)
• D (72–66%, satisfactory – acceptable results)
• E (65–60%, sufficient – meets minimum criteria)
• FX (59–0%, insufficient – requires additional work)

Learning outcomes:
The student develops a sense of cultivated singing, with appropriate expression and performance.
The student enhances their musicality and applies acquired knowledge in vocal activities while working with musical material in choral ensembles.
The student gains an understanding of concert dramaturgy.

Class syllabus:

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

Recommended literature:

Required Literature:
Sheet music as determined by the conductor.
Recommended Literature:
FUCHS, J. Sólový zpěv a#jeho vztah ke zpěvu sborovému.
KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedgogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.
Proceedings from international symposia CANTUS CHORALIS.
Recordings of choral compositions from various stylistic periods and different choral ensembles.

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 6

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

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

Last change: 24.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde029/24	COMENIUS Choir II.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Organizational Form:
2 seminar hours per week, totaling 22 hours per semester, delivered in a blended format (primarily in-person).
Student Workload:
11 sessions x 2 hours of direct instruction (total: 22 hours), 22 hours of continuous preparation for classes, 8 hours of preparation for the final performance, Total: 52 hours of student work
Teaching Methods:
A combination of monological methods (instruction) and practical methods.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The evaluation criteria are based on continuous and final practical collective performance. The assessment of the continuous practical performance includes fulfilling partial tasks within the individual voice groups and participating in any internal, public, or other concert performances. The final practical performance consists of a collective presentation of the selected repertoire studied.
Grading Scale:
• A (100–91%, excellent – outstanding results)
• B (90–81%, very good – above-average standard)
• C (80–73%, good – consistent, reliable work)
• D (72–66%, satisfactory – acceptable results)
• E (65–60%, sufficient – meets minimum criteria)
• FX (59–0%, insufficient – requires additional work)

Learning outcomes:
The student develops a sense of cultivated singing, with appropriate expression and performance.
The student enhances their musicality and applies acquired knowledge in vocal activities while working with musical material in choral ensembles.
The student gains an understanding of concert dramaturgy.

Class syllabus:

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

Recommended literature:

Required Literature:
Sheet music as determined by the conductor.
Recommended Literature:
FUCHS, J. Sólový zpěv a#jeho vztah ke zpěvu sborovému.
KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedgogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.
Proceedings from international symposia CANTUS CHORALIS.
Recordings of choral compositions from various stylistic periods and different choral ensembles.

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 6

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

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

Last change: 24.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde018/22	Cinematography of Spanish-speaking Countries

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar, total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 50 hours of student work of which: in-person teaching = 22 hours; preparation of modelling lessons = 18 hours; study of literature and work on assignments = 10 hours.
Teaching methods: demonstration method, modelling, discussion, self-assessment, group work

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The student will be awarded credits based on 100% interim evaluation: 20% active participation in teaching, 30% ongoing tasks (critical evaluation of didactic activities, active participation in discussion, etc.) 50% didactic processing of selected film material and its presentation.
At least 60% of the scoring must be obtained in order to complete the course successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to expand knowledge from the culture of Hispanophone countries with a focus on cinematography, development of didactic competences and development of intercultural competence.
Educational outcomes:
After successful completion of the course, the student knows selected works of classical and contemporary cinematographic art in Hispanophone countries and the possibilities of using film material in spanish teaching.

He/she can critically evaluate the quality and adequacy of didactic activities using film as didactic material. He/she is able to design the didactic use of specific film material in Spanish teaching at the appropriate level of education.
He/she has strengthened creativity, reasoning in context, organizational and communicative skills, the ability of teamwork.

Class syllabus:
Through work on short excerpts from feature films, both classical and contemporary, students will become familiar with selected aspects of the history, culture and society of Hispanophone countries. They can also improve language skills such as understanding, interpreting and translating authentic texts. Selected films or demos of them are screened in lessons for the purpose of didactic work on them, and together it is considered to use shorter and longer cinematographic stories in the teaching of Spanish in primary school or grammar school.

Recommended literature:
ARIZA HERRERA, E. et al.: Empeliculados: cine en la clase de español como lengua extranjera y segunda lengua. Bogotá: Instituto Caro y Cuervo, 2020. 168 p. ISBN 978-958-611-385-4 [online] Available at: https://spanishincolombia.caroycuervo.gov.co/documentos/pdf/Empeliculados-cine-en-la-clase-de-ELE-EL2.pdf

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: PhDr. Mária Medveczká, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde018/22	Cinematography of Spanish-speaking Countries

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar, total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 50 hours of student work of which: in-person teaching = 22 hours; preparation of modelling lessons = 18 hours; study of literature and work on assignments = 10 hours.
Teaching methods: demonstration method, modelling, discussion, self-assessment, group work

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The student will be awarded credits based on 100% interim evaluation: 20% active participation in teaching, 30% ongoing tasks (critical evaluation of didactic activities, active participation in discussion, etc.) 50% didactic processing of selected film material and its presentation.
At least 60% of the scoring must be obtained in order to complete the course successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to expand knowledge from the culture of Hispanophone countries with a focus on cinematography, development of didactic competences and development of intercultural competence.
Educational outcomes:
After successful completion of the course, the student knows selected works of classical and contemporary cinematographic art in Hispanophone countries and the possibilities of using film material in spanish teaching.

He/she can critically evaluate the quality and adequacy of didactic activities using film as didactic material. He/she is able to design the didactic use of specific film material in Spanish teaching at the appropriate level of education.
He/she has strengthened creativity, reasoning in context, organizational and communicative skills, the ability of teamwork.

Class syllabus:
Through work on short excerpts from feature films, both classical and contemporary, students will become familiar with selected aspects of the history, culture and society of Hispanophone countries. They can also improve language skills such as understanding, interpreting and translating authentic texts. Selected films or demos of them are screened in lessons for the purpose of didactic work on them, and together it is considered to use shorter and longer cinematographic stories in the teaching of Spanish in primary school or grammar school.

Recommended literature:
ARIZA HERRERA, E. et al.: Empeliculados: cine en la clase de español como lengua extranjera y segunda lengua. Bogotá: Instituto Caro y Cuervo, 2020. 168 p. ISBN 978-958-611-385-4 [online] Available at: https://spanishincolombia.caroycuervo.gov.co/documentos/pdf/Empeliculados-cine-en-la-clase-de-ELE-EL2.pdf

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: PhDr. Mária Medveczká, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde025/22	Class management

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed with an assessment
Assessment: consists of an interim and a final assessment (20+30, 50 points in total).
Intermediate assessment: consists of a critical analysis of domestic and foreign sources - 10 points and the formulation of partial components of the semester project - 10 points.
The final assessment consists of: the semester project and its oral presentation.
The semester project consists of: the complete creation of a project according to the set structure for 30b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students (creators of the semester project) in the 11th week of continuous teaching.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 46 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A minimum of 41 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average

orientation to the subject matter, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 37 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the teacher.
A minimum of 33 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A minimum of 30 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.

Learning outcomes:

Learning objectives and outcomes:
By completing the Classroom Management course, the student should:
- Know the basic principles of successful classroom management aimed at conducting a meaningful learning process with minimal disruptive behaviour,
- to acquire knowledge of classroom and classroom management from the position of a classroom teacher in cooperation with other teaching and non-teaching staff,
- to acquire skills in the administration of pedagogical documentation of the class teacher,
- know the competences and job description of the class teacher,
- can analyse the different forms of family-school cooperation and assess their suitability in relation to parents and pupils,
- be able to apply the acquired knowledge and knowledge from other scientific disciplines in the development of a semester project,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.
Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course.

Class syllabus:

Brief outline of the course:
The content focus of the course is divided into two main areas: classroom management from the position of a teacher of any subject and communication with the classroom team from the position of a classroom teacher at the lower and upper secondary level. Classroom management leading to a successfully implemented teaching process and pupils' cooperative action in it with minimization of pupils' disruptive behaviour, thus making it possible to move towards meaningful learning for pupils.
Methodology for managing and coordinating the teaching process - the basic pillars of successful classroom management - planning, creating a productive classroom climate and promoting teamwork in the classroom, arranging the conditions of the learning space, guiding the learning activities of pupils/students, guiding the tasks of pupils/students related to the running of the

classroom, activities to maintain discipline in the classroom, activities to prevent problematic behaviour, classroom rules. Classroom management and the class teacher in the context of legislation - qualifications for classroom management, rights and responsibilities of the class teacher. Roles and activities of the class teacher. Competencies and skills of the class teacher. Personality requirements of a class teacher. Pedagogical documentation of the classroom. Plan, organization and management of classroom lessons and classroom activities. Problem behaviours and baseline documents. The class teacher and educational measures. Communication and cooperation of class teachers with school management, teaching staff, professional staff, with legal representatives of pupils/students, and with representatives of various institutions and organizations. Evaluation of classroom activities.

Recommended literature:

Compulsory reading:
DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020] Dostupné z: http://www.odyssea.cz/localImages/tridnicke_hodiny.pdfCompulsory reading:
DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020] Dostupné z: http://www.odyssea.cz/localImages/tridnicke_hodiny.pdf.
DUTKOVÁ, K., MEDLENOVÁ, J. (2007). Sprievodca triedneho učiteľa. 1. vyd. Bratislava: Raabe, 1800 s. ISBN 80-89182-03-0-8.
EICHHORN, E. – GEBAUER, K. (2014). Manažment triedy, Bratislava: Dr. Josef Raabe. 194 s. ISBN 978-80-8140-096-4. http://is.komposyt.com/pre-odbornikov/ziak-so-svvp/preview-file/1-manazment-tr-982.pdf
KOREŇOVÁ, S. (2020). Príklady dobrej praxe - Aktivity na triednických hodinách. Online časopis Didaktika 6/2020. https://www.direktor.sk/sk/casopis/didaktika/priklady-dobrej-praxe-aktivity-na-triednickych-hodinach.m-1013.html
SITKOVÁ, D. (2014). Skúsenosti s intervenciou žiakov s problémovým správaním na primárnom stupni vzdelávania. Banská Bystrica: Metodicko-pedagogické centrum, 35 s..
VIŠŇOVSKÝ, Ľ. – BABICOVÁ, Z. (2012). Triedny Učiteľ a spolupráca školy s rodinou. 1. vyd. Banská Bystrica: Univerzita Mateja Bela, 153 s.. ISBN 9788055705071.
Ďalší študijný text bude študentom dostupný a v pravidelných intervaloch sprístupňovaný v elektronickej podobe prostredníctvom univerzitného LMS Moodle – kurz s názvom Triedny manažment.
Particularly for beginning classroom teachers, it is essential to become familiar with the legislation that directly affects the status of the classroom teacher:
Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov
Zákon č. 553/2003 Z. z. Zákon o odmeňovaní niektorých zamestnancov pri výkone práce vo verejnom záujme a o zmene a doplnení niektorých zákonov.
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
Vyhláška MŠVVaŠ SR č. 445/2009 Z. z. o rozsahu vyučovacej a výchovnej činnosti pedagogických zamestnancov.
Vyhláška MŠVVaŠ SR č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.
Nariadenie vlády SR č. 201/2019 Z. z. o priamej výchovno-vzdelávacej činnosti (namiesto Vyhláška MŠVVaŠ SR č. 445/2009 Z. z. o rozsahu vyučovacej a výchovnej činnosti pedagogických zamestnancov).
vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 437/2020 Z. z., ktorou sa mení a dopĺňa vyhláška Ministerstva školstva Slovenskej republiky č. 320/2008 Z. z. o základnej škole v znení neskorších predpisov.
Legislation related to the performance of the work of a class teacher:

Zákon č. 357/2009 Z. z. o štátnom jazyku Slovenskej republiky 357/2009.
Zákon č. 63/1993 Z. z. o štátnych symboloch SR a ich používaní v znení neskorších predpisov.
Zákon č. 395/2002 Z. z. o archívoch a registratúrach a o doplnení niektorých zákonov.
Vyhláška č. 326/2008 Z. z. o druhoch a náležitostiach vysvedčení a ostatných školských tlačív vrátane spôsobov ich evidencie a uloženia.
Vyhláška č. 231/2009 Z. z. o podrobnostiach o organizácii školského roka na základných školách, na stredných školách, na základných umeleckých školách, na praktických školách, na odborných učilištiach a na jazykových školách.
Vyhláška č. 307/2008 Z. z. o výchove a vzdelávaní žiakov s intelektovým nadaním.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 70

A	ABS	B	C	D	E	FX
88,57	0,0	4,29	7,14	0,0	0,0	0,0

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde025/22	**Course title:** Class management
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed with an assessment Assessment: consists of an interim and a final assessment (20+30, 50 points in total). Intermediate assessment: consists of a critical analysis of domestic and foreign sources - 10 points and the formulation of partial components of the semester project - 10 points. The final assessment consists of: the semester project and its oral presentation. The semester project consists of: the complete creation of a project according to the set structure for 30b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students (creators of the semester project) in the 11th week of continuous teaching. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 46 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A minimum of 41 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average	

orientation to the subject matter, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 37 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the teacher.
A minimum of 33 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A minimum of 30 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.

Learning outcomes:

Learning objectives and outcomes:
By completing the Classroom Management course, the student should:
- Know the basic principles of successful classroom management aimed at conducting a meaningful learning process with minimal disruptive behaviour,
- to acquire knowledge of classroom and classroom management from the position of a classroom teacher in cooperation with other teaching and non-teaching staff,
- to acquire skills in the administration of pedagogical documentation of the class teacher,
- know the competences and job description of the class teacher,
- can analyse the different forms of family-school cooperation and assess their suitability in relation to parents and pupils,
- be able to apply the acquired knowledge and knowledge from other scientific disciplines in the development of a semester project,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.
Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course.

Class syllabus:

Brief outline of the course:
The content focus of the course is divided into two main areas: classroom management from the position of a teacher of any subject and communication with the classroom team from the position of a classroom teacher at the lower and upper secondary level. Classroom management leading to a successfully implemented teaching process and pupils' cooperative action in it with minimization of pupils' disruptive behaviour, thus making it possible to move towards meaningful learning for pupils.
Methodology for managing and coordinating the teaching process - the basic pillars of successful classroom management - planning, creating a productive classroom climate and promoting teamwork in the classroom, arranging the conditions of the learning space, guiding the learning activities of pupils/students, guiding the tasks of pupils/students related to the running of the

classroom, activities to maintain discipline in the classroom, activities to prevent problematic behaviour, classroom rules. Classroom management and the class teacher in the context of legislation - qualifications for classroom management, rights and responsibilities of the class teacher. Roles and activities of the class teacher. Competencies and skills of the class teacher. Personality requirements of a class teacher. Pedagogical documentation of the classroom. Plan, organization and management of classroom lessons and classroom activities. Problem behaviours and baseline documents. The class teacher and educational measures. Communication and cooperation of class teachers with school management, teaching staff, professional staff, with legal representatives of pupils/students, and with representatives of various institutions and organizations. Evaluation of classroom activities.

Recommended literature:

Compulsory reading:
DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020] Dostupné z: http://www.odyssea.cz/localImages/tridnicke_hodiny.pdfCompulsory reading:
DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020] Dostupné z: http://www.odyssea.cz/localImages/tridnicke_hodiny.pdf.
DUTKOVÁ, K., MEDLENOVÁ, J. (2007). Sprievodca triedneho učiteľa. 1. vyd. Bratislava: Raabe, 1800 s. ISBN 80-89182-03-0-8.
EICHHORN, E. – GEBAUER, K. (2014). Manažment triedy, Bratislava: Dr. Josef Raabe. 194 s. ISBN 978-80-8140-096-4. http://is.komposyt.com/pre-odbornikov/ziak-so-svvp/preview-file/1-manazment-tr-982.pdf
KOREŇOVÁ, S. (2020). Príklady dobrej praxe - Aktivity na triednických hodinách. Online časopis Didaktika 6/2020. https://www.direktor.sk/sk/casopis/didaktika/priklady-dobrej-praxe-aktivity-na-triednickych-hodinach.m-1013.html
SITKOVÁ, D. (2014). Skúsenosti s intervenciou žiakov s problémovým správaním na primárnom stupni vzdelávania. Banská Bystrica: Metodicko-pedagogické centrum, 35 s..
VIŠŇOVSKÝ, Ľ. – BABICOVÁ, Z. (2012). Triedny Učiteľ a spolupráca školy s rodinou. 1. vyd. Banská Bystrica: Univerzita Mateja Bela, 153 s.. ISBN 9788055705071.
Ďalší študijný text bude študentom dostupný a v pravidelných intervaloch sprístupňovaný v elektronickej podobe prostredníctvom univerzitného LMS Moodle – kurz s názvom Triedny manažment.
Particularly for beginning classroom teachers, it is essential to become familiar with the legislation that directly affects the status of the classroom teacher:
Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov
Zákon č. 553/2003 Z. z. Zákon o odmeňovaní niektorých zamestnancov pri výkone práce vo verejnom záujme a o zmene a doplnení niektorých zákonov.
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
Vyhláška MŠVVaŠ SR č. 445/2009 Z. z. o rozsahu vyučovacej a výchovnej činnosti pedagogických zamestnancov.
Vyhláška MŠVVaŠ SR č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.
Nariadenie vlády SR č. 201/2019 Z. z. o priamej výchovno-vzdelávacej činnosti (namiesto Vyhláška MŠVVaŠ SR č. 445/2009 Z. z. o rozsahu vyučovacej a výchovnej činnosti pedagogických zamestnancov).
vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 437/2020 Z. z., ktorou sa mení a dopĺňa vyhláška Ministerstva školstva Slovenskej republiky č. 320/2008 Z. z. o základnej škole v znení neskorších predpisov.
Legislation related to the performance of the work of a class teacher:

Zákon č. 357/2009 Z. z. o štátnom jazyku Slovenskej republiky 357/2009.
Zákon č. 63/1993 Z. z. o štátnych symboloch SR a ich používaní v znení neskorších predpisov.
Zákon č. 395/2002 Z. z. o archívoch a registratúrach a o doplnení niektorých zákonov.
Vyhláška č. 326/2008 Z. z. o druhoch a náležitostiach vysvedčení a ostatných školských tlačív vrátane spôsobov ich evidencie a uloženia.
Vyhláška č. 231/2009 Z. z. o podrobnostiach o organizácii školského roka na základných školách, na stredných školách, na základných umeleckých školách, na praktických školách, na odborných učilištiach a na jazykových školách.
Vyhláška č. 307/2008 Z. z. o výchove a vzdelávaní žiakov s intelektovým nadaním.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 70

A	ABS	B	C	D	E	FX
88,57	0,0	4,29	7,14	0,0	0,0	0,0

Lecturers: PaedDr. Tímea Šeben Zaťková, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde016/22	**Course title:** Classroom management and class teacher in praxis
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course:

The course is completed with an assessment, the ratio of interim to final assessment is 100/0.

As part of the assessment, students will create (25 points) and critically analyse (25 points) a (self)reflective journal (can take the form of a concept map) focused on pedagogical-didactic situational (self)reflection (50 points in total) or critically analyse domestic and international study resources - 25 points and formulate partial components of a semester project - 25 points and develop (30 points) and defend in a colloquial discussion (20 points) a semester project. The semester project consists of: the complete development of the project according to the set structure. It includes idea/ problem development, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by the students (semester project creators).

The aim of the assignments is a coherent pedagogical and didactic (self)reflection of the student, a critique, identification of critical moments of teaching and education (with emphasis on classroom management) from the perspective of the students of teacher education and a coherent conceptual design of the semester project - planning, creation, implementation, evaluation and (self)reflection of the students.

A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.

The rating is awarded on a scale:

A (100-91%, excellent - excellent results with only minimal errors),

B (90-81%, very good - above average results with minor errors),

C (80-73%, good - normal reliable work, average results),

D (72-66%, satisfactory - acceptable results, but significant errors occur),

E (65-60%, sufficient - results meet minimum criteria),

Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).

A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it

(critically evaluate, develop, enrich with own ideas), is oriented in current scientific-pedagogical theories and can also critically analyze and evaluate them - in relation to the key stages of their development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, is familiar with current scientific and pedagogical theories and can also critically evaluate them - in relation to the key stages of their development and their implications for practice, but only in selected problems, not in a generalizing way.
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it adequately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific-pedagogical theories, but lacks their critical and generalizing evaluation,
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation is absent,
E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, critical analysis and development of own ideas is absent, orientation in the current scientific-pedagogical theories is limited to specific areas, their critical evaluation and generalization is absent,
Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in current scientific-pedagogical theories is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes: by completing the course, the student will be competent to implement analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of pedagogy and didactics, processes of personal-professional development on the basis of cognition and (self-)reflection, will know and be able to apply (in the specific outcomes of the course) the necessary resources, strategies and methods for this purpose.
Transferable competences: the student will know and be able to apply resources, strategies and methods for the continuous development of intra and interpersonal communicative, organisational, (self-)cognitive competences.

Class syllabus:
Brief outline of the course: the content of the course is divided into two basic areas:
1. General and specific principles of classroom management from the position of a teacher of any subject and communication with the class collective, i.e. classroom management leading to the optimal implementation of the educational process and the cooperative action of teachers, pupils/ students in it.
2.General and specific professional characteristics of the class teacher, i.e. e.g. tasks of the class teacher, activities of the class teacher, requirements for the activities of the class teacher, requirements for the personality of the class teacher, competences of the class teacher, administrative activities - pedagogical documentation of the class, planning of the class work, evaluation of the class work, etc.

Objectives:
Upon successful completion of the course, students will know and be able to conceptually apply the basic principles of optimal classroom management - a meaningful educational process. Students will be able to develop and apply knowledge of the general and specific areas of the classroom teacher's work.

Recommended literature:

Reference sources:
Required reading:
GERŠICOVÁ, Z., a kol. 2018. Školská pedagogika. Vysoká škola DTI. 2018. Dostupné na: http://www.dti.sk/data/files/file-1591599161-5edde039a38d9.pdf (VYBRANÉ KAPITOLY).
Recommended reading:
BOĎO, M. 2011. Triedny učiteľ v súčasnej škole. Univerzita Palackého, Filozofická fakulta, Olomouc, 2011 Dostupné na: https://theses.cz/id/1luwsr/1102250
BOBEROVÁ, Z. 2017. Začínajúci učiteľ a školská legislatíva 1. Učiteľ a výchovno-vzdelávací proces z pohľadu školskej legislatívy. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach, 2017. ISBN 978-80-8152-490-5
ČAVAJDOVÁ, B. 2006. Výchovná práca triedneho učiteľa. In: Mládež aspoločnosť. ISSN 1335-1109, roč. 12, č. 3, s. 54-58.
DUTKOVÁ, K., MEDLENOVÁ, J. 2007. Sprievodca triedneho učiteľa. 1. vyd. Bratislava: Raabe, 2007. 1800 s. ISBN 80-89182-03-0-8.
HLÁSNA, S. – HORVÁTHOVÁ, K. – MUCHA, M. – TÓTHOVÁ, R., 2006. Úvod do pedagogiky. Nitra : ENIGMA. ISBN: 80-89132-29-4 (3.kap.: Všeobecná didaktika).PLAVČAN, P., OSTRADICKÝ, P., 2020. The social status of a teacher in selected school policy programme documents in the Slovak Republic. In Forum of foreign languages, politology and international relations. - Roč. 12, č. 2 (2020), s. 42-47
PORUBSKÝ, Š. 2007. Učiteľ-diskurz-žiak. Osobnostno-sociálny model primárnej edukácie. Banská Bystrica: UMB v Banskej Bystrici, 2007. ISBN 978-80-8083-392-3.
WIEGEROVÁ, A., VÁVROVÁ, S. 2011. Učiteľovo myslenie a uvažovanie. In Zborník príspevkov medzinárodného konferenčného cyklu. Cesty demokracie vo výchove a vzdelávaní XIII 2011(203).UK: Veľké Bílovce, 2011. ISBN 978-80-89443-10-9.ZÁKON č. 138/2019 Z.z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.

Languages necessary to complete the course:
slovak and czech and english

Notes:

Past grade distribution
Total number of evaluated students: 15

A	ABS	B	C	D	E	FX
66,67	0,0	26,67	0,0	0,0	0,0	6,67

Lecturers: Ing. Eva Tóblová, PhD., Mgr. Peter Ostradický, PhD.

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde016/22	Classroom management and class teacher in praxis

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an assessment, the ratio of interim to final assessment is 100/0.
As part of the assessment, students will create (25 points) and critically analyse (25 points) a (self)reflective journal (can take the form of a concept map) focused on pedagogical-didactic situational (self)reflection (50 points in total) or critically analyse domestic and international study resources - 25 points and formulate partial components of a semester project - 25 points and develop (30 points) and defend in a colloquial discussion (20 points) a semester project. The semester project consists of: the complete development of the project according to the set structure. It includes idea/ problem development, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by the students (semester project creators).
The aim of the assignments is a coherent pedagogical and didactic (self)reflection of the student, a critique, identification of critical moments of teaching and education (with emphasis on classroom management) from the perspective of the students of teacher education and a coherent conceptual design of the semester project - planning, creation, implementation, evaluation and (self)reflection of the students.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it

(critically evaluate, develop, enrich with own ideas), is oriented in current scientific-pedagogical theories and can also critically analyze and evaluate them - in relation to the key stages of their development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, is familiar with current scientific and pedagogical theories and can also critically evaluate them - in relation to the key stages of their development and their implications for practice, but only in selected problems, not in a generalizing way.
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it adequately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific-pedagogical theories, but lacks their critical and generalizing evaluation,
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation is absent,
E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, critical analysis and development of own ideas is absent, orientation in the current scientific-pedagogical theories is limited to specific areas, their critical evaluation and generalization is absent,
Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in current scientific-pedagogical theories is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes: by completing the course, the student will be competent to implement analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of pedagogy and didactics, processes of personal-professional development on the basis of cognition and (self-)reflection, will know and be able to apply (in the specific outcomes of the course) the necessary resources, strategies and methods for this purpose.
Transferable competences: the student will know and be able to apply resources, strategies and methods for the continuous development of intra and interpersonal communicative, organisational, (self-)cognitive competences.

Class syllabus:
Brief outline of the course: the content of the course is divided into two basic areas:
1. General and specific principles of classroom management from the position of a teacher of any subject and communication with the class collective, i.e. classroom management leading to the optimal implementation of the educational process and the cooperative action of teachers, pupils/ students in it.
2.General and specific professional characteristics of the class teacher, i.e. e.g. tasks of the class teacher, activities of the class teacher, requirements for the activities of the class teacher, requirements for the personality of the class teacher, competences of the class teacher, administrative activities - pedagogical documentation of the class, planning of the class work, evaluation of the class work, etc.

Objectives:
Upon successful completion of the course, students will know and be able to conceptually apply the basic principles of optimal classroom management - a meaningful educational process. Students will be able to develop and apply knowledge of the general and specific areas of the classroom teacher's work.

Recommended literature:

Reference sources:
Required reading:
GERŠICOVÁ, Z., a kol. 2018. Školská pedagogika. Vysoká škola DTI. 2018. Dostupné na: http://www.dti.sk/data/files/file-1591599161-5edde039a38d9.pdf (VYBRANÉ KAPITOLY).
Recommended reading:
BOĎO, M. 2011. Triedny učiteľ v súčasnej škole. Univerzita Palackého, Filozofická fakulta, Olomouc, 2011 Dostupné na: https://theses.cz/id/1luwsr/1102250
BOBEROVÁ, Z. 2017. Začínajúci učiteľ a školská legislatíva 1. Učiteľ a výchovno-vzdelávací proces z pohľadu školskej legislatívy. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach, 2017. ISBN 978-80-8152-490-5
ČAVAJDOVÁ, B. 2006. Výchovná práca triedneho učiteľa. In: Mládež aspoločnosť. ISSN 1335-1109, roč. 12, č. 3, s. 54-58.
DUTKOVÁ, K., MEDLENOVÁ, J. 2007. Sprievodca triedneho učiteľa. 1. vyd. Bratislava: Raabe, 2007. 1800 s. ISBN 80-89182-03-0-8.
HLÁSNA, S. – HORVÁTHOVÁ, K. – MUCHA, M. – TÓTHOVÁ, R., 2006. Úvod do pedagogiky. Nitra : ENIGMA. ISBN: 80-89132-29-4 (3.kap.: Všeobecná didaktika).PLAVČAN, P., OSTRADICKÝ, P., 2020. The social status of a teacher in selected school policy programme documents in the Slovak Republic. In Forum of foreign languages, politology and international relations. - Roč. 12, č. 2 (2020), s. 42-47
PORUBSKÝ, Š. 2007. Učiteľ-diskurz-žiak. Osobnostno-sociálny model primárnej edukácie. Banská Bystrica: UMB v Banskej Bystrici, 2007. ISBN 978-80-8083-392-3.
WIEGEROVÁ, A., VÁVROVÁ, S. 2011. Učiteľovo myslenie a uvažovanie. In Zborník príspevkov medzinárodného konferenčného cyklu. Cesty demokracie vo výchove a vzdelávaní XIII 2011(203).UK: Veľké Bílovce, 2011. ISBN 978-80-89443-10-9.ZÁKON č. 138/2019 Z.z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.

Languages necessary to complete the course:
slovak and czech and english

Notes:

Past grade distribution
Total number of evaluated students: 15

A	ABS	B	C	D	E	FX
66,67	0,0	26,67	0,0	0,0	0,0	6,67

Lecturers: PaedDr. Tímea Šeben Zaťková, PhD.

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde022/22	Cognitive psychology and neurodidactics

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
38,1	0,0	38,1	4,76	4,76	0,0	14,29

Lecturers: doc. Mgr. Zlatica Zacharová, PhD., PaedDr. Anežka Hamranová, PhD.

Last change:

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde022/22	Cognitive psychology and neurodidactics

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
38,1	0,0	38,1	4,76	4,76	0,0	14,29

Lecturers:

Last change:

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde026/22	Communication and presentation competences of teachers

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% pass mark.
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Interim Assessment 1: Students will solve sub-problem problems in class during the semester, which they will later use in the final assessment - in a speech and argumentation. These assignments will consist of: the development of correct relevant arguments on selected topics in schooling, education and training based on appropriate sources of information (for 20 points) and a second sub-assignment consisting of an analysis of educational situations in school and the training of appropriate non-manipulative, non-directive communication (for 20 points).
Intermediate assessment 2: consists of the production of a speech and its presentation in class based on substantive arguments (micro performance for approx. 20 minutes / 10 min. presentation and 10 min. discussion) for 60 points.
Assignment: based on the template, the student will create a speech along with a presentation, i.e. a line of argument, where:
A. formulates a problem or thesis in education, upbringing and education,
B. create 3 complete arguments based on the 5-step structure (K. Popper's debate),
C. cite the relevant source for each of the arguments,
D. Other students in the class will counter-argue, thus creating a substantive discussion on the topic.
As part of the deliverable, the student will be required to respond to and answer these questions.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.

A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach in developing interim assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
For a grade of C at least 73 points. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
At least 66 points for a grade D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application of knowledge in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in class during the semester in collaboration with the instructor or other students.
At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes:
By completing the Pedagogical Communication course, the student should:
- be able to create and present a speech,
- be able to develop a substantive line of argument,
- be able to argue in a one-on-one discussion,
- be able to deal with educational situations in the school environment,
- be able to evaluate the relevance of information and information sources,
- know how to work in a group.

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

Class syllabus:
Brief outline of the course:
The aim of the course is to prepare students for the future teaching profession in the areas of critical and independent thinking, communication and rhetorical skills, collaboration, creativity, self-assessment, feedback, selection and evaluation of information, etc. Using various activating methods and problem-based tasks, students will actively participate in the teaching and create the content of the course themselves, in which they will develop intra and interpersonal aspects of personality. It is necessary for the student to be able to cope with stressful situations in the daily

work of the teacher, and also to be able to identify and evaluate his/her own strengths and, on the contrary, weaknesses in this area through practicing practical activities and outcomes.
Topics:
Working with information, which information is trustworthy? What is discussion, what are its parameters, how do we divide discussion methods? Discussion - where is HE education going, what are degrees for? Critical appraisal of the video. What is plagiarism? How does society feel about cheating? Panel discussion - simulation on a selected topic in education. Making arguments, how to debate effectively? Why do we need to have a dialogue? Relevant sources and selection of information - navigating the world of media and internet: conspiracy theories, trolling, misinformation and hoaxes. Fallacies in argumentation, what is critical thinking and how to develop it? How do we divide activating methods? How do we create a lesson plan? What should a didactic activity/task contain? Preparing innovative teaching. Choosing topics for analysis - group discussion, developing critical thinking. Tasks and didactic methods - interactive activities, practicing interactive teaching with practical examples. Non-directive and pupil-centred teaching. Assertiveness and assertive techniques. Manipulation and manipulative techniques.

Recommended literature:

KOSTURKOVÁ, M., FERENCOVÁ, J. (2019). Stratégie rozvoja kritického myslenia. Kritické argumentovanie, debatovanie, písanie a organizovanie poznatkov. Bratislava: Wolters Kluwer, 2019. 236s. ISBN 978-80-571-0049-2
Recommended reading:
ALLHOFF, D. W. (2008). Rétorika a komunikace. Praha: Grada publishing. 200s. ISBN 978-80-247-2283-2
ČULENOVÁ, E. (2019). Verbálna manipulácia. Banská Bystrica: Signis, 2019. 233s. ISBN 978-80-999-3602-8
JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení. 45-56s. ISBN 978-80-87952-29-0
JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava: Univerzita Komenského v Bratislave. 37-45s. ISBN 978-80-223-4847-8
KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing. 256s. ISBN 978-80247-2652-6
KOTRBA, T. A LACINA, L. (2010). Praktické využití aktivizačních metod ve výuce. Brno: Barrister&Principal, 2010. 188s. ISBN 978-80-87029-12-1
ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

Languages necessary to complete the course:
slovak and czech

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

Past grade distribution
Total number of evaluated students: 59

A	ABS	B	C	D	E	FX
47,46	0,0	18,64	25,42	0,0	5,08	3,39

Lecturers: PaedDr. Eva Labudová, PhD.

Last change: 09.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde026/22	Communication and presentation competences of teachers

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% pass mark.
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Interim Assessment 1: Students will solve sub-problem problems in class during the semester, which they will later use in the final assessment - in a speech and argumentation. These assignments will consist of: the development of correct relevant arguments on selected topics in schooling, education and training based on appropriate sources of information (for 20 points) and a second sub-assignment consisting of an analysis of educational situations in school and the training of appropriate non-manipulative, non-directive communication (for 20 points).
Intermediate assessment 2: consists of the production of a speech and its presentation in class based on substantive arguments (micro performance for approx. 20 minutes / 10 min. presentation and 10 min. discussion) for 60 points.
Assignment: based on the template, the student will create a speech along with a presentation, i.e. a line of argument, where:
A. formulates a problem or thesis in education, upbringing and education,
B. create 3 complete arguments based on the 5-step structure (K. Popper's debate),
C. cite the relevant source for each of the arguments,
D. Other students in the class will counter-argue, thus creating a substantive discussion on the topic.
As part of the deliverable, the student will be required to respond to and answer these questions.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.

A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach in developing interim assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
For a grade of C at least 73 points. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
At least 66 points for a grade D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application of knowledge in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in class during the semester in collaboration with the instructor or other students.
At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes:
By completing the Pedagogical Communication course, the student should:
- be able to create and present a speech,
- be able to develop a substantive line of argument,
- be able to argue in a one-on-one discussion,
- be able to deal with educational situations in the school environment,
- be able to evaluate the relevance of information and information sources,
- know how to work in a group.

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

Class syllabus:
Brief outline of the course:
The aim of the course is to prepare students for the future teaching profession in the areas of critical and independent thinking, communication and rhetorical skills, collaboration, creativity, self-assessment, feedback, selection and evaluation of information, etc. Using various activating methods and problem-based tasks, students will actively participate in the teaching and create the content of the course themselves, in which they will develop intra and interpersonal aspects of personality. It is necessary for the student to be able to cope with stressful situations in the daily

work of the teacher, and also to be able to identify and evaluate his/her own strengths and, on the contrary, weaknesses in this area through practicing practical activities and outcomes.
Topics:
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Recommended literature:

KOSTURKOVÁ, M., FERENCOVÁ, J. (2019). Stratégie rozvoja kritického myslenia. Kritické argumentovanie, debatovanie, písanie a organizovanie poznatkov. Bratislava: Wolters Kluwer, 2019. 236s. ISBN 978-80-571-0049-2
Recommended reading:
ALLHOFF, D. W. (2008). Rétorika a komunikace. Praha: Grada publishing. 200s. ISBN 978-80-247-2283-2
ČULENOVÁ, E. (2019). Verbálna manipulácia. Banská Bystrica: Signis, 2019. 233s. ISBN 978-80-999-3602-8
JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení. 45-56s. ISBN 978-80-87952-29-0
JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava: Univerzita Komenského v Bratislave. 37-45s. ISBN 978-80-223-4847-8
KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing. 256s. ISBN 978-80247-2652-6
KOTRBA, T. A LACINA, L. (2010). Praktické využití aktivizačních metod ve výuce. Brno: Barrister&Principal, 2010. 188s. ISBN 978-80-87029-12-1
ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

Languages necessary to complete the course:
slovak and czech

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

Past grade distribution
Total number of evaluated students: 59

A	ABS	B	C	D	E	FX
47,46	0,0	18,64	25,42	0,0	5,08	3,39

Lecturers: PaedDr. Eva Labudová, PhD.

Last change: 09.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KRoJL/M-ESPde002/22	**Course title:** Contrastive Linguistics 1.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 22 hours of preparation for lessons and study of recommended literature (selected parts); 10 hours of written tasks; 16 hours of preparation of individual task; 30 hours of individual study of professional literature and preparation for exam. A total of 100 hours of student work.
Teaching methods: interpretation, explanation, discussion, application of theoretical knowledge on practical examples, written works, managed self-study – solving tasks and assignments, e-learning.

Number of credits: 4

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in lessons, the fulfilment of continuous written tasks during the semester and the final examination of theory and practical use of language.
• The interim evaluation is 25 %: active participation in classroom activities; elaboration of continuous written tasks on individual topics 10%; elaboration of an individual task according to the assignment 5 %. Fulfilment of the conditions for interim evaluation is a condition for participation in the examination.
• During the semester, the student will demonstrate the ability to analyze language phenomena, discuss problematic aspects and to use the acquired knowledge of the Spanish language in assignments requiring individual work (exercises, independent verification of information in professional sources), as well as the ability to process the selected language phenomenon in the form of didactic material.
• The final test represents 75 % of the evaluation. The examination consists of an oral theoretical part (25 %) and a written practical part (50 %). The student must obtain at least 60% from both parts.
• At the final exam, the student will demonstrate the extension and deepening of the knowledge about Spanish acquired at the first stage of study, their understanding, integration and ability to apply them in the analysis of language phenomena. In order to successfully complete the subject, the student will demonstrate the ability to logically and comprehensibly explain selected language phenomena, apply knowledge to clarify specific examples, as well as the ability to assess and

evaluate the spelling and grammatical correctness of sentences and short texts and to propose corrections. At the same time, he/she will demonstrate an adequate linguistic competence: in the oral part of the exam the correct pronunciation and in the written part the spelling, punctuation and grammar control.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)
A: The student, in both interim tasks and in the final exam, demonstrates knowledge of the Spanish phonetics, phonology and grammar at an excellent level; on the oral part of the exam he/she answers independently, in a logical sequence, uses the correct terminology and demonstrates a deeper understanding of phenomena and contexts, is able to present information about Spanish in a contrasting perspective with Slovak, being able to go into detail, being able to support theoretical claims with appropriate examples; has a high level of Spanish language competence in both oral and written language, has an excellent command of grammar and spelling.
B: The student in continuous tasks and in the final exam demonstrates above-average knowledge of the Spanish phonetics, phonology and grammar; responds to the oral part of the examination alone or only with less guidance from the examiner, uses the correct terminology and demonstrates a very good understanding of phenomena and contexts; can point to the main differences between Spanish and Slovak and can support theoretical claims with appropriate examples; has a very good level of Spanish language competence in both oral and written language, speaks grammar and spelling, shortcomings are rare and minor serious.
C: The student in continuous tasks and in the final exam demonstrates good knowledge of phonetics, phonology and grammar of Spanish; on the oral part of the test, it responds largely independently, responds adequately to the investigator's guidance, uses the correct terminology; can point to the main differences between Spanish and Slovak and is able to support most theoretical claims with appropriate examples; he/she has a good level of Spanish language competence in both oral and written language, has occasional shortcomings in his mastery of grammar and spelling, but is able to compensate them adequately for most of the time.
D: The student in both ongoing tasks and in the final examination demonstrates satisfactory knowledge of the phonetics, phonology and grammar of Spanish, does not respond to the oral part of the exam quite independently, but responds well to the investigator's guidance, using mostly the correct terminology; most theoretical claims can be supported by examples, but the ability to link phenomena and clearly describe the differences between Spanish and Slovak is lower; has an average level of Spanish language competence in both oral and written language, there are also shortcomings in the mastery of grammar and spelling, but communicative competence is at a good level.
E: The student demonstrates sufficient knowledge of the Spanish phonetics, phonology and grammar in both interim tasks and the final exam; does not respond independently to the oral part of the examination and there is also a terminological uncertainty, but the answer meets the minimum criteria following the investigator's guidance; to a relatively small extent can explain the differences between Spanish and Slovak; has a standard level of Spanish language competence, both oral and written, there are several shortcomings in the mastery of grammar or spelling or pronunciation, but communicative competence is acceptable.

FX: The student does not continuously and/or in the final examination demonstrates knowledge of the Spanish phonetics, phonology and grammar at the level of the minimum criteria and does not reach the necessary number of points from any part of the exam; he/she does not respond to the oral part of the examination on its own or after the investigator's instructions, does not sufficient control the content or terminology, the information cannot explain or does not show sufficient control of grammar and spelling in the written part.

Learning outcomes:

The aim of the course is to gain solid knowledge from linguistic disciplines – to expand knowledge about Spanish and its current status, to deepen knowledge of the language system acquired at the first level of study, with an emphasis on the most significant differences between the Spanish and Slovak languages in the sound and morphosynthics, as well as the improvement of phonetic-phonological, orthoepic, orthographic and grammatical language competence.

Educational outcomes:

After successful completion of the course, the student

• knows the concepts and phenomena in accordance with the curriculum of the course and is able to present the knowledge of linguistics in the form of a comprehensible and orderly didactic interpretation,

• has acquired knowledge, which is the basis for solving problems of mastering the correct pronunciation and grammatical structures in Spanish among learners with native language of Slovak,

• knows and can work with important grammars and normative works of literary Spanish,

• has the ability to identify and explain problematic phenomena and the most common pronunciation, spelling and grammatical errors in Spanish caused by interference with Slovak, can analyze problems and propose corrections and solutions,

• has adequate linguistic competence (phonological, orthopic, orthopic, orthographic and grammatical) – it has clear and correct pronunciation and intonation, consistent spelling and punctuation, exhibits a high degree of grammar control and can correct most of its errors independently.

The completion of the course contributes to the achievement of capabilities such as: critical thinking, the ability to analyze and synthesis, the ability to bring creative solutions to the specified problems, the ability to plan and organize their studies, the ability to locate and process professional resources, the ability to expand and update knowledge by self-study.

Class syllabus:

• Contrastive linguistics and its current perspectives. Basic concepts.

• Spanish within the Romance languages, common origin and classification of Romance languages – deepening knowledge.

• Comparison of Spanish and Slovak languages in terms of origin and morphological typology. The main milestones of the historical development of Spanish and Slovak, essential normative works and dictionaries.

• The status of the Spanish language today as a mother tongue and as a foreign language in Slovakia, Europe and in the world, demolinguistic trends.

• Vocal and consonant system, influence of the articulation base of Slovak on the pronunciation of Spanish.

• Prosodic, orthoeptic and spelling aspects of Spanish and Slovak.

• Comparison of the vocabulary with regard to current trends in classification.

• Contrastive analysis of some word types – morphological, syntactic and semantic aspects. Nouns, adjectives, pronouns.

• Application of acquired knowledge in activities aimed at problematic phenomena.

• Work with Spanish grammars and normative guides.

Recommended literature:

GÓMEZ PABLOS, B. 2016. Nuevas tendencias en las gramáticas de español de los últimos cuarenta años. In: Acta del congreso Las palabras (des)atadas: (Encuentro de hispanistas 2015). Alicante: Biblioteca Virtual Miguel de Cervantes. ISBN: 978-84-16594-53-5. Available at: http://www.cervantesvirtual.com/nd/ark:/59851/bmcp0060

Kol. 2025. El español en el mundo. Anuario del Instituto Cervantes [online]. Centro Virtual Cervantes. Instituto Cervantes Available at: https://cvc.cervantes.es/lengua/anuario/anuario_25/default.htm

LAMPIS, M. – ŠTRBÁKOVÁ, R. 2021. Curso universitario de fonología y lexicología. Nitra: Univerzita Konštantína Filozofa v Nitre. 79 s. ISBN 978-80-558-1701-9. (selected chapters)

REAL ACADEMIA ESPAÑOLA, ASOCIACIÓN DE ACADEMIAS DE LA LENGUA ESPAÑOLA. 2010. Nueva gramática de la lengua española. Manual. Madrid: Espasa Libros. 750 s. ISBN 9788467032819. (selected chapters)

VERTANOVÁ, S. 2019. Fonetika, fonológia, fonosyntax španielskeho jazyka na pozadí artikulačnej bázy slovenčiny. Bratislava: Univerzita Komenského v Bratislave. 128 s. ISBN 978-80-223-4674-0. (selected chapters)

Languages necessary to complete the course:
Slovak language and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 61

A	ABS	B	C	D	E	FX
24,59	0,0	36,07	31,15	4,92	0,0	3,28

Lecturers: doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde004/22	Contrastive Linguistics 2.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 22 hours preparation for lessons and study of recommended literature (selected parts); 10 hours of written tasks; 16 hours of preparation of individual task; 30 hours of individual study of professional literature and preparation for exam. A total of 100 hours of student work.
Teaching methods: interpretation, explanation, discussion, application of theoretical knowledge on practical examples, written works, managed self-study – solving tasks and assignments, e-learning.

Number of credits: 4

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in lessons, the fulfilment of continuous written tasks during the semester and the final examination of theory and practical use of language.
• The interim evaluation is 25 %: active participation in classroom activities 10%; elaboration of written tasks on individual topics 10%; elaboration of an individual task according to the assignment 5 %. Fulfilment of the conditions for interim evaluation is a condition for participation in the examination.
• During the semester, the student will demonstrate the ability to analyze language phenomena, discuss problematic aspects and use knowledge in assignments requiring individual work (exercises, individual verification of information in normative works), as well as the ability to process the selected language phenomenon in the form of didactic material.
• The final test represents 75 % of the evaluation. The examination consists of an oral theoretical part (25 %) and a written practical part (50 %). The student must obtain at least 60% from both parts.
• At the final exam, the student will demonstrate the extension and deepening of the knowledge acquired at the first level of study, their understanding, integration and ability to apply them in the analysis of language phenomena. For successful completion of the course, the student demonstrates the ability to explain the selected language phenomena logically and clearly, apply knowledge to explain specific examples, as well as the ability to assess and evaluate the grammatical correctness

of structures and propose corrections. At the same time, he/she will demonstrate adequate language competence in both the oral and written parts of the exam.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)
A: The student continuously and in the final exam demonstrates knowledge of Spanish grammar at an excellent level; on the oral part of the test, he/she speaks independently to questions in the exam, in a logical sequence, uses the correct terminology and demonstrates a deeper understanding of phenomena and contexts; is able to present information about Spanish in a contrasting perspective with Slovak, being able to go into detail, being able to support theoretical claims with appropriate examples; has a high level of Spanish language competence in both oral and written language, has an excellent command of grammar and spelling.
B: The student continuously cand in the final exam demonstrates above-average knowledge of Spanish grammar; responds to the oral part of the examination alone or only with less guidance from examiners, uses the correct terminology and demonstrates a very good understanding of phenomena and contexts; can point to the main differences between Spanish and Slovak and can support theoretical claims with appropriate examples; has a very good level of Spanish language competence in both oral and written language, speaks grammar and spelling, shortcomings are rare and minor serious.
C: The student continuously and in the final exam demonstrates a good knowledge of Spanish grammar; responds largely to the oral part of the test, responds well to the investigators' guidance, uses the correct terminology; can point to the main differences between Spanish and Slovak and is able to support most theoretical claims with appropriate examples; has a good level of Spanish language competence in both oral and written language, has occasional shortcomings in his mastery of grammar and spelling, but is able to compensate them adequately for most of the time.
D: The student continuously and in the final exam demonstrates satisfactory knowledge of Spanish grammar; does not respond fully independently to the oral part of the test, but responds well to the investigators' guidance, using mostly the correct terminology; most theoretical claims can be supported by examples, but the ability to link phenomena and clearly describe the differences between Spanish and Slovak is lower; has a standard level of Spanish language competence in oral and/or written language, there are weaknesses in the grammar and spelling mastery, but not serious ones.
E: The student continuously and in the final exam demonstrates sufficient knowledge of Spanish grammar; does not respond fully independently to the oral part of the examination and there is a terminological uncertainty, but the answer meets the minimum criteria following the investigator's guidance; to a relatively small extent, it can describe and explain the differences between Spanish and Slovak; has a standard level of Spanish in both oral and written language, there are several shortcomings in the mastery of grammar, spelling or pronunciation, but communicative competence is acceptable.
FX: The student does not demonstrate continuously neither/or in the final exam knowledge of Spanish grammar at the minimum criteria on and does not reach the necessary number of points from any part of the exam; does not respond to the oral part of the exam independently or after the investigator's guidance; does not sufficient control the content or terminology, it cannot explain the information or does not show sufficient control of grammar and spelling in the written part.

Learning outcomes:

The aim of the course is to expand knowledge from linguistic disciplines, building on the knowledge acquired on the course Contrastive linguistics 1. – strengthening and deepening the knowledge of the language system acquired at the first level of study, with emphasis on the most significant differences between the Spanish and Slovak language systems in the morphosyntactic level and further developing grammatical linguistic competence.

Educational outcomes:

After successful completion of the course, the student

• knows the concepts and phenomena in accordance with the curriculum of the course and is able to present the knowledge of linguistics in the form of a comprehensible and orderly didactic interpretation,

• has acquired knowledge, which is the basis for solving problems of acquisition of grammatical structures and sentence construction in Spanish by learners with native language of Slovak,

• is able to identify and explain problematic phenomena and the most common grammatical errors in Spanish caused by interference with Slovak, can analyze problems and propose corrections and solutions,

• has a high degree of grammar control and can self-correct most of its errors.

• can design and prepare appropriate activities to practice selected grammar phenomena for different levels.

The completion of the course contributes to the achievement of capabilities such as: critical thinking, the ability to analyze and synthesis, the ability to bring creative solutions to the specified problems, the ability to plan and organize their studies, the ability to locate and process professional resources, the ability to expand and update knowledge by self-study.

Class syllabus:

• Other differences between the Spanish and Slovak language systems in the morphological and syntactic levels. Analysis of selected grammatical phenomena with emphasis on the system of pronouns and verb system.

• A more detailed analysis of the system of personal pronouns in a contrastive perspective.

• Verb – morphological, syntactic and semantic aspects in a contrastive perspective.

• Tense and aspect in a contrastive perspective.

• Category of verbal mood in a contrastive perspective.

• Impersonal verb forms in a contrastive perspective.

• Comparison of the syntactic construction of the sentence and the word order in Spanish and Slovak (syntagms, sentence and semi-predicative constructions).

• Coordinate and subordinate clauses in a contrastive perspective.

• The most common errors in Spanish caused by interference, their analysis and correction.

• Application of acquired knowledge in the implementation and creation of activities aimed at problematic phenomena.

Recommended literature:

LUPU, C. – MALOVECKÝ, M. – DZIVIAKOVÁ, M. – MEDVECZKÁ, M. 2018. Sloveso v kontraste (románske jazyky a slovenčina). Bratislava: Univerzita Komenského v Bratislave, 2018. 95 s. ISBN 978-80-223-4526-2.

MEDVECZKÁ, M. 2014. Kontrastívne gramatiky španielčiny na Slovensku a ich prístup k deskripcii slovesa v španielčine. In: Hľadanie metódy v kontrastívnej lingvistike [CD-ROM]. Bratislava: Univerzita Komenského, 2014. ISBN 978-80-223-3772-4. S. 74-98.

REAL ACADEMIA ESPAÑOLA, ASOCIACIÓN DE ACADEMIAS DE LA LENGUA ESPAÑOLA. 2010. Nueva gramática de la lengua española. Manual. Madrid: Espasa Libros, 2010. 750 s. ISBN 9788467032819. (selected parts)

ŠTRBÁKOVÁ, R. 2024. Análisis de las características tempo-aspectuales en textos narrativos de estudiantes universitarios de español. Philologia 34, č. 1 (2024), s. 79-96. ISSN (print) 1339-2026.
ŠTRBÁKOVÁ, R. 2022. El aspecto léxico en español en contraste con el eslovaco. Philologia. Roč. 32, č. 2 (2022), s. 245-264. ISSN (print) 1339-2026.

Languages necessary to complete the course:
Slovak language and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 54

A	ABS	B	C	D	E	FX
22,22	0,0	50,0	12,96	1,85	9,26	3,7

Lecturers: doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde026/22	Conversation Exercises

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 22 hours continuous preparation for lessons and tasks according to assignment; 3 hours preparation for discussion moderation; 3 hours preparation for the final discussion. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, discussion, presentation, work in small groups.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The results of the student will be evaluated in the form of a 100% interim evaluation.
The condition for successful completion of the course is the completion of oral speech classroom activities 60%, moderation of the discussion on one topic 10%, the final discussion 30%.
By working in the classroom and at the final discussion, the student will demonstrate developed language competence in oral speech.
At least 60% of the scoring must be obtained in order to complete the course successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is the development of communicative competence in Spanish with a focus on oral expression in interaction at an advanced level.
Educational outcomes:
After successful completion of the course, the student
• has natural and correct pronunciation in Spanish,
• has fluent and spontaneous oral expression in interaction,

• is able to initiate and engage in discussion on topical issues, appropriately build on the contributions of other speakers and moderate the discussion,
• is able to express his/her thoughts and opinions and support them with arguments,
• adequately and appropriately complements oral communication with non-verbal communication.
In addition to developing communicative competence, the completion of the course contributes to the improvement of the ability to argue, the ability to present opinions in interaction, to the development of critical thinking, intercultural competence, etc.

Class syllabus:
Based on a short background document (text, audio recording, video), the conversation to current topics supporting the interaction. Each student will try out the role of moderator on one topic, for which they will prepare in advance. Within each topic, vocabulary is also developed and grammar is practiced in oral speech.
A specific selection of topics is made taking into account the composition of the group and the interests of students, e.g.:
• Diversity of the Hispanophone world, cultural and ethnic differences and their perception, cultural appropriation in art, fashion and others.
• Mass media, new media, information and disinformation.
• Scientific and technological discoveries that have changed the world, perceptions of science and scientists today, women in science.
• Ecology, sustainability, biodiversity, climate crisis.
• New forms of housing, travel and lifestyle.
• Food and its impact on health and the environment, gastronomic curiosities.
• Non-verbal communication, specifics in Spanish-speaking countries – gestures, mimics.

Recommended literature:
Currently authentic text and audiovisual sources.
COTO BAUTISTA, V. – TURZA FERRÉ. A. 2015. Tema and Tema. C1/C2. Libro del alumno. Madrid: Edelsa, 2015. 176 s. ISBN: 978-84-7711-967-8.

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
77,78	0,0	11,11	11,11	0,0	0,0	0,0

Lecturers: PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KRoJL/M-ESPde026/22	**Course title:** Conversation Exercises

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 22 hours continuous preparation for lessons and tasks according to assignment; 3 hours preparation for discussion moderation; 3 hours preparation for the final discussion. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, discussion, presentation, work in small groups.

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The results of the student will be evaluated in the form of a 100% interim evaluation.
The condition for successful completion of the course is the completion of oral speech classroom activities 60%, moderation of the discussion on one topic 10%, the final discussion 30%.
By working in the classroom and at the final discussion, the student will demonstrate developed language competence in oral speech.
At least 60% of the scoring must be obtained in order to complete the course successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is the development of communicative competence in Spanish with a focus on oral expression in interaction at an advanced level.
Educational outcomes:
After successful completion of the course, the student
• has natural and correct pronunciation in Spanish,
• has fluent and spontaneous oral expression in interaction,

• is able to initiate and engage in discussion on topical issues, appropriately build on the contributions of other speakers and moderate the discussion,
• is able to express his/her thoughts and opinions and support them with arguments,
• adequately and appropriately complements oral communication with non-verbal communication.
In addition to developing communicative competence, the completion of the course contributes to the improvement of the ability to argue, the ability to present opinions in interaction, to the development of critical thinking, intercultural competence, etc.

Class syllabus:
Based on a short background document (text, audio recording, video), the conversation to current topics supporting the interaction. Each student will try out the role of moderator on one topic, for which they will prepare in advance. Within each topic, vocabulary is also developed and grammar is practiced in oral speech.
A specific selection of topics is made taking into account the composition of the group and the interests of students, e.g.:
• Diversity of the Hispanophone world, cultural and ethnic differences and their perception, cultural appropriation in art, fashion and others.
• Mass media, new media, information and disinformation.
• Scientific and technological discoveries that have changed the world, perceptions of science and scientists today, women in science.
• Ecology, sustainability, biodiversity, climate crisis.
• New forms of housing, travel and lifestyle.
• Food and its impact on health and the environment, gastronomic curiosities.
• Non-verbal communication, specifics in Spanish-speaking countries – gestures, mimics.

Recommended literature:
Currently authentic text and audiovisual sources.
COTO BAUTISTA, V. – TURZA FERRÉ. A. 2015. Tema and Tema. C1/C2. Libro del alumno. Madrid: Edelsa, 2015. 176 s. ISBN: 978-84-7711-967-8.

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
77,78	0,0	11,11	11,11	0,0	0,0	0,0

Lecturers: PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ROMde014/22	Current Linguistics for Romance Languages Students

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 75 hours
11 x 2 hours of in-person teaching = 22 hours of in-person teaching
11 x 2 continuous home preparation for lessons, self-study, critical analysis of selected articles and chapters from recommended literature, preparation for discussion and group work on lessons = 22 hours
1 x 15.5 preparation of the presentation based on analyzed language data and studied literature
1 x 15.5 preparation of seminar work based on presentation
Teaching methods:
short presentations of teachers and students, analysis of selected issues, interview, case studies, group discussion

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Interim evaluation:
Students will prepare for each seminar by studying selected topics of recommended literature so that they can actively participate in discussions and group work and develop a mini seminar project during the first part of the semester. Their work on individual seminars will be assessed on the basis of self-reflection and self-evaluation through the diary of the learner, who will be submitted after each seminar via an online form, feedback from the instructor (33 % of the evaluation). During the semester, students carry out their seminar project (they analyze a selected part of the professional literature, develop the theoretical and methodological background of the project) and present it in colloquial form (33 % of the evaluation) and in the form of seminar work (33 % of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),

Fx (59-0%, underperforming – extra work is required).
The final evaluation reflects the level of visual insight of the graduate in selected topics of contemporary linguistics, with a primary focus on the current state of research in linguistics in general and specifically in linguistically focused on Romance languages; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.
Excellent: The student is oriented at an excellent level in selected topics of contemporary linguistics. Critically analyzes selected topics from a methodological and theoretical point of view, compares various thesis, interprets their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she can argue clearly and logically, support its arguments with knowledge gained during the seminar and use the relevant conceptual apparatus. He/she is able to design a seminar project, which is characterized by a high degree of theoretical and methodological consistency, analyze the selected issue on the basis of methodologies of contemporary linguistics and present its research in colloquial and written form.
Very good: The student focuses on a very good level in selected topics of contemporary linguistics. He/she critically analyzes selected topics from a methodological and theoretical point of view, can compare them with each other, interprets their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she is usually able to argue clearly and logically. He/she can explain any ambiguities, and he connects his arguments with the knowledge gathered during the seminar. He/she can design a seminar project, which is characterized by rigorous processing, analyze the selected issue based on methodologies of contemporary linguistics and present his/her seminar project in colloquial and written form.
Good: The student focuses on selected topics of contemporary linguistics. He/she analyzes selected topics from a methodological and theoretical point of view, compares them with each other, can mostly interpret their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she is usually able to argue clearly and logically. It can explain any ambiguities, although not always and uses the relevant conceptual apparatus. He/she is able to design a sufficient high-quality seminar project, anchored in a well-defined theoretical and methodological framework, even if he/she presents minor shortcomings, especially at the formal level. He/she is able to present his/her seminar project in both colloquial and written form.
Satisfactory: The student focuses on selected topics of contemporary linguistics. He/she participates less actively in discussions, his arguments are partly based on general knowledge and his own experience, to a satisfactory extent they are linked to the knowledge gained during the seminar. He/she can design a seminar project anchored in the theoretical and methodological apparatus of contemporary linguistics, even if there are shortcomings at a formal or logical level. He/she is able to analyse language data on the basis of methodologies of contemporary linguistics, although the presentation of the seminar project has formal shortcomings.
Sufficient: The student focuses on selected topics of contemporary linguistics. He/she is less active in discussions, his/her arguments are mostly based on general knowledge and his/her own experience, their connection with the knowledge acquired during the seminar is not always clear. He/she can design a research project anchored in the theoretical and methodological apparatus of contemporary linguistics, even if it presents shortcomings at a formal or logical level. The presentation of the seminar work has formal shortcomings.

Learning outcomes:
Educational objectives:
Develop graduates' knowledge of selected topics of contemporary linguistics, taking into account theory and research on general and applied problems in relation to Romance languages (e.g. current trends in Francophone, Hispanophone and Italophone linguistics; theoretical and applied aspects of quantitative linguistics, mathematical modelling in linguistics, frequency in language,

computer linguistics, corpus language, modelling, experiments, stochastic and rule methods, theory of information, analysis of valence properties in relation to theories of formal and classical logic. On the basis of analysis and comparison of selected research with different theoretical and methodological approaches, develop a professional view of basic and applied research in contemporary linguistics. Use this knowledge in practice by designing and carrying out seminar work that is oriented to topics of contemporary linguistics relevant to Romance language teachers (e.g. use of knowledge of corpus linguistics, automatic software tools of language analysis, syntax theory, grammar, general-linguistic overlaps of contrasting language exploration, etc.).
Educational outcomes:
Acquisition of a basic overview of modern trends in discipline with particular regard to contemporary Romance linguistics and computer linguistics. By deepening theoretical linguistic training, it allows the student to orientate better in practice. The future foreign language teacher is able to take advantage of individual trends in language science and the latest developments in the discipline in linguistic research in individual Romance languages.

Class syllabus:

• Contemporary Romance studie
• Current trends
o in Francophone
o in Hispanophone
o in Italophone linguistics
focusing on the following areas:
– quantitative linguistics,
– mathematical models in linguistics,
– frequency in the language,
– computer linguistics,
– corpus linguistics,
– automatic computer analysis of natural language,
– modelling in linguistics,
– stochastic methods,
– rule methods,
– theory of information,
– analysis of valence properties in relation to theories of formal and classical logic.

Recommended literature:

During the seminar, selected chapters and parts of the texts of the study literature below are thematically worked on.

BENVENISTE, E. 2019. Studie z obecné lingvistiky. Podhradský. 372 s. ISBN 978-80-7272-177-1.
ČERMÁK, F. 2017. Jazyk a jazykověda. Praha: Karolinum. 382 s. ISBN 978-80-246-1946-0.
ČERMÁK, F. 2017. Korpus a korpusová lingvistika. Praha: Karolinum. 268 s. ISBN 978-80-246-3710-5.
ČERMÁK, F. – BLATNÁ, R. 2008. Korpusová lingvistika: Stav a modelové přístupy. 1. vyd. Praha: Lidové noviny. 358 s. ISBN: 978-80-7106-861.
ČERMÁK, P. – NÁDVORNÍKOVÁ, O. 2020. Complex Words, Causatives, Verbal periphrases and the Gerund. Praha: Karolinum. 163 s. 9788024645544.
ČERMÁK, P. – KRATOCHVÍLOVÁ, D. – NÁDVORNÍKOVÁ, O. 2015. Románské jazyky a čeština ve světle paralelních korpusů. Praha: Karolinum, 320 s. ISBN 978-80-246-2872-1.
ČERNÝ, J. 2006. Dějiny lingvistiky. 1. vyd. Olomouc: Votobia. 517 s. ISBN 80-85885-96-4.

DOLNÍK, J. 2009. Všeobecná jazykoveda. 1. vyd. Bratislava: Veda. 376 s. ISBN 978-80-224-1078-6.
DOLNÍK, J. 1999. Základy lingvistiky. 1. vyd. Bratislava: Stimul. 340 s. ISBN 80-85697-95-5.
HAJIČOVÁ, E. 2018. Syntax – Semantics interface. Praha: Karolinum. 294 s. ISBN 978-80-246-3714-3.
HŘEBÍČEK, L. 2002. Vyprávění o lingvistických experimentech s textem. 1. vyd. Praha: Academia. 195 s. ISBN 80-200-0973-6.
KAČALA, J. 2021. Súčasný slovenský jazyk. Martin: Vydavateľstvo Matice slovenskej. 142 s. ISBN 9788081153105.
MALOVECKÝ, M. 2014. Lingvistické komponenty hľadania metódy v kontrastívnej jazykovede. Hľadanie metódy v kontrastívnej lingvistike [elektronický zdroj]. Bratislava: Univerzita Komenského. ISBN 978-80-223-3772-4. - S. 12-32
MALOVECKÝ, M. 2011. Informačné technológie a umelecký preklad. 1. vyd. Bratislava: Vydavateľstvo Michala Vaška, 2011. 148 s. ISBN 978-80-7165-842-9.
ŠIMKOVÁ, M. (ed.) 2006. Insight into the Slovak and Czech Corpus Linguistics. 1. vyd. Bratislava: Veda. 208 s. ISBN 80-224-088-8.
ŠIMKOVÁ, M. – GAJDOŠOVÁ, K. – KMEŤOVÁ, B. – DEBNÁR, M. 2017. Slovenský národný korpus Texty, anotácie, vyhľadávania. Bratislava: Mikula. 168 s. ISBN: 978-80-88814-98-6.
ŠIMKOVÁ, M. – GAJDOŠOVÁ, K. 2020. Slovenský národný korpus. Používanie, príklady, postupy. 336 s. ISBN: 978-80-99987-00-6.
ŠIMKOVÁ, M. – LEVICKÁ, J. – DEBNÁR, M. 2019. Dynamické javy v súčasnej slovenčine a jej výskume. Bratislava: Veda. 196 s. ISBN 9788022416795.
WIMMER, G. – ALTMAN, G. – HŘEBÍČEK, L. – ONDREJOVIČ, S. – WIMMEROVÁ, S. 2003. Úvod do analýzy textov. 1. vyd. Bratislava: Veda. 344 s. ISBN 80-224-0756-9.

Languages necessary to complete the course:
Slovak language and English (passive knowledge), Czech language (passive knowledge)

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers: PhDr. Mojmír Malovecký, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KRoJL/M-ROMde014/22	**Course title:** Current Linguistics for Romance Languages Students
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Type and extent of teaching: 2 hours per week seminar; total per semester 22 hours Study method: combined (primary attendance) Student workload: 75 hours 11 x 2 hours of in-person teaching = 22 hours of in-person teaching 11 x 2 continuous home preparation for lessons, self-study, critical analysis of selected articles and chapters from recommended literature, preparation for discussion and group work on lessons = 22 hours 1 x 15.5 preparation of the presentation based on analyzed language data and studied literature 1 x 15.5 preparation of seminar work based on presentation Teaching methods: short presentations of teachers and students, analysis of selected issues, interview, case studies, group discussion	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Interim evaluation: Students will prepare for each seminar by studying selected topics of recommended literature so that they can actively participate in discussions and group work and develop a mini seminar project during the first part of the semester. Their work on individual seminars will be assessed on the basis of self-reflection and self-evaluation through the diary of the learner, who will be submitted after each seminar via an online form, feedback from the instructor (33 % of the evaluation). During the semester, students carry out their seminar project (they analyze a selected part of the professional literature, develop the theoretical and methodological background of the project) and present it in colloquial form (33 % of the evaluation) and in the form of seminar work (33 % of the evaluation). The evaluation shall be awarded on a scale of: A (100-95%, excellent – excellent results), B (94-85 %, very good — above average standard), C (84-77 %, good – normal reliable work), D (76-70 %, satisfactory — acceptable results), E (69-60 %, sufficient — the results meet the minimum criteria),	

Fx (59-0%, underperforming – extra work is required).
The final evaluation reflects the level of visual insight of the graduate in selected topics of contemporary linguistics, with a primary focus on the current state of research in linguistics in general and specifically in linguistically focused on Romance languages; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.
Excellent: The student is oriented at an excellent level in selected topics of contemporary linguistics. Critically analyzes selected topics from a methodological and theoretical point of view, compares various thesis, interprets their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she can argue clearly and logically, support its arguments with knowledge gained during the seminar and use the relevant conceptual apparatus. He/she is able to design a seminar project, which is characterized by a high degree of theoretical and methodological consistency, analyze the selected issue on the basis of methodologies of contemporary linguistics and present its research in colloquial and written form.
Very good: The student focuses on a very good level in selected topics of contemporary linguistics. He/she critically analyzes selected topics from a methodological and theoretical point of view, can compare them with each other, interprets their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she is usually able to argue clearly and logically. He/she can explain any ambiguities, and he connects his arguments with the knowledge gathered during the seminar. He/she can design a seminar project, which is characterized by rigorous processing, analyze the selected issue based on methodologies of contemporary linguistics and present his/her seminar project in colloquial and written form.
Good: The student focuses on selected topics of contemporary linguistics. He/she analyzes selected topics from a methodological and theoretical point of view, compares them with each other, can mostly interpret their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she is usually able to argue clearly and logically. It can explain any ambiguities, although not always and uses the relevant conceptual apparatus. He/she is able to design a sufficient high-quality seminar project, anchored in a well-defined theoretical and methodological framework, even if he/she presents minor shortcomings, especially at the formal level. He/she is able to present his/her seminar project in both colloquial and written form.
Satisfactory: The student focuses on selected topics of contemporary linguistics. He/she participates less actively in discussions, his arguments are partly based on general knowledge and his own experience, to a satisfactory extent they are linked to the knowledge gained during the seminar. He/she can design a seminar project anchored in the theoretical and methodological apparatus of contemporary linguistics, even if there are shortcomings at a formal or logical level. He/she is able to analyse language data on the basis of methodologies of contemporary linguistics, although the presentation of the seminar project has formal shortcomings.
Sufficient: The student focuses on selected topics of contemporary linguistics. He/she is less active in discussions, his/her arguments are mostly based on general knowledge and his/her own experience, their connection with the knowledge acquired during the seminar is not always clear. He/she can design a research project anchored in the theoretical and methodological apparatus of contemporary linguistics, even if it presents shortcomings at a formal or logical level. The presentation of the seminar work has formal shortcomings.

Learning outcomes:
Educational objectives:
Develop graduates' knowledge of selected topics of contemporary linguistics, taking into account theory and research on general and applied problems in relation to Romance languages (e.g. current trends in Francophone, Hispanophone and Italophone linguistics; theoretical and applied aspects of quantitative linguistics, mathematical modelling in linguistics, frequency in language,

computer linguistics, corpus language, modelling, experiments, stochastic and rule methods, theory of information, analysis of valence properties in relation to theories of formal and classical logic. On the basis of analysis and comparison of selected research with different theoretical and methodological approaches, develop a professional view of basic and applied research in contemporary linguistics. Use this knowledge in practice by designing and carrying out seminar work that is oriented to topics of contemporary linguistics relevant to Romance language teachers (e.g. use of knowledge of corpus linguistics, automatic software tools of language analysis, syntax theory, grammar, general-linguistic overlaps of contrasting language exploration, etc.).
Educational outcomes:
Acquisition of a basic overview of modern trends in discipline with particular regard to contemporary Romance linguistics and computer linguistics. By deepening theoretical linguistic training, it allows the student to orientate better in practice. The future foreign language teacher is able to take advantage of individual trends in language science and the latest developments in the discipline in linguistic research in individual Romance languages.

Class syllabus:

• Contemporary Romance studie
• Current trends
o in Francophone
o in Hispanophone
o in Italophone linguistics
focusing on the following areas:
– quantitative linguistics,
– mathematical models in linguistics,
– frequency in the language,
– computer linguistics,
– corpus linguistics,
– automatic computer analysis of natural language,
– modelling in linguistics,
– stochastic methods,
– rule methods,
– theory of information,
– analysis of valence properties in relation to theories of formal and classical logic.

Recommended literature:

During the seminar, selected chapters and parts of the texts of the study literature below are thematically worked on.

BENVENISTE, E. 2019. Studie z obecné lingvistiky. Podhradský. 372 s. ISBN 978-80-7272-177-1.
ČERMÁK, F. 2017. Jazyk a jazykověda. Praha: Karolinum. 382 s. ISBN 978-80-246-1946-0.
ČERMÁK, F. 2017. Korpus a korpusová lingvistika. Praha: Karolinum. 268 s. ISBN 978-80-246-3710-5.
ČERMÁK, F. – BLATNÁ, R. 2008. Korpusová lingvistika: Stav a modelové přístupy. 1. vyd. Praha: Lidové noviny. 358 s. ISBN: 978-80-7106-861.
ČERMÁK, P. – NÁDVORNÍKOVÁ, O. 2020. Complex Words, Causatives, Verbal periphrases and the Gerund. Praha: Karolinum. 163 s. 9788024645544.
ČERMÁK, P. – KRATOCHVÍLOVÁ, D. – NÁDVORNÍKOVÁ, O. 2015. Románské jazyky a čeština ve světle paralelních korpusů. Praha: Karolinum, 320 s. ISBN 978-80-246-2872-1.
ČERNÝ, J. 2006. Dějiny lingvistiky. 1. vyd. Olomouc: Votobia. 517 s. ISBN 80-85885-96-4.

DOLNÍK, J. 2009. Všeobecná jazykoveda. 1. vyd. Bratislava: Veda. 376 s. ISBN 978-80-224-1078-6.
DOLNÍK, J. 1999. Základy lingvistiky. 1. vyd. Bratislava: Stimul. 340 s. ISBN 80-85697-95-5.
HAJIČOVÁ, E. 2018. Syntax – Semantics interface. Praha: Karolinum. 294 s. ISBN 978-80-246-3714-3.
HŘEBÍČEK, L. 2002. Vyprávění o lingvistických experimentech s textem. 1. vyd. Praha: Academia. 195 s. ISBN 80-200-0973-6.
KAČALA, J. 2021. Súčasný slovenský jazyk. Martin: Vydavateľstvo Matice slovenskej. 142 s. ISBN 9788081153105.
MALOVECKÝ, M. 2014. Lingvistické komponenty hľadania metódy v kontrastívnej jazykovede. Hľadanie metódy v kontrastívnej lingvistike [elektronický zdroj]. Bratislava: Univerzita Komenského. ISBN 978-80-223-3772-4. - S. 12-32
MALOVECKÝ, M. 2011. Informačné technológie a umelecký preklad. 1. vyd. Bratislava: Vydavateľstvo Michala Vaška, 2011. 148 s. ISBN 978-80-7165-842-9.
ŠIMKOVÁ, M. (ed.) 2006. Insight into the Slovak and Czech Corpus Linguistics. 1. vyd. Bratislava: Veda. 208 s. ISBN 80-224-088-8.
ŠIMKOVÁ, M. – GAJDOŠOVÁ, K. – KMEŤOVÁ, B. – DEBNÁR, M. 2017. Slovenský národný korpus Texty, anotácie, vyhľadávania. Bratislava: Mikula. 168 s. ISBN: 978-80-88814-98-6.
ŠIMKOVÁ, M. – GAJDOŠOVÁ, K. 2020. Slovenský národný korpus. Používanie, príklady, postupy. 336 s. ISBN: 978-80-99987-00-6.
ŠIMKOVÁ, M. – LEVICKÁ, J. – DEBNÁR, M. 2019. Dynamické javy v súčasnej slovenčine a jej výskume. Bratislava: Veda. 196 s. ISBN 9788022416795.
WIMMER, G. – ALTMAN, G. – HŘEBÍČEK, L. – ONDREJOVIČ, S. – WIMMEROVÁ, S. 2003. Úvod do analýzy textov. 1. vyd. Bratislava: Veda. 344 s. ISBN 80-224-0756-9.

Languages necessary to complete the course:
Slovak language and English (passive knowledge), Czech language (passive knowledge)

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers: PhDr. Mojmír Malovecký, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde003/22	Curriculum design and instructional paradigm

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, the ratio of midterm/final assessment is 50/50. During the semester students have to prepare 2 seminar papers of 25 points each (according to the teacher's assignment: e.g. designing the curriculum of their own school, the curriculum of their own subject for a given year, the thematic educational plan for a given subject and year, etc.). As part of the final assessment of the course, students take an oral examination (50 points). In total, students may obtain a maximum of 100 points. Successful completion of the course is subject to obtaining at least 60 % of the maximum possible grade for the course.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess (critically evaluate, develop, enrich with own ideas), is oriented in the issues of curriculum theory, paradigms of teaching and can put them in the context of the current form of the state and school curriculum in Slovakia and can also critically analyse, evaluate and consider their use and implementation with implications for practice.
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, but only in specifically selected problems and not in a generalizing way, is oriented in the issues of curriculum theory, teaching paradigms and is able to put them in the context of the current form of the state and school curriculum in Slovakia and is also able to critically evaluate them and is able to consider their use and implementation with implications for practice.

C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it adequately, but there is no development of his/her own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in the issues of curriculum theory, teaching paradigms, but there is no critical and generalizing evaluation of them.
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in the issues of curriculum theory, teaching paradigms is limited to specific areas, their critical evaluation is absent.
E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, there is no critical analysis and development of own ideas, orientation in the issues of curriculum theory, teaching paradigms is limited to specific areas, there is no critical evaluation and generalization,
Fx (59-0%, insufficient - additional work required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outcomes, its application is incoherent, limited to limited contexts, orientation in the issues of curriculum theory, teaching paradigms is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning outcomes:
Students will be able to theoretically reflect on different curriculum theories, teaching paradigms and will be able to put them in the context of the current form of the state and school curriculum in Slovakia (or in EU countries). Students will be able to design partial parts of the school educational program of their own school with an emphasis on the creation of the curriculum, curricula of subjects and thematic educational curricula.
Transferable competences: the student will know and be able to apply parts of the school curriculum for the development of communication, organisational and (self-)cognitive competencesContent structure of the course:
The concept of curriculum, its definitions in a broader and narrower sense. Definition of the basic concepts related to the concept of curriculum - curriculum, educational project, teaching process (content, course), curriculum of a field of study, teaching subject, teaching unit. Types of curriculum. Different points of view on curriculum: formal curriculum, informal curriculum, hidden curriculum; conceptual form of curriculum, planned (prescribed) curriculum, implemented curriculum, achieved (learned, acquired) curriculum, effect form of curriculum; supporting
Curriculum. Classification and reflection of different philosophical theories of curriculum (theories of education). Current curriculum trends in OECD and EU countries. Understanding curriculum in the Millennium Project. International measurements of planned, implemented and achieved curriculum - international research studies: TIMSS, PISA, PIRLS, CIVIC and others (ICILS, ICCS, TALIS). National curricula in the Slovak Republic: ISCED 0, 1, 2 and 3 (lower secondary education and upper secondary education) - basic structure and framework content. School curriculum. Basic structure and framework content. School curriculum for secondary vocational schools.
Principles, methodology of development and design of school educational program. Designing the school curriculum and curricula of subjects (especially own). Elements of the school curriculum and approach to its design. Curriculum components and approach to designing school curriculum in the subject. Specifics of designing educational (curricular) constructs in relation to the chosen paradigm of teaching

Class syllabus:

Brief outline of the course:

1. Broader and narrower definitions of basic concepts. Definitions and interpretations of the following terms: school curriculum, educational reality, teaching process, teaching concept, pedagogical-didactic activity, teaching subjects, etc.; gnoseological, social, cultural and political definition of the conceptual bases of curriculum design.
2. Curriculum in the domestic context. Definition of basic concepts. Documents of educational policy in Slovakia after 1989. The planned curriculum. Decentralisation of the curriculum. Two-level model of curriculum.
3. Curriculum as an example of good practice. Integrative and formative aspects of curriculum for primary and secondary schools. The content of education in the new concept. Teaching-learning activities in intent of the central idea of this concept.
4. The teacher as a fundamental agent of curriculum design. Basic definitions of the processes of planning, designing and programming the content of teaching. Teacher's pedagogical-didactic decision-making, professional autonomy and creativity in narrower and broader contexts.
5. Student and teacher activism in the learning process. The activity and development-creative potential of teaching. Concepts of teaching-informative vs. formative, etc.
6. Principles of curriculum design and project development. Basic definition, characteristics and goal of curriculum design. Design, logical-sequential and content parameters of project creation. Didactic principles and pedagogical expression of the curricular project. 7. Programming of pedagogical-didactic activities. Principles, objectives, practical examples and their critical analysis. Practical design of curriculum projects, preparation, planning, critical evaluation of projects in the phase of their creation.
8. Presentation and evaluation of projects. Colloquial presentation and evaluation of conceptual project proposals, guided discussion

Recommended literature:

Reference sources:

Required reading:

KOSTRUB, D. 2005. Dizajn procesu výučby. Bratislava: Rokus, 2005. ISBN 80-89055-56-7.

Recommended reading:

KOSTRUB, D. 2008. Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6.
PORUBSKÝ, Š. 2014. ŠKOLA A KURIKULUM – TRANSFORMÁCIA V SLOVENSKOM KONTEXTE. UMB Banská Bystrica, 2014, Belianum , ISBN 978-80-557-0838-6
TÓTHOVÁ, R. 2013. Implementácia kurikula do vyučovacieho procesu. Bratislava : Z-F Lingua, 2013. ISBN 978-80-89328-93-2.
TOTHOVÁ R. - KOSTRUB, D. - FERKOVÁ Š. 2017. Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva). Prešov: ROKUS. ISBN 978-80-89510-61-0.
https://www.minedu.sk/8387-sk/statne-vzdelavacie-programy/
https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/
https://siov.sk/statne-vzdelavacie-programy/
https://www.nucem.sk/sk/nucem

Languages necessary to complete the course:

slovak language and czech language

Notes:

Past grade distribution
Total number of evaluated students: 78

A	ABS	B	C	D	E	FX
94,87	0,0	2,56	1,28	0,0	0,0	1,28

Lecturers: Mgr. Peter Ostradický, PhD.

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde013/22	Development of Romance Languages

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 22 hours continuous preparation and study of selected parts of professional literature; 20 hours elaboration of ongoing tasks; 11 hours test preparation. A total of 75 hours of student work.
Teaching methods: interpretation, explanation, application of theoretical knowledge on practical examples, lectitude of texts, written works, controlled self-study – work with text, solution of tasks and assignments, e-learning.

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The interim evaluation is 100 %. Active participation in classroom activities is a condition for successful completion of the course 10 %; solution and preparation of written tasks 60 %; test 30 %. By solving assignments, the student will demonstrate orientation in the field of language development, knowledge of concepts and phenomena according to the curriculum of the subject and the ability to apply knowledge in the identification of language characteristics in fragments of texts from different periods, as well as the ability to solve tasks with the help of professional sources (recommended literature, historical and etymological dictionary, diachronous language corpus). The test verifies knowledge of the main trends of development, key moments, written monuments and linguistic works from individual periods each period.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:

The aim of the course is to expand theoretical and methodological knowledge from linguistic disciplines, namely from the development of languages with a focus on Spanish, as well as the development of interdisciplinary thinking by connecting knowledge from linguistics, history and history of literature.
Educational outcomes:
After successful completion of the course, the student
• knows the diachronous linguistic and extralanguage contexts of the origin and development of Romance languages and can summarize common trends in the development of selected Romance languages,
• can indicate and describe key moments in the history of the Spanish language following the socio-historical context,
• knows the main trends in the development of the sound, morphological and lexical levels in different stages of time, knows the important written monuments of the given historical periods,
• can search for information in specialized lexicographic sources in solving specific problems in the field of Spanish language history,
• is able to analyze independently short samples of selected preserved texts and identify in them the characters characteristic of the period,
• knows the etymology and development of selected Spanish words, as well as the possibilities of didactic use of knowledge from the history of the language in the teaching of Spanish as a foreign language.
Completion of the course contributes to the achievement of capabilities such as: the ability of analysis and synthesis, the ability to locate and process professional resources, digital competence, the ability to plan and organize their studies, the ability to expand and update knowledge by self-study.

Class syllabus:
• Introduction to the study of the history of language – definition of basic terms.
• Common origin of Romance languages, romance, classical and vulgar Latin.
• The emergence of Romance dialects, the oldest written texts of selected Romance languages.
• Periodisation of history of the Spanish language.
• The main trends of spelling and morphosynthactic development and development of spanish-language lexicon in individual stages:
– Medieval Spanish,
– Classical Spanish,
– Modern Spanish.
• Important Spanish dictionaries and grammars of individual periods.
• Reading and analysis of selected texts.
• Examples of historical language research. Work with etymological and historical vocabulary and diachronic corpuscle.
• Possibilities of using knowledge from the evolution of the language in the teaching of Spanish.

Recommended literature:
GÓMEZ-PABLOS CALVO, B. 2017. América en el Diccionario de Autoridades. Nümbrecht: Kirsch, 2017. 453 s. ISBN 978-3-943906-30-1. (selected parts)
MORENO FERNÁNDEZ, F. 2015. La maravillosa historia del español. Barcelona: Espasa, 2015. 329 s. ISBN 978-84-670-4427-0. (selected parts)
REAL ACADEMIA ESPAÑOLA. Banco de datos (CORDE) [online]. Corpus diacrónico de español. http://www.rae.es

REAL ACADEMIA ESPAÑOLA, ASOCIACIÓN DE ACADEMIAS DE LA LENGUA ESPAÑOLA. Diccionario histórico de la lengua española [online]. Available at: https://www.rae.es/obras-academicas/diccionarios/nuevo-diccionario-historico
REAL ACADEMIA ESPAÑOLA. Nuevo tesoro lexicográfico de la Lengua Española [online]. Available at: http://ntlle.rae.es/ntlle
ŠTRBÁKOVÁ, R. 2013. La dinámica del léxico de la moda en el siglo XIX: estudio de neología léxica. Bucureşti: Editura Universităţii din Bucureşti, 2013. ISBN 978-606-16-0274-2. (selected parts)
TORRENS ÁLVAREZ, M.J. 2018. Evolución e historia de la lengua española. 2. the 2nd edition of the 2007 Edition of the Madrid: Arco Libros, 2018. 351 s. ISBN 9788476359709. (selected parts)
ZAVADIL, B. 2004. Vývoj španělského jazyka II. Praha: Univerzita Karlova, 2004. ISBN 8024604620. (selected parts)

Languages necessary to complete the course:
Slovak, Czech language and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 17

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

Lecturers: Mgr. Radana Štrbáková, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde013/22	Development of Romance Languages

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 22 hours continuous preparation and study of selected parts of professional literature; 20 hours elaboration of ongoing tasks; 11 hours test preparation. A total of 75 hours of student work.
Teaching methods: interpretation, explanation, application of theoretical knowledge on practical examples, lectitude of texts, written works, controlled self-study – work with text, solution of tasks and assignments, e-learning.

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The interim evaluation is 100 %. Active participation in classroom activities is a condition for successful completion of the course 10 %; solution and preparation of written tasks 60 %; test 30 %. By solving assignments, the student will demonstrate orientation in the field of language development, knowledge of concepts and phenomena according to the curriculum of the subject and the ability to apply knowledge in the identification of language characteristics in fragments of texts from different periods, as well as the ability to solve tasks with the help of professional sources (recommended literature, historical and etymological dictionary, diachronous language corpus). The test verifies knowledge of the main trends of development, key moments, written monuments and linguistic works from individual periods each period.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
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FX (59-0%, underperforming – extra work required)

Learning outcomes:

The aim of the course is to expand theoretical and methodological knowledge from linguistic disciplines, namely from the development of languages with a focus on Spanish, as well as the development of interdisciplinary thinking by connecting knowledge from linguistics, history and history of literature.
Educational outcomes:
After successful completion of the course, the student
• knows the diachronous linguistic and extralanguage contexts of the origin and development of Romance languages and can summarize common trends in the development of selected Romance languages,
• can indicate and describe key moments in the history of the Spanish language following the socio-historical context,
• knows the main trends in the development of the sound, morphological and lexical levels in different stages of time, knows the important written monuments of the given historical periods,
• can search for information in specialized lexicographic sources in solving specific problems in the field of Spanish language history,
• is able to analyze independently short samples of selected preserved texts and identify in them the characters characteristic of the period,
• knows the etymology and development of selected Spanish words, as well as the possibilities of didactic use of knowledge from the history of the language in the teaching of Spanish as a foreign language.
Completion of the course contributes to the achievement of capabilities such as: the ability of analysis and synthesis, the ability to locate and process professional resources, digital competence, the ability to plan and organize their studies, the ability to expand and update knowledge by self-study.

Class syllabus:
• Introduction to the study of the history of language – definition of basic terms.
• Common origin of Romance languages, romance, classical and vulgar Latin.
• The emergence of Romance dialects, the oldest written texts of selected Romance languages.
• Periodisation of history of the Spanish language.
• The main trends of spelling and morphosynthactic development and development of spanish-language lexicon in individual stages:
– Medieval Spanish,
– Classical Spanish,
– Modern Spanish.
• Important Spanish dictionaries and grammars of individual periods.
• Reading and analysis of selected texts.
• Examples of historical language research. Work with etymological and historical vocabulary and diachronic corpuscle.
• Possibilities of using knowledge from the evolution of the language in the teaching of Spanish.

Recommended literature:
GÓMEZ-PABLOS CALVO, B. 2017. América en el Diccionario de Autoridades. Nümbrecht: Kirsch, 2017. 453 s. ISBN 978-3-943906-30-1. (selected parts)
MORENO FERNÁNDEZ, F. 2015. La maravillosa historia del español. Barcelona: Espasa, 2015. 329 s. ISBN 978-84-670-4427-0. (selected parts)
REAL ACADEMIA ESPAÑOLA. Banco de datos (CORDE) [online]. Corpus diacrónico de español. http://www.rae.es

REAL ACADEMIA ESPAÑOLA, ASOCIACIÓN DE ACADEMIAS DE LA LENGUA ESPAÑOLA. Diccionario histórico de la lengua española [online]. Available at: https://www.rae.es/obras-academicas/diccionarios/nuevo-diccionario-historico
REAL ACADEMIA ESPAÑOLA. Nuevo tesoro lexicográfico de la Lengua Española [online]. Available at: http://ntlle.rae.es/ntlle
ŠTRBÁKOVÁ, R. 2013. La dinámica del léxico de la moda en el siglo XIX: estudio de neología léxica. Bucureşti: Editura Universităţii din Bucureşti, 2013. ISBN 978-606-16-0274-2. (selected parts)
TORRENS ÁLVAREZ, M.J. 2018. Evolución e historia de la lengua española. 2. the 2nd edition of the 2007 Edition of the Madrid: Arco Libros, 2018. 351 s. ISBN 9788476359709. (selected parts)
ZAVADIL, B. 2004. Vývoj španělského jazyka II. Praha: Univerzita Karlova, 2004. ISBN 8024604620. (selected parts)

Languages necessary to complete the course:
Slovak, Czech language and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 17

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

Lecturers: Mgr. Radana Štrbáková, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde005/22	Didactics of Spanish Language

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: 2 / 2 **per level/semester:** 26 / 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week lecture, 2 hours per week seminar, total per semester 44 hours
Study method: combined (primary attendance)
Student workload: 44 hours in-person teaching; 40 hours continuous tasks and study; 20 hours preparation of individual task; 46 hours individual study of professional literature and preparation for exam. A total of 150 hours of student work.
Teaching methods: interpretation, explanation, discussion, application of theoretical knowledge on practical examples, written works, presentations, controlled self-study, solution of tasks and assignments, observation and written reflections, class simulation and written self-reflection, e-learning.

Number of credits: 6

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The results of the student will be evaluated in the form of a continuous evaluation of the work on the classroom, sub-tasks and the final examination.
• The interim evaluation is 25 %: active participation in classroom activities 10%; elaboration of assignments requiring individual work 10 %; elaboration of an individual task according to the assignment 5 %. Fulfilment of the conditions for interim evaluation is a condition for participation in the examination.
• During the semester, the student will demonstrate the ability to use knowledge in independent creative solution of tasks (exercises, presentations, etc.) and the ability to individually process selected topics from the didactics of foreign languages, present and discuss them, as well as the ability to self-reflect their own activities.
• The final test represents 75 % of the evaluation.
• At the final exam, the student will demonstrate the extension and deepening of knowledge about the didactics of foreign languages.
At least 60% of the scoring must be obtained in order to complete the course successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),

C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)
A: Excellent performance, the student has acquired extensive knowledge of didactics of the Spanish language; has demonstrated the ability to think critically, to actively engage in debate on an issue; completed and presented sub-tasks during the semester at an excellent level and within the deadline; demonstrates the knowledge and ability to apply them at an excellent level.
B: Excellent performance, the student has an acquired knowledge of didactics of the Spanish language at a above-standard level; demonstrated the ability to think critically and to actively engage in the debate on the subject; has completed partial tasks during the semester within the deadlines set, with minor formal or content deficiencies; demonstrates knowledge and their ability to apply it at a very good level in the exam.
C: Good performance, the student has acquired standard knowledge of Spanish-language didactics, is able to think critically and engage in discussion on the subject, has some shortcomings in the synthesis and connection of knowledge; has completed partial tasks during the semester within the set deadlines, with minor formal or content deficiencies; demonstrates the knowledge and ability to apply them at a good level.
D: Acceptable performance; the student has an acquired knowledge of Spanish-language didactics at a satisfactory level, the ability to think critically and to find links between phenomena is reduced, he/she participates in the discussion only after the teacher has been invited; partial tasks during the semester were completed within the set deadlines, the level of processing is fluctuating, to a lesser extent reflects new knowledge of the subject; the test demonstrates the knowledge and ability to apply them to an acceptable level.
E: Performance meets minimum criteria; the student has an acquired knowledge of Spanish-language didactics at an acceptable level; it is not actively involved in the discussion in lessons and reflects to a lesser extent new knowledge of the subject in the sub-tasks, or the deadlines have not been observed in the preparation, there are several formal and content deficiencies in the tasks or presentation; the examination demonstrates the knowledge and ability to apply them to a sufficient level.
FX: Unacceptable performance, the student does not have an acquired knowledge of Spanish-language didactics to a sufficient degree; has not performed adequately during the semester or has not carried out sub-tasks at the minimum level laid down; the exam does not show sufficient knowledge of the issue.

Learning outcomes:
The aim of the course is to know the starting points and trends of the theoretical and methodological perspective in the field of Spanish language teaching.
Educational outcomes:
In order to successfully complete the course, the student will demonstrate the ability to orientate himself/herself in the issue of Didactics of Spanish language as a foreign language in both theoretical and practical terms and knowledge in key documents for the development of an educational programme for the teaching of the Spanish language and its evaluation:
• has extensive knowledge of didactics in the field of Spanish language teaching and knows the teaching methods and forms supporting the active learning of the pupil,
• can define the objectives of teaching and formulate them in the form of teaching requirements,
• is able to plan and design teaching, implement teaching, evaluate the course and results of teaching and learning of pupils,
• knows the diversity of teaching materials and can dynamically integrate them into teaching.

• can apply the proposals and requirements of the Common European Framework of Reference to teaching,
• he/she knows the State Educational Programme for the Spanish language subject in the school system of the Slovak Republic.
The completion of the course develops several transferable competences (autonomy, creative thinking, communication and presentation skills, etc.), as well as a positive attitude towards the profession of the teacher and to the target group.

Class syllabus:
• Didactics: definition and objectives.
• Teacher and pupil.
• Teaching methods and approaches.
• Common European Reference Framework.
• State educational programme for the subject Spanish language.
• Receptive, productive and interactive language activities: oral and written speech, listening and reading with comprehension, mediation activities.
• Didactic materials.
• Lesson planning.
• Language competences. Components of the language: lexicon and grammar.
• Evaluation and correction of errors.

Recommended literature:
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
CONSEJO DE EUROPA. 2020. Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza, evaluación. Volumen complementario. Available at: https://rm.coe.int/marco-comun-europeo-de-referencia-para-las-lenguas-aprendizaje-ensenan/1680a52d53
GÓMEZ-PABLOS, B. 2014. Didáctica de ELE. Fundamentos de didáctica. Nümbrecht: Kirsch Verlag. ISBN 978-3-943906-15-8.
NIVAM. 2022. Vzdelávacie štandardy pre oblasť Jazyk a komunikácia platné od 2023. Cudzie jazyky. Dostupné na: https://www.minedu.sk/data/files/11814_cudzie-jazyky.pdf
PETLÁK, E. 2016. Všeobecná didaktika. Bratislava: Iris. ISBN 978-80-8153-064.
RADA EURÓPY EURÓPSKEJ ÚNIE. 2017. Spoločný európsky referenčný rámec pre jazyky. Bratislava: Štátny pedagogický ústav. Available at: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf
ŠTÁTNY PEDAGOGICKÝ ÚSTAV. Štátny vzdelávací program [online]. Available at: https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/
ŠTÁTNY PEDAGOGICKÝ ÚSTAV. Inovovaný štátny vzdelávací program [online]. Available at: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/

Languages necessary to complete the course:
Slovak language and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
55,88	0,0	29,41	5,88	5,88	1,47	1,47

Lecturers: doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., Mgr. Zuzana Tóth, Dr.phil

Last change: 30.10.2025
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KRoJL/M-ESPšt006/22	**Course title:** Didactics of Spanish as a Foreign Language
Number of credits: 2	
Educational level: II.	

Recommended prerequisites:

The conditions for applying for the state examination are regulated by the study code of the Faculty of Education of the Comenius University in Bratislava currently valid in the academic year in which the student finishes his/her studies.

Course requirements:

The state examination, its conditions and procedural aspects are treated by the Internal Regulation No. 1/2020 Study Regulations of the PdF UK, as well as the Internal Regulation No. 5/2021 Study Regulations of the Comenius University.

The student is assessed on the basis of a colloquial state examination in the field of theoretical knowledge of the field of study in the subject specialization of Spanish language and literature. The state examination in the field of didactics of Spanish as a foreign language is carried out before the examination committee according to the study code of the Faculty of Education of the Comenius University in Bratislava currently valid in the academic year in which the student ends his/her studies.

The evaluation shall be awarded on a scale of:

A (excellent – excellent results),

B (very well – above average standard),

C (well – normal reliable work),

D (satisfactory — acceptable results),

E (sufficient – the results meet the minimum criteria),

FX (insufficient – extra work required)

A: Excellent performance, the student demonstrates extensive knowledge of Spanish-language didactics and is able to discuss the issue at an appropriate professional level, synthesizing and linking knowledge; he/she responds independently and continuously in the exam; uses the correct conceptual apparatus.

B: Excellent performance, the student demonstrates above-standard knowledge of Spanish-language didactics and is able to discuss the issue at the appropriate professional level, can synthesize and link knowledge; in the test, he/she responds independently or with the occasional guidance of the examiners, uses the correct conceptual apparatus.

C: Good performance, the student demonstrates standard knowledge of the didactics of the Spanish language, but has some shortcomings in the synthesis and connection of knowledge; in the exam, he/she answers largely on its own, or with less guidance and supplementary questions from the examiners, uses the correct conceptual apparatus.

D: Acceptable performance; the student demonstrates a satisfactory knowledge of the didactics of the Spanish language; however, he/she has shortcomings in the synthesis and linking of knowledge; in the oral examination, the investigators' guidance is required throughout the answer, but the

student responds well and is able to supplement the required information, occasional terminological inaccuracy may occur.
E: Performance meets minimum criteria; the student demonstrates sufficient knowledge of Spanish-language didactics, relatively little ability to synthesise and link knowledge; in the oral examination, guidance from the examiners is necessary throughout the response, a terminological inaccuracy occurs.
FX: Unacceptable performance, the student does not show sufficient knowledge of the didactics of the Spanish language, does not master the conceptual apparatus; he/she does not respond independently to the examination and even after the guidance and supplementary questions of the examiners, the answers are not satisfactory.

Learning outcomes:
The state examination verifies the achievement of the educational objectives declared in the graduate profile and the student's readiness for the profession of Spanish language teacher.
Student on the state exam
• demonstrates knowledge of the foundations and trends of theoretical and methodological perspectives in the field of foreign language teaching, specialising in the Spanish language
• demonstrates that he/she has extensive knowledge of didactics and methodology in the field of foreign language teaching in Spanish language specialisation – knowledge related to the theoretical aspects of Spanish-language didactics (e.g. pedagogical and didactic approaches, concepts and their theoretical background, knowledge of language learning and learning, key EU documents for teaching and evaluating a foreign language, state educational programmes, curicular aspects of language didactics, etc.),
• demonstrates that he/she can apply his knowledge and ability to creatively solve problems in the field of didactics of Spanish in broader contexts related to his/her field of study, in new and unknown situations,
• demonstrate the developed foreign language teaching skills and competences in Spanish-language specialization, necessary for the application of this knowledge in didactic practice, in particular in the planning, implementation and evaluation of didactic activities,
• demonstrates developed educational skills that allow him/her to continue his further studies with a high degree of autonomy and autonomy,
• demonstrates an adequate level of communicative competence in Spanish and the ability to apply the principles of the written language in all language levels.

Class syllabus:
Oral colloquial exam from the didactics of Spanish as a foreign language
Content of the state examination:
• Practical applications of different teaching methods
• Teaching planning: time management, diversity, dynamics, motivation
• Didactic materials and their practical use on the clock
• Communication language competence – language competences, sociolingual competences, pragmatic competences
• Developing receptive, productive and interactive language activities and strategies
• Types of exercises for the development of grammar and vocabulary
• Evaluation, its principles and possibilities for measuring the level of language activities
The oral answer also assesses the level of communicative competence in the Spanish language and the ability to apply the principles of the literary language in all language levels.

State exam syllabus:

Recommended literature:

CONSEJO DE EUROPA. 2020. Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza, evaluación. Volumen complementario. Available at: https://rm.coe.int/marco-comun-europeo-de-referencia-para-las-lenguas-aprendizaje-ensenan/1680a52d53
GÓMEZ-PABLOS, B. 2014. Didáctica de ELE. Fundamentos de didáctica. Nümbrecht: Kirsch Verlag, 2014. ISBN 978-3-943906-15-8.
NIVAM. 2022. Vzdelávacie štandardy pre oblasť Jazyk a komunikácia platné od 2023. Cudzie jazyky. Dostupné na: https://www.minedu.sk/data/files/11814_cudzie-jazyky.pdf
RADA EURÓPY EURÓPSKEJ ÚNIE. 2017. Spoločný európsky referenčný rámec pre jazyky. Bratislava: Štátny pedagogický ústav. Available at: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf
ŠTÁTNY PEDAGOGICKÝ ÚSTAV. Štátny vzdelávací program [online]. Available at: https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/
ŠTÁTNY PEDAGOGICKÝ ÚSTAV. Inovovaný štátny vzdelávací program [online]. Available at: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/

Languages necessary to complete the course:
Spanish and Slovak

Last change: 30.10.2025

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

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDšt007/22	**Course title:** Didactics of pedagogical disciplines
Number of credits: 3	
Educational level: II.	

Course requirements:

Prerequisites:

The State Examination in Didactics of Pedagogical Disciplines, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020 Study Regulations of the Faculty of Education of Charles University, as well as by the Internal Regulation No. 5/2021 Study Regulations of Charles University.

A student may take the state examination a) after obtaining at least such number of credits that after obtaining credits for successful completion of the last state examination he/she achieves the necessary number of credits for proper completion of studies and b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme except for the state examination and c) no disciplinary proceedings are conducted against him/her.

The student receives 3 credits for the successful completion of the state examination in didactics of pedagogical disciplines.

Rating

According to the VP 23/2021 Internal Quality Assurance System for Higher Education of the Charles University in Bratislava, the student is evaluated in particular by demonstrating the ability to integrate knowledge, the level of competences and competencies set out in the profile of the graduate.

The overall answer evaluation is a synthesis of the evaluation of answers from the individual components of the state examination and reflects the overall level of student's insight in the field, the ability to synthesize and correlate knowledge, critically analyze information, apply theoretical knowledge, reveal the causes of problems and propose solutions. The level of knowledge, skills and competences relevant to the area specified in the relevant questions is assessed.

The rating shall be awarded on a scale of :

A (excellent - excellent results),

B (very good - above average standard),

C (good - normal reliable work),

D (satisfactory - acceptable results),

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

Fx (understatement).

A student is graded FX if he/she has only met the grade requirements at a level less than 60% of the total highest possible level of completion of the requirements for the state examination.

A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the subject matter, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Learning outcomes:

Learning outcomes:
Learning outcomes are in accordance with the Long-term Plan of the Charles University/PdF, the mission and strategic goals of the Charles University/PdF, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in individual subjects of the study programme curriculum and other relevant documents.
The aim of the state examination is to verify the students' competence to solve specific didactic tasks in the subject of pedagogy and teaching of pedagogical disciplines. Students will demonstrate the following skills and competences:
- to apply the knowledge and theories of general didactics in the didactics of pedagogy and pedagogical disciplines,
- characterize and define basic didactic concepts with a focus on the specificities of teaching pedagogical disciplines in higher secondary education,
- design and prepare a lesson on pedagogy in accordance with didactic principles and the requirements of the relevant pedagogical documentation for individual types of schools,
- characterize, apply, and evaluate didactic methods of teaching pedagogy, know the advantages and pitfalls of their specific application for different target groups,
- To propose adequate methods of assessing student performance in the subject of pedagogy,
- based on the analysis of intrasubject relationships of pedagogical disciplines and knowledge of requirements and standards for individual types of secondary schools, can design the content and elaborate didactic analysis of the subject pedagogy for different target groups,
- based on reflection of pedagogical practice in the subject of pedagogy, can document selected problems in the field of lesson preparation, selection of teaching methods and didactic analysis of the curriculum.

Class syllabus:

Brief outline of the course:
Theory of teaching pedagogical disciplines:

1. Definition of the term's didactics, subject didactics, theory of teaching pedagogy.
2. The relation of disciplinary and subject didactics to general didactics. Teaching process as a system, system-forming elements of the teaching process and their mutual systemic conditioning.
3. Learning Objectives. Taxonomy of objectives. The concretization of objectives in the teaching of pedagogical disciplines. The position of objectives as a determining element for other system-forming elements in teaching.
4. Teaching content. The concept of curriculum. Types of curriculums. School reform in the Slovak Republic, including content reform. New trends in teaching content. School documents. Content of teaching pedagogical disciplines in secondary schools.
5. Designing the instructional design of pedagogical disciplines and its determinants in terms of the basic paradigms (discourses) in pedagogy (transmissive, constructivist, social constructivist). Long-term and short-term teacher preparation for teaching pedagogical disciplines.
6. Teaching methods, their classification, and their application in teaching pedagogical disciplines from the perspective of basic pedagogical paradigms. Determinants of their optimal selection.
7. Organizational forms of teaching, their classification, and their application in teaching pedagogical disciplines from the perspective of basic pedagogical paradigms. Determinants of their optimal selection.
8. Material didactic means, their classification, and their application in the teaching of pedagogical disciplines from the perspective of basic pedagogical paradigms. Determinants of their optimal selection.
9. Interactive teaching methods and their application in teaching pedagogical disciplines from the perspective of basic pedagogical paradigms (discourses: transmission versus (re)construction of knowledge in teaching). Teaching lesson as a basic organizational form in secondary schools in relation to interactive teaching methods.
10. Selected teaching concepts (e.g., problem-based, project-based, cooperative learning, experiential pedagogy, etc.) and their application in the teaching of pedagogical disciplines.
11. Lesson design:
12. Written preparation of a lesson project (from specific pedagogical disciplines and according to current pedagogical documents valid for teaching in secondary schools where pedagogical disciplines are taught).
13. Presentation and defence of the prepared lesson project.

State exam syllabus:

Recommended literature:

Reference sources:

Recommended reading:

ALIŠOVÁ, A., SINGULE, F., VALENTA, J. 1990. Didaktika pedagogiky. Praha: FF UK, SPN, 1990. ISBN 80-7066-105-4.
BERTRAND, Y. 1998. Soudobé teorie vzdělávání. Praha: Portál, 1998. ISBN 80-7178-216-5.
ČAPEK, R. 2015. Moderní didaktika. Lexikon výukových a hodnoticích metod. Praha. Grada, 2015. 624s. ISBN 978-80-247-3450-7
HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R. 2006. Úvod do pedagogiky.
KALHOUS, Z., OBST, O., 2002. Školní didaktika. Praha: Portál, 2002. ISBN 80-7178-253-X.
KASÍKOVÁ, H. 2010. Učíme (se) spolupráci spoluprací (2. rozšírené vydanie). Praha: Aisis, 2010. ISBN 978-80-90407-16-9.
KOSTRUB, D. 2008. Dieťa/žiak/študent – učivo – učiteľ, didaktický alebo bermudský trojuholník? Prešov: Rokus, 2008. ISBN 978-80-89055-87-6.
KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. 2017. Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Rokus. 370 s., ISBN 978-80-8951-061-0.

KRATOCHVÍLOVÁ, J. 2006. Teorie a praxe projektové výuky. 1. vydání. Brno: Masarykova univerzita, 2006. ISBN 978-80-210-4142-2.
KYRIACOU, CH. 2012. Klíčové dovednosti učitele: cesta k lepšímu vyučování. Praha: Portál, 2012. ISBN 978-80-26200-52-9.
MAŇÁK, J., ŠVEC, V. 2003. Výukové metody. Brno: Paido, 2003. ISBN 80-7315-039-5.
OBDRŽÁLEK, Z. a kol., 2003. Didaktika pre študentov učiteľstva ZŠ. Bratislava. Univerzita Komenského, 2003. ISBN 80-223-1772-1.
Odborná časopisecká literatúra: Pedagogika, Pedagogická revue www.casopispedagogika.sk, Paidagogos, Didaktika, Pán učiteľ, Pedagogické rozhľady, Technológia vzdelávania atď.
PASCH a kol. 2005. Od vzdělávacího programu k vyučovací hodině. Praha: Portál, 2005. ISBN 80 7367-054-2.
PETLÁK, E. 2004. Všeobecná didaktika. Bratislava : Iris, 2004. ISBN 80-89018-64-5.
PETTY, G. 2013. Moderní vyučování. Praha: Portál, 2013. ISBN 978-80-26203-67-4.
SITNÁ, D. 2013. Metody aktivního vyučování: Spolupráce žáků v skupinách. Praha: Portál.
SKALKOVÁ, J., 2007. Obecná didaktika. Praha: GRADA, 2007. ISBN 80-24718-21-7.
ŠAUEROVÁ, M. (Ed.) 2013. Zážitková pedagogika a možnosti jejího využití při práci s vybranými cílovými skupinami. Sborník. Kolektivní monografie. Praha: Vysoká škola tělesné výchovy a sportu Palestra, 2013. ISBN (online verzia) 978-80-87723-08-1. Dostupné on-line: http://www.palestra.cz/zp/sbornik.pdf.
ŠKODA, J., DOULÍK, P. 2011. Psychodidaktika. Metody efektivního a smysluplného učení a vyučování. Praha: Grada, 2011.
Školské vzdelávacie programy, pedagogické dokumenty platné v súčasnom období pre Pedagogické a sociálne akadémie a Konzervatóriá.Štátne vzdelávacie programy, vzdelávacie štandardy (dostupné na www.statpedu.sk a
www.siov.sk), , učebnice pedagogiky pre stredné školy.
ŠTURMA, J. 1993. Didaktika pedagogiky. Hradec Králové : Gaudeamus 1993. ISBN
TÓBLOVÁ, E. 2019. Aktivizujúce vyučovacie metódy. Bratislava: Univerzita Komenského, 2019. ISBN 978-80-223-4817-1
TÓTHOVÁ, R. 2013. Implementácia kurikula do vyučovacieho procesu. Bratislava: Z-F Lingua,2013. ISBN 978-80-89328-93-2.
TUREK, I. 2010. Didaktika. Bratislava: Iura Edition, 2010. ISBN 978-80-807-83-228.
WALTEROVÁ, E. 1994. Kurikulum: Proměny a trendy v mezinárodní perspektivě. Brno: Masarykova univerzita, 1994. ISBN 80-210-0846-6.
Zákon č. 245/ 2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Languages necessary to complete the course:
slovak and czech

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde005/22	Didactics of pedagogy

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 3 **per level/semester:** 39
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, the ratio of midterm/final assessment is 50/50. During the semester, students must produce 2 interim term papers of 25 points each (as assigned by the instructor):
1. Designing a teaching unit/Preparation for teaching a selected topic (in the context of teaching pedagogical subjects at secondary school).
2. Preparation and creation of didactic means-teaching aids in connection with the design of the teaching unit.
As part of the final assessment, students will complete an oral defence of their preparation for teaching/microlearning (50 points). In total, students may earn a maximum of 100 points. Passing the course is subject to obtaining at least 60% of the maximum possible grade for the course.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim of the course is to prepare students for teaching pedagogical subjects in secondary schools. The course focuses on the methodology of preparation (both long and short-term) and implementation of teaching pedagogical subjects in secondary schools. Emphasis is placed on students' active engagement with current state and school curricula of secondary schools where pedagogical subjects are taught. The course also focuses on the application of new trends in the teaching of pedagogy in the respective high schools. Students will master theoretically and practically both the methodology of preparation and the methodology of implementation of the teaching of pedagogical subjects and will become familiar with the new trends in the teaching of pedagogy in the relevant secondary schools. The course will also include student micro-performances.
Transferable competences: students can communicate their conclusions, think critically and think in context by analysing, completing and discussing interim and final assignments.

Class syllabus:
Brief outline of the course:
1. Definition of basic terms: theories of teaching pedagogy/didactics of pedagogy as a scientific discipline.
2. Long-term and short-term teacher preparation for teaching pedagogical subjects.
3. Objectives of teaching pedagogical subjects.
4. National curricula for secondary schools/framework curricula/educational standards and other pedagogical documents.
5. School education programmes of selected secondary schools teaching pedagogical subjects - specific fields of study/graduate profile.
6. Contemporary teaching paradigms and new trends in the teaching of pedagogical subjects.
7. Didactic principles in the teaching of pedagogical subjects.
8. Preferred educational methods in teaching pedagogical disciplines and their determination by the content and objectives of teaching.

9. Organisational forms of teaching (lessons: typology, excursions, pedagogical practice - its functions, types...).
10. The use of material didactic means (teaching aids, didactic technology) in the teaching of pedagogical subjects. Possibilities of using textbooks, professional pedagogical literature and journals (pedagogical periodicals).
11. Screening and assessment of student performance in pedagogical subjects. Assessment and evaluation of students' achievement of knowledge and competences.
12. The personality of the teacher of pedagogy. Self-reflection and self-evaluation of the teacher, its application in the preparation of future teachers.

Recommended literature:

Reference sources:
Required reading:
KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. 2017. Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Rokus. 370 s., ISBN 978-80-8951-061-0
Recommended reading:
ČAPEK, R. 2015. Moderní didaktika. Lexikon výukových a hodnoticích metod. Praha. Grada, 2015. 624s. ISBN 978-80-247-3450-7
KOSTRUB, D. 2008. Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský
OBDRŽÁLEK, Z. a kol. 2003. Didaktika pre študentov učiteľstva ZŠ. Bratislava : Univerzita Komenského, 2003. ISBN 80-223-1772-1
PETLÁK, E. 2016. Všeobecná didaktika. Bratislava: IRIS, 2016. ISBN: 978-80-8153-064-7
ŠTURMA, J. Didaktika pedagogiky. Hradec Králové . Gaudeamus, 1993. ISBN 978-80-704-1228-2
TÓBLOVÁ, E. 2019. Aktivizujúce vyučovacie metódy. Bratislava : Univerzita Komenského, 2019. ISBN 978-80-223-4817-1
trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6.
TUREK,I. 2014. Didaktika. Bratislava : Wolters Kluwer, 2014, ISBN 978-80-8168-004-5
ZORMANOVÁ, L. 2014. Obecná didaktika. Grada. Praha. ISBN 978-80-247-4590-9

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 77

A	ABS	B	C	D	E	FX
55,84	0,0	29,87	14,29	0,0	0,0	0,0

Lecturers: prof. PaedDr. Dušan Kostrub, PhD., Mgr. Štefánia Ferková, PhD., Ing. Mgr. Jozef Strakoš, PhD.

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde023/22	Disorders of child development, learning and behaviour

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites:
100% of the continuous assessment, the course is completed by assessment.
During the semester, students will prepare a seminar paper (max. 30 points), present the seminar paper (max. 10 points) and pass an intermediate didactic test (max. 60 points). The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. The test and the seminar paper are designed to verify the learning outcomes.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points from all partial tasks.
For an A grade, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through a variety of literature sources, are able to select relevant sources for their studies, are able to navigate the issues of childhood developmental, learning and behavioural disorders, i.e. have basic information on their aetiopathogenesis, epidemiology, diagnosis and differential diagnosis, as well as on possible forms of intervention.
A grade of B means that students performed above average throughout the semester, were able to study independently, are proficient in basic information related to childhood developmental disorders, behavioral and learning disorders, and are able to navigate the literature.
A grade of C means that the students performed well during the semester, their theoretical knowledge of the subject is at a good level, but their ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge is lacking.
A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to the subject of education and greater problems

in independent implementation work, they are unable to critically analyze information and have problems applying knowledge to practice.
A grade of E means that students fail more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, and fail to think critically, but have mastered most of the theoretical knowledge in the course.

Learning outcomes:
The goal is to familiarize students with the basic classification and manifestations of developmental, behavioral, and learning disorders in childhood and their impact on a child's school functioning. Students will gain a basic understanding of the most General developmental disorders, behavioral and learning disorders occurring primarily in the school-aged child. The ability to navigate the subject matter is essential for future subject specialty teachers at the lower and upper secondary levels, especially in the context of pro-inclusive school policies. They will not only acquire theoretical knowledge, but will also acquire sufficient competence to work with other professionals involved in dealing with developmental, learning and behavioural disorders. It is anticipated that teachers will be confronted with an increasing number of different images of developmental disorders in the years to come, and it is therefore essential to acquire not only the knowledge but also the competences for possible cooperation. Students are familiarised with the issue of normality in child psychology, with the risks of developmental disorders and with international classifications, which will enable them to better understand the origins and manifestations of individual disorders. A good understanding of the subject is a prerequisite for an individualised teacher-pupil relationship with a developmental, learning and behavioural disorder. Such a relationship requires not only empathy, but must also be underpinned by acquired skills. An important goal is to prepare students to participate in the implementation of individual education plans for children with developmental, learning and behavioural disabilities. Most children with developmental, learning and behavioural disorders (with few exceptions) are pupils in mainstream primary schools and it is therefore important that students are able to work competently with the inclusion team, but also with specialists in other fields such as a neurologist, psychologist, speech and language therapist and paediatrician.

Class syllabus:
Brief outline of the course:
1. Introduction to developmental disorders /definition of developmental disorders, precursors of developmental disorders, classification of developmental disorders.
2. Etiology of developmental disorders /pathogenic factors and the complexity of their action, risks in the pre-, peri- and post-natal period, early diagnosis, intervention, stimulation, deprivation/.
3. Psychomotor retardation /general developmental delay/ and mental retardation /intellectual disorders, etiology, classification, possibilities and limitations of intervention.
4. Enuresis, encopresis, tics - psychogenic conditioned disorders in the somatic area. Manifestations, forms, possibilities of intervention.
5. Primary psychogenic communication disorders - barking and mutism /definition, classification, possibilities of intervention/.
6.Pervasive developmental disorders or autism spectrum disorders / autism, Asperger's syndrome, Rett's syndrome, etiology, clinical picture, organization of care.
7. The problem of organicity in child psychology. Cerebral palsy - etiology, clinical picture. Developmental disorder of motor functions.
8. Mild brain dysfunction, present - hyperkinetic syndrome or ADHD
The most significant factors in working with children with ADHD, ADD.
9. Specific learning disabilities - diagnosis and differential diagnosis, remedial programmes in work with children with specific learning disabilities.

10. Emotional disorders in childhood - anxiety disorders and depression in childhood and adolescence.
11.Behavioural disorders, classification, manifestations and intervention options

Recommended literature:

VÁGNEROVÁ, M. (2014). Současná psychopatologie pro pomáhající profese. Praha: Portál, 816 s., ISBN 9788026206965
VÁRYOVÁ, B., ANDREÁNSKA, V. (2016). Vývinové poruchy. In: HERETIK, A. sr., HERETIK, A. jr. (ed.), Klinická psychológia, 2. prepracované a rozšírené vydanie. s. 415-459. Psychoprof, s .r. o. ISBN 9788089322244

Recommended reading:

BRUNCLÍKOVÁ, Z. (2020). Inkluzívne vzdelávanie z pohľadu učiteľov. In Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky. Univerzita Komenského. s 6-13. ISBN 978-80-223-4976-5
BRUNCLÍKOVÁ, Z., ANDREÁNSKA, V. (2013). Problematika dyslexie vo vyučovaní cudzích jazykov. In Psychológia (v) škole (elektronický zdroj). Univerzita Komenského. s. 171-177, ISBN 978-80-223-3483
GLASOVÁ, M., HARVANOVÁ, S., VANCU, E. (2021). Emocionálna regulácia a vzťahová väzba. In: GLASOVÁ, M., HARVANOVÁ, S., VANCU E., Multimodalita vývinu emocionálnej regulácie u adolescentov. 1. vyd., s. 26-32. Bratislava: Univerzita Komenského. ISBN 978-80-223-5131-7
GLASOVÁ, M., GROMA, M. (2019). Psychologické posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/inkluzívneho vzdelávania. 1. vyd., s. 57-96.Bratislava: Univerzita Komenského. ISNB 978-80-223-4862-1
POKORNÁ, V. (2015). Teorie a náprava vývojových poruch učení a chování. 3. rozšírené vydanie. Praha: Portál. 339 s. ISBN 978-80-7367-817-3

periodicals and scientific databases:

PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie and others

Languages necessary to complete the course:

slovak and czech

Notes:

subject with psychological focus, in the study plan marked *)

Past grade distribution

Total number of evaluated students: 526

A	ABS	B	C	D	E	FX
76,05	0,0	13,69	4,94	2,28	0,76	2,28

Lecturers:

Last change: 19.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde023/22	Disorders of child development, learning and behaviour

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites:
100% of the continuous assessment, the course is completed by assessment.
During the semester, students will prepare a seminar paper (max. 30 points), present the seminar paper (max. 10 points) and pass an intermediate didactic test (max. 60 points). The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. The test and the seminar paper are designed to verify the learning outcomes.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points from all partial tasks.
For an A grade, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through a variety of literature sources, are able to select relevant sources for their studies, are able to navigate the issues of childhood developmental, learning and behavioural disorders, i.e. have basic information on their aetiopathogenesis, epidemiology, diagnosis and differential diagnosis, as well as on possible forms of intervention.
A grade of B means that students performed above average throughout the semester, were able to study independently, are proficient in basic information related to childhood developmental disorders, behavioral and learning disorders, and are able to navigate the literature.
A grade of C means that the students performed well during the semester, their theoretical knowledge of the subject is at a good level, but their ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge is lacking.
A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to the subject of education and greater problems

in independent implementation work, they are unable to critically analyze information and have problems applying knowledge to practice.
A grade of E means that students fail more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, and fail to think critically, but have mastered most of the theoretical knowledge in the course.

Learning outcomes:
The goal is to familiarize students with the basic classification and manifestations of developmental, behavioral, and learning disorders in childhood and their impact on a child's school functioning. Students will gain a basic understanding of the most General developmental disorders, behavioral and learning disorders occurring primarily in the school-aged child. The ability to navigate the subject matter is essential for future subject specialty teachers at the lower and upper secondary levels, especially in the context of pro-inclusive school policies. They will not only acquire theoretical knowledge, but will also acquire sufficient competence to work with other professionals involved in dealing with developmental, learning and behavioural disorders. It is anticipated that teachers will be confronted with an increasing number of different images of developmental disorders in the years to come, and it is therefore essential to acquire not only the knowledge but also the competences for possible cooperation. Students are familiarised with the issue of normality in child psychology, with the risks of developmental disorders and with international classifications, which will enable them to better understand the origins and manifestations of individual disorders. A good understanding of the subject is a prerequisite for an individualised teacher-pupil relationship with a developmental, learning and behavioural disorder. Such a relationship requires not only empathy, but must also be underpinned by acquired skills. An important goal is to prepare students to participate in the implementation of individual education plans for children with developmental, learning and behavioural disabilities. Most children with developmental, learning and behavioural disorders (with few exceptions) are pupils in mainstream primary schools and it is therefore important that students are able to work competently with the inclusion team, but also with specialists in other fields such as a neurologist, psychologist, speech and language therapist and paediatrician.

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Brief outline of the course:
1. Introduction to developmental disorders /definition of developmental disorders, precursors of developmental disorders, classification of developmental disorders.
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3. Psychomotor retardation /general developmental delay/ and mental retardation /intellectual disorders, etiology, classification, possibilities and limitations of intervention.
4. Enuresis, encopresis, tics - psychogenic conditioned disorders in the somatic area. Manifestations, forms, possibilities of intervention.
5. Primary psychogenic communication disorders - barking and mutism /definition, classification, possibilities of intervention/.
6.Pervasive developmental disorders or autism spectrum disorders / autism, Asperger's syndrome, Rett's syndrome, etiology, clinical picture, organization of care.
7. The problem of organicity in child psychology. Cerebral palsy - etiology, clinical picture. Developmental disorder of motor functions.
8. Mild brain dysfunction, present - hyperkinetic syndrome or ADHD
The most significant factors in working with children with ADHD, ADD.
9. Specific learning disabilities - diagnosis and differential diagnosis, remedial programmes in work with children with specific learning disabilities.

10. Emotional disorders in childhood - anxiety disorders and depression in childhood and adolescence.
11.Behavioural disorders, classification, manifestations and intervention options

Recommended literature:

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VÁRYOVÁ, B., ANDREÁNSKA, V. (2016). Vývinové poruchy. In: HERETIK, A. sr., HERETIK, A. jr. (ed.), Klinická psychológia, 2. prepracované a rozšírené vydanie. s. 415-459. Psychoprof, s .r. o. ISBN 9788089322244

Recommended reading:

BRUNCLÍKOVÁ, Z. (2020). Inkluzívne vzdelávanie z pohľadu učiteľov. In Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky. Univerzita Komenského. s 6-13. ISBN 978-80-223-4976-5
BRUNCLÍKOVÁ, Z., ANDREÁNSKA, V. (2013). Problematika dyslexie vo vyučovaní cudzích jazykov. In Psychológia (v) škole (elektronický zdroj). Univerzita Komenského. s. 171-177, ISBN 978-80-223-3483
GLASOVÁ, M., HARVANOVÁ, S., VANCU, E. (2021). Emocionálna regulácia a vzťahová väzba. In: GLASOVÁ, M., HARVANOVÁ, S., VANCU E., Multimodalita vývinu emocionálnej regulácie u adolescentov. 1. vyd., s. 26-32. Bratislava: Univerzita Komenského. ISBN 978-80-223-5131-7
GLASOVÁ, M., GROMA, M. (2019). Psychologické posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/inkluzívneho vzdelávania. 1. vyd., s. 57-96.Bratislava: Univerzita Komenského. ISNB 978-80-223-4862-1
POKORNÁ, V. (2015). Teorie a náprava vývojových poruch učení a chování. 3. rozšírené vydanie. Praha: Portál. 339 s. ISBN 978-80-7367-817-3

periodicals and scientific databases:
PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie and others

Languages necessary to complete the course:
slovak and czech

Notes:
subject with psychological focus, in the study plan marked *)

Past grade distribution
Total number of evaluated students: 526

A	ABS	B	C	D	E	FX
76,05	0,0	13,69	4,94	2,28	0,76	2,28

Lecturers: Mgr. Mária Jucková, PhD.

Last change: 19.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde001/22	Educational diagnostics and evaluation

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
Weighting of interim and final assessment: 50/50 - the course is completed by examination.
During the semester there will be three colloquial midterm evaluations of 10 points each and four midterm assignments of 5b will be worked on. The final exam will be graded 50pts.
Credit will not be awarded to a student who receives less than 5 points on any of the three interim assessments and fails to submit all processed distance assignments for at least a 3b. A minimum of 60% of the course grade is required for successful completion of the course.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning objectives and outcomes:
- The graduate of the course can react originally, flexibly and fluently to situations that may arise in the teaching process. He/she is able to realistically set the goals and processes of pedagogical diagnosis, while being able to adapt them on the basis of reflection to the educational needs of the pupils.
- It takes a comprehensive approach to pedagogical diagnostics, using both the process of analysis and synthesis in the search for solutions. It uses thinking strategies based on critical appraisal in its decision-making, which relies on facts and clearly formulated information from reliable sources of information.
- He/she is aware of his/her own responsibility and the social and ethical impact of his/her decisions in the process of pedagogical diagnostics. Can make decisions with incomplete information and in the new situations that the teaching process and the current times bring. Is aware of the interdisciplinary scope of pedagogical diagnostics not only in relation to teaching but also in relation to the current needs of society.
- The graduate is able to carry out his/her own microanalysis - reflection of the lesson and take the necessary decisions related to it. He/she is able to carry out action research in the context of teaching.
- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. He/she can analyse the problem and synthesise new solutions. Actively and flexibly brings new solutions to the assigned task. Can formulate clear conclusions and justifications that can be presented to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.

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

Class syllabus:

Brief outline of the course:
1. Introduction to educational diagnostics:
- Understanding the purpose and goals of pedagogical diagnosis in the context of effective teaching.
- Opportunities for self-discovery and the importance of teacher self-reflection.
- Basic mind-sets (fixed and growth-oriented) in the context of controlling versus autonomous teaching.
- Pedagogical diagnosis in critical motivational moments of the teaching process.
2. The diagnostic process:
- Diagnostic cycle

- Stages of diagnosis
- Edumetric vs. casuistic approach
- Implicit and explicit diagnosis
- Individual, group diagnosis and diagnosis in relation to the norm.
- Principles of effective pedagogical diagnostics
- Grades, verbal evaluation and feedback
3. Three units in one: the personality of the pupil in pedagogical diagnostics.
- Perception of the personality of the pupil through three interrelated parts: cognitive, affective and (volitional) behavioural.
- Cognitive domain: differentiation of cognitive functions and processes, metacognition and executive functions. Working with the possible contents and contexts of the concepts: knowledge, ability, skill, competence and competence.
- Affective domain: differentiation of affective functions and processes in experiencing (differentiation of emotions and feelings). Working with possible contents and contexts of concepts: attitudes, values, motivational factors.
- Conative area: manifestations of experiencing and thinking in the pupil's behaviour, volitional processes. Work with possible contents and contexts of the concepts: relationship, action, behaviour, group dynamics.
4. Pedagogical diagnostics and the cognitive area of the pupil's personality.
- Overview of basic methods and forms of diagnosis of knowledge and skills.
- Principles of didactic test construction (written versus didactic test and adaptive didactic test).
- Verbal rehearsal versus diagnostic presentation skills.
- Effective feedback versus verbal evaluation.
- Pupil self-assessment
- A global and analytical approach to diagnosis in the cognitive domain.
5. Pedagogical diagnostics and the affective area of the pupil's personality.
- An overview of basic methods and forms of diagnosing student attitudes, values and motivators in school.
- Possibilities of diagnosing attitudinal and value preferences.
- Methods of recognizing the motivating factors (interests, passions, internal goal setting) of the learner.
- Diagnosis of the pupil's learning needs (individual learning preferences).
6. Pedagogical diagnosis and pupil behaviour.
- An overview of basic methods and forms of diagnosing relationships and group dynamics in the classroom.
- Every student-human being has his/her own reasons why he/she behaves the way he/she does (subconscious or conscious)
- Setting and assessing the motivational potential of the activity/task.
- Setting and assessing pupil engagement in relationships with the teacher and in relationships with classmates.
- Working with conflict in the classroom (teacher as a conflict actor and as a facilitator).
- Group dynamics of the classroom and its atmosphere, climate and environment.
7. Thinking strategies and key communication skills of the teacher.
- Rules for effective individual and group observation
- Rules for effective (facilitative) individual and group conversation with pupils.
- Principles of effective conversation with the parent(s) of the pupil.
- Basic teacher thinking strategies needed for effective observation and interviewing.
Colloquial midterm assessment and distance assignments: the student will develop four midterm assignments during the semester (e.g., microanalysis of four different events (video) from the

lesson, didactic test model). They present and discuss their interim assignment in a small group (3-4 students), followed by a class discussion across groups (colloquial interim assessment).
Final evaluation: after each lecture and seminar (including the colloquial mid-term evaluation) the student will make a short reflection (what I found interesting, what I learned, what hindered me, what I need to convey differently) in a simple portfolio. The final assessment is done individually through a short conversation between the teacher and the student, focusing on the student's entries in the portfolio. The student's final evaluation is the result of the student's self-evaluation and feedback from the instructor.

Recommended literature:

Recommended reading:
Compulsory reading:
GAVORA, P. (2010). Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: Enigma. 216s. ISBN 978-80-89132-91-1
KURUC, M. (2013). Poruchy správania u detí a adolescentov a ich pedagogická diagnostika. Bratislava: Univerzita Komenského v Bratislave. 65s. CD-Rom. ISBN 978-80-223-3512-6
Recommended reading:
HATTIE, J. (2012). Visible Learning For Teachers: Maximizing impact on Learning. New York: Routledge Taylor & Francis Group, US. 286p. ISBN 978-0-415-69015-7
KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Rokus. 370 s., ISBN 978-80-8951-061-0
MERTIN, V., KREJČOVÁ, L. (2016). Metódy a postupy poznávávaní žáka, pedagogická diagnostika. 2. doplnené a aktualizované vydanie. Praha: Wolters Kluwer, CZ. 400s. ISBN 978-80-7552-014-2

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 1011

A	ABS	B	C	D	E	FX
84,37	0,0	7,62	4,06	1,88	0,69	1,38

Lecturers: doc. Mgr. Martin Kuruc, PhD., PhDr. Dušan Damián Brezány

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde020/22	Educational policy

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for passing the course: 100% of continuous assessment
Continuous evaluation includes the evaluation of the performance of continuous tasks and assignments, which are mainly carried out in an individual form. These are mainly exercises aimed at addressing current situations in education policy. Using case studies and analysis of school policy programme documents, the student tests his/her ability to apply the knowledge acquired to practical education policy (max. 30 points). In small groups during class, they create a development program aimed at solving problematic situations in education (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a pre-defined specific problem situation in education or in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of situations in the school environment and how to deal with them and are able to apply their knowledge in meaningful ways to create assignments.
A grade of B means that students have performed above average throughout the semester, have been able to study independently, are able to navigate a variety of literary sources and critically select relevant sources for their studies, have knowledge of various situations in the school environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.

A grade of C means that the students have performed well throughout the semester, their theoretical knowledge of various situations in the school environment and their solutions is at a good level, but they are deficient in their ability to apply this knowledge, and they are deficient in their critical evaluation and comparison of literary sources.
A grade of D indicates that students were less prepared during the semester, with slight deficiencies in theoretical knowledge related to various situations in the school environment and their solutions. They have considerable difficulties in working independently, they cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim is to acquire knowledge of the basic principles and instruments of education policy at national and international level, to estimate the motivation and to know the context in the activities of organizations and individual actors of education policy in specific situations in education and school, and to acquire specific knowledge of the organizational structure of education and its components.
Students after completing the course:
- understand and orientate themselves in the basic background and possible reasons for the actions of actors in education policy as a public policy of the state
- know the content of education policy instruments
- understand management and economic processes in education organisations
- know the procedures for evaluating school management models
- know the basic methods used in research in the field of educational policy theory
Upon completion of the course, students will be able to:
- identify and classify the intentions of educational policy actors in the educational environment
- formulate research topics in educational policy theory and design adequate research methods
- recognise differences in the actions of education policy actors in the context of addressing current situations in education policy
- Conduct an evaluation of policy school programmes aimed at educational development in the state
Students are competent after completing the course:
- think analytically and critically about the content of education and school curriculum documents
- communicate adequately on education policy issues
The acquisition of knowledge about the structure and content of state education policy as a basis for integrating individual courses into a comprehensive view of the student's educational program is also a transferable competency

Class syllabus:
Brief outline of the course:
1. Education policy as part of public policy. Political decision-making and education policy instruments.
2. The subject and methods of the economics of education. The economic dimension of educational resources and the labour market.

3. Management of education and schools. The school system and the competences of the local self-government and local state administration bodies.
4. Education policy actors.
5. Financing education. Current main models of education financing and education budgeting models.
6. Basic and other education policy programme documents.
7. Legislation in regional and higher education and in the fields of science and technology, sport, lifelong learning and children and youth.
8. International education policy and organizations in education.
9. International and national evaluation and accreditation of education.
10. Lifelong learning and recognition of qualifications.
11. Curriculum policy and information resources on education.

Recommended literature:

Reference sources:
Required reading:
Plavčan, P. (2021). Teória vzdelávacej politiky. Brno: MSD.
Recommended reading.
Horváthová, K., Manniová, J. (2008). Úvod do školského manažmentu. Ivanka pri Dunaji: Axima.
Kalous, J., Veselý, A. (2006). Teorie a nástroje vzdělávací politiky. Praha: Karolinum.
Pisoňová, M. a kol. (2017). Školský manažment terminologický a výkladový slovník. Bratislava: Wolters Kluwer
Švec, Š. a kol. (2015). Slovenská encyklopédia edukológie. Bratislava: Vydavateľstvo Univerzity Komenského v Bratislave

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 60

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

Lecturers:

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde020/22	Educational policy

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for passing the course: 100% of continuous assessment
Continuous evaluation includes the evaluation of the performance of continuous tasks and assignments, which are mainly carried out in an individual form. These are mainly exercises aimed at addressing current situations in education policy. Using case studies and analysis of school policy programme documents, the student tests his/her ability to apply the knowledge acquired to practical education policy (max. 30 points). In small groups during class, they create a development program aimed at solving problematic situations in education (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a pre-defined specific problem situation in education or in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of situations in the school environment and how to deal with them and are able to apply their knowledge in meaningful ways to create assignments.
A grade of B means that students have performed above average throughout the semester, have been able to study independently, are able to navigate a variety of literary sources and critically select relevant sources for their studies, have knowledge of various situations in the school environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.

A grade of C means that the students have performed well throughout the semester, their theoretical knowledge of various situations in the school environment and their solutions is at a good level, but they are deficient in their ability to apply this knowledge, and they are deficient in their critical evaluation and comparison of literary sources.
A grade of D indicates that students were less prepared during the semester, with slight deficiencies in theoretical knowledge related to various situations in the school environment and their solutions. They have considerable difficulties in working independently, they cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim is to acquire knowledge of the basic principles and instruments of education policy at national and international level, to estimate the motivation and to know the context in the activities of organizations and individual actors of education policy in specific situations in education and school, and to acquire specific knowledge of the organizational structure of education and its components.
Students after completing the course:
- understand and orientate themselves in the basic background and possible reasons for the actions of actors in education policy as a public policy of the state
- know the content of education policy instruments
- understand management and economic processes in education organisations
- know the procedures for evaluating school management models
- know the basic methods used in research in the field of educational policy theory
Upon completion of the course, students will be able to:
- identify and classify the intentions of educational policy actors in the educational environment
- formulate research topics in educational policy theory and design adequate research methods
- recognise differences in the actions of education policy actors in the context of addressing current situations in education policy
- Conduct an evaluation of policy school programmes aimed at educational development in the state
Students are competent after completing the course:
- think analytically and critically about the content of education and school curriculum documents
- communicate adequately on education policy issues
The acquisition of knowledge about the structure and content of state education policy as a basis for integrating individual courses into a comprehensive view of the student's educational program is also a transferable competency

Class syllabus:
Brief outline of the course:
1. Education policy as part of public policy. Political decision-making and education policy instruments.
2. The subject and methods of the economics of education. The economic dimension of educational resources and the labour market.

3. Management of education and schools. The school system and the competences of the local self-government and local state administration bodies.
4. Education policy actors.
5. Financing education. Current main models of education financing and education budgeting models.
6. Basic and other education policy programme documents.
7. Legislation in regional and higher education and in the fields of science and technology, sport, lifelong learning and children and youth.
8. International education policy and organizations in education.
9. International and national evaluation and accreditation of education.
10. Lifelong learning and recognition of qualifications.
11. Curriculum policy and information resources on education.

Recommended literature:

Reference sources:
Required reading:
Plavčan, P. (2021). Teória vzdelávacej politiky. Brno: MSD.
Recommended reading.
Horváthová, K., Manniová, J. (2008). Úvod do školského manažmentu. Ivanka pri Dunaji: Axima.
Kalous, J., Veselý, A. (2006). Teorie a nástroje vzdělávací politiky. Praha: Karolinum.
Pisoňová, M. a kol. (2017). Školský manažment terminologický a výkladový slovník. Bratislava: Wolters Kluwer
Švec, Š. a kol. (2015). Slovenská encyklopédia edukológie. Bratislava: Vydavateľstvo Univerzity Komenského v Bratislave

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 60

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

Lecturers:

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde029/22	Effective Communication Techniques in Language Learning

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 50 hours
11 x 2 hours of in-person teaching = 22 hours of in-person teaching
14 x 2 continuous home preparation for lessons, self-study, critical analysis of selected parts from recommended literature, preparation for discussion and group work on lessons, preparation of semester project = 28 hours
Teaching methods:
exercise, interpretation, analysis of selected issues, conversation, group discussion

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The student will be evaluated on the basis of an interim evaluation.
Interim evaluation:
Students prepare continuously during the semester by studying for the subject by continuous evaluation. In order to support the development of the semester evaluated mini project, they study selected parts of the texts of recommended literature during the semester, so that they can actively participate in discussions and group works and develop a mini project during the semester. They actively engage in thematic exercises on the lessons. Their work on individual exercises is evaluated on the basis of active participation in thematic discussions and group work in the classroom (33 % of the evaluation). During the semester, students carry out their mini project (they process the selected topic in connection with the application of techniques of effective communication in language learning focused generally on Romance languages and specifically on Spanish) and present it in colloquial form (33 % of the evaluation) and by handing over a mini project (33 % of the evaluation). The condition for successful completion of the course is active participation in each of the aforementioned three parts of the evaluation.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),

D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work is required).
The evaluation reflects the level of insight of the graduate in selected concepts and topics on techniques for effective communication in language learning, with particular regard to teaching and learning Romance languages in general and specifically Spanish. It focuses on the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.

Learning outcomes:
Educational objectives: To develop knowledge of graduates of selected concepts and topics on techniques for effective communication in language learning, with particular regard to the teaching and learning of Romance languages. On the basis of analysis, comparison and mutual combination of selected techniques of effective communication, develop a professional view of the process of teaching and learning languages. Use this knowledge in practice on exercises, further by designing and implementing a mini project on techniques of effective communication in language learning, which is oriented to topics relevant to teachers of Romance languages or Spanish.
Educational outputs: The student knows the techniques and ways of making language communication more effective. By practicing communication language skills with a focus on the quality of language learning, the student is able to name and analyze the basics of the characteristics: culture of speech, expression, rhetorical quality, persuasion, attitude, facial expressions and non-verbal communication. Based on practical exercises in teaching, he/she has experience and is able to apply effective communication techniques in language learning under the guidance of the teacher and gradually independently. He/she masters the basics of breathing during language proficiency, voice pitch, the quality of articulation, the pace and rhythm of speech. The student is able to analyze communication in language learning and material self-evaluation of speech communication in a foreign language.

Class syllabus:
• Techniques and ways to make linguistic communication in a foreign language more effective.
• Quality of language learning and language communication in Romance and Spanish.
• Communication language skills.
• A culture of speech, expression, rhetoric, persuasion.
• Attitude, facial expressions, non-verbal communication.
• Practical exercises of effective communication techniques in language learning.
• Basics of breathing in language speech, voice pitch, quality of articulation, pace and rhythm of speech. Analysis of communication in language learning.
• Self-evaluation of speech communication in a foreign language.

Recommended literature:
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
VYMĚTAL, J. 2011. Průvodce úspěšnou komunikací (e-knih). Prague: Grada. 328 p. ISBN 978-80-247-6742-0.
ŠMAJSOVÁ BUCHOTOVÁ, B. 2011 Rétorika (e-book). Prague: Grada. 232 p. ISBN 978-80-247-6924-0.
SANZ PINYOL, G. 2005. Comunicación efectiva en el aula. Barcelona: Editorial Graó. 185 p. ISBN 9788478273997.

Languages necessary to complete the course:
Slovak language or Czech language (passive knowledge), Spanish language

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: PhDr. Mojmír Malovecký, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde029/22	Effective Communication Techniques in Language Learning

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 50 hours
11 x 2 hours of in-person teaching = 22 hours of in-person teaching
14 x 2 continuous home preparation for lessons, self-study, critical analysis of selected parts from recommended literature, preparation for discussion and group work on lessons, preparation of semester project = 28 hours
Teaching methods:
exercise, interpretation, analysis of selected issues, conversation, group discussion

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The student will be evaluated on the basis of an interim evaluation.
Interim evaluation:
Students prepare continuously during the semester by studying for the subject by continuous evaluation. In order to support the development of the semester evaluated mini project, they study selected parts of the texts of recommended literature during the semester, so that they can actively participate in discussions and group works and develop a mini project during the semester. They actively engage in thematic exercises on the lessons. Their work on individual exercises is evaluated on the basis of active participation in thematic discussions and group work in the classroom (33 % of the evaluation). During the semester, students carry out their mini project (they process the selected topic in connection with the application of techniques of effective communication in language learning focused generally on Romance languages and specifically on Spanish) and present it in colloquial form (33 % of the evaluation) and by handing over a mini project (33 % of the evaluation). The condition for successful completion of the course is active participation in each of the aforementioned three parts of the evaluation.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),

D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work is required).
The evaluation reflects the level of insight of the graduate in selected concepts and topics on techniques for effective communication in language learning, with particular regard to teaching and learning Romance languages in general and specifically Spanish. It focuses on the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.

Learning outcomes:
Educational objectives: To develop knowledge of graduates of selected concepts and topics on techniques for effective communication in language learning, with particular regard to the teaching and learning of Romance languages. On the basis of analysis, comparison and mutual combination of selected techniques of effective communication, develop a professional view of the process of teaching and learning languages. Use this knowledge in practice on exercises, further by designing and implementing a mini project on techniques of effective communication in language learning, which is oriented to topics relevant to teachers of Romance languages or Spanish.
Educational outputs: The student knows the techniques and ways of making language communication more effective. By practicing communication language skills with a focus on the quality of language learning, the student is able to name and analyze the basics of the characteristics: culture of speech, expression, rhetorical quality, persuasion, attitude, facial expressions and non-verbal communication. Based on practical exercises in teaching, he/she has experience and is able to apply effective communication techniques in language learning under the guidance of the teacher and gradually independently. He/she masters the basics of breathing during language proficiency, voice pitch, the quality of articulation, the pace and rhythm of speech. The student is able to analyze communication in language learning and material self-evaluation of speech communication in a foreign language.

Class syllabus:
• Techniques and ways to make linguistic communication in a foreign language more effective.
• Quality of language learning and language communication in Romance and Spanish.
• Communication language skills.
• A culture of speech, expression, rhetoric, persuasion.
• Attitude, facial expressions, non-verbal communication.
• Practical exercises of effective communication techniques in language learning.
• Basics of breathing in language speech, voice pitch, quality of articulation, pace and rhythm of speech. Analysis of communication in language learning.
• Self-evaluation of speech communication in a foreign language.

Recommended literature:
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
VYMĚTAL, J. 2011. Průvodce úspěšnou komunikací (e-knih). Prague: Grada. 328 p. ISBN 978-80-247-6742-0.
ŠMAJSOVÁ BUCHOTOVÁ, B. 2011 Rétorika (e-book). Prague: Grada. 232 p. ISBN 978-80-247-6924-0.
SANZ PINYOL, G. 2005. Comunicación efectiva en el aula. Barcelona: Editorial Graó. 185 p. ISBN 9788478273997.

Languages necessary to complete the course:
Slovak language or Czech language (passive knowledge), Spanish language

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: PhDr. Mojmír Malovecký, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde025/22	Elementary education

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with a 100% grade. There will be three forms of assessment during the semester (a written test for 30 points; an independent written work for 30 points; and a verbal defence of the independent written work for 40 points).
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who achieves less than 20 points in any form of assessment. To pass the course, a minimum score of 60% is required.
Continuous assessment: written test (the student has to be able to define the basic concepts, objectives and content of pre-primary pedagogy with the related terminological apparatus).
Final assessment: independent written work (the student is to produce an independent piece of work of a conceptual nature on a topic specifically defined by the teacher and submit it in electronic form, containing carefully selected evidence of how the student is developing scientific knowledge and competencies related to the design of teaching and learning in early childhood education. The student will defend the thesis in the form of an oral examination for which he/she will prepare a presentation).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results): the student presents theoretical knowledge excellently and is able to apply it creatively and originally in a written thesis and its oral defence;
B (90-81%, very good - above average standard): the student presents theoretical knowledge at a very good level and is able to apply it creatively in a written thesis and its oral defence;
C (80-73%, good - normal reliable work): the student presents theoretical knowledge at an average level and is able to apply it adequately in the written work and its oral defence;
D (72-66%, satisfactory - acceptable results): the student presents theoretical knowledge at a satisfactory level and can apply it adequately in written work and its oral defence;
E (65-60%, satisfactory - results meet the minimum criteria): the student presents theoretical knowledge at a low level and is deficient in its application to the written work and its oral defence;

Fx (59-0%, insufficient - additional work required): student has significant deficiencies in theoretical knowledge and/or in its application to the written thesis and its oral defense.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Aims and learning outcomes: the aim of the course is to acquire scientific knowledge about pre-primary education. The student will be able to orientate himself/herself in the different concepts of didactic support of the child's learning and be able to analyse the differences between them. The student will be able to understand the different teaching and educational strategies for developing the child's competences in pre-primary education and be able to interpret them. Upon completion of this course, the student will be competent to continue to develop expertise and competencies within the special education program with a focus on the preschool child.
As part of the course, the student will develop the following transferable competences: communication, organizational, digital, interpersonal, as well as creativity and creativity, readiness to learn and think in context.

Class syllabus:
Brief outline of the course: the content of the course contributes to the objectives and outcomes of education (graduate profile) with the following topics:
Pre-primary pedagogy as a part of educational sciences. The aim of the topic is to get acquainted with the position of pre-primary pedagogy in the system of sciences. The student is to acquire knowledge of how the individual pedagogical sciences are closely related, influence and complement each other.

The subject of pre-primary pedagogy. The purpose of this topic is to familiarize the student with issues in the study of preschool pedagogy. The student is to acquire knowledge of pre-primary pedagogy as a field of general education. The student will be able to evaluate the importance of pre-primary pedagogy as an applied pedagogical discipline on teaching and educating children in pre-primary education.
Pedagogy of childhood. The aim of the topic is to become familiar with the fundamental rights of children according to the Declaration of the Rights of the Child. The student should acquire knowledge about the categories of responsibility for the protection of childhood according to the Convention on the Rights of the Child, which he/she can then apply in his/her professional activity.
The contribution of educational sciences in the pedagogy of childhood.
Conceptions of childhood and early childhood. The aim of the topic is to become familiar with the understanding of childhood in educational sciences. The student is to acquire knowledge about the development of anthropological constructs of childhood and be able to understand the significance of this phase of life and the development (transformation) in educational approaches to children. The aim of the topic is to familiarize the student with early care and compulsory pre-primary education programs. The student is to acquire the ability to apply the various components of the programs that target the development of children from birth to the age when they enter school.
Pedagogically contingent strategies. The aim of the topic is to learn about the importance of supporting child development in preschool. The student is to acquire knowledge of theories of personal, social, cognitive and moral development of the child. To be aware of the most important characteristics of the preschool child and to be able to develop them through pedagogically conditioned strategies.Lay vs. erudite education of the youngest generation. The goal of this topic is to familiarize students that the process of teaching and educating preschoolers is based on conceptions of learning and theories of teaching. The student is to acquire knowledge about the theories of learning and teaching, their differences and didactic profile of application in the conditions of teaching and education in preschool.
Concepts of pre-primary education and teaching. The aim of the topic is to familiarize students with designing, planning, preparing, implementing and evaluating a teaching and learning program in a kindergarten setting. The student is to acquire knowledge about the ways of modeling the process of teaching and education in kindergarten.
Learning and learning processes in teaching. The aim of the topic is to become familiar with the didactic influences on child learning and development and the professional characteristics of the teacher in teaching and learning in kindergarten. The student is to acquire knowledge of the didactic specifics of the learning child and the components that make them up and the interrelationship between them, their similarity and difference from the didactic higher educational levels.
Complementary and supportive learning components. The aim of the topic is to learn about the design of children's play and the use of different methods, forms and strategies of learning, as well as the types and stages of play. The student is to acquire the competence to apply the different strategies to play activities and activities.
Aim, curriculum and pedagogical diagnosis/evaluation. The aim of the topic is to become familiar with the problem of the goal in teaching and education in kindergarten and the problem of setting, determining and didactic operation with the curriculum in the teaching and education of children in pre-primary education. The student is to acquire knowledge about pedagogical diagnosis, goals, tools and the importance of evaluation in the conditions of teaching and education in kindergarten and apply them in setting, determining the goal and didactic operation with the curriculum.
Play and play in a teaching-learning context. The aim of the topic is to introduce the student to the fact that children learn during play activities. The student is to acquire knowledge about learning in play in preschool children. The student will be able to understand that play is understood in

didactics as a strategy, a method and a means to achieve educational goals as well as a tool for pedagogical diagnosis/evaluation.

Recommended literature:

Reference sources:

Recommended reading:

JAKUBÍKOVÁ, Z., KOSTRUB, D. (2009). Vybrané didaktické modely materskej školy uplatňované v súčasnej didaktickej praxi. Prešov: Rokus.

KOLLÁRIKOVÁ, Z., PUPALA, B. (2001). Predškolská a elementárna pedagogika. Praha: Portál.

KOSTRUB, D. (2003). Od pedagogiky k didaktike materskej školy. Prešov: Rokus.

KOSTRUB, D. (2008). Dieťa/žiak/študent-učivo-učiteľ, didaktický alebo bermudský trojuholník? Prešov: Rokus.

KOSTRUB, D., SEVERINI, E., REHÚŠ, M. (2012). Proces výučby a digitálne technológie. Prešov: Rokus.

TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. (2017). Žiak, učiteľ a výučba. Prešov: Rokus

Languages necessary to complete the course:

slovak language

Notes:

does not have

Past grade distribution

Total number of evaluated students: 78

A	ABS	B	C	D	E	FX
79,49	0,0	12,82	3,85	0,0	0,0	3,85

Lecturers: prof. PaedDr. Dušan Kostrub, PhD.

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde025/22	Elementary education

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with a 100% grade. There will be three forms of assessment during the semester (a written test for 30 points; an independent written work for 30 points; and a verbal defence of the independent written work for 40 points).
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who achieves less than 20 points in any form of assessment. To pass the course, a minimum score of 60% is required.
Continuous assessment: written test (the student has to be able to define the basic concepts, objectives and content of pre-primary pedagogy with the related terminological apparatus).
Final assessment: independent written work (the student is to produce an independent piece of work of a conceptual nature on a topic specifically defined by the teacher and submit it in electronic form, containing carefully selected evidence of how the student is developing scientific knowledge and competencies related to the design of teaching and learning in early childhood education. The student will defend the thesis in the form of an oral examination for which he/she will prepare a presentation).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results): the student presents theoretical knowledge excellently and is able to apply it creatively and originally in a written thesis and its oral defence;
B (90-81%, very good - above average standard): the student presents theoretical knowledge at a very good level and is able to apply it creatively in a written thesis and its oral defence;
C (80-73%, good - normal reliable work): the student presents theoretical knowledge at an average level and is able to apply it adequately in the written work and its oral defence;
D (72-66%, satisfactory - acceptable results): the student presents theoretical knowledge at a satisfactory level and can apply it adequately in written work and its oral defence;
E (65-60%, satisfactory - results meet the minimum criteria): the student presents theoretical knowledge at a low level and is deficient in its application to the written work and its oral defence;

Fx (59-0%, insufficient - additional work required): student has significant deficiencies in theoretical knowledge and/or in its application to the written thesis and its oral defense.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Aims and learning outcomes: the aim of the course is to acquire scientific knowledge about pre-primary education. The student will be able to orientate himself/herself in the different concepts of didactic support of the child's learning and be able to analyse the differences between them. The student will be able to understand the different teaching and educational strategies for developing the child's competences in pre-primary education and be able to interpret them. Upon completion of this course, the student will be competent to continue to develop expertise and competencies within the special education program with a focus on the preschool child.
As part of the course, the student will develop the following transferable competences: communication, organizational, digital, interpersonal, as well as creativity and creativity, readiness to learn and think in context.

Class syllabus:
Brief outline of the course: the content of the course contributes to the objectives and outcomes of education (graduate profile) with the following topics:
Pre-primary pedagogy as a part of educational sciences. The aim of the topic is to get acquainted with the position of pre-primary pedagogy in the system of sciences. The student is to acquire knowledge of how the individual pedagogical sciences are closely related, influence and complement each other.

The subject of pre-primary pedagogy. The purpose of this topic is to familiarize the student with issues in the study of preschool pedagogy. The student is to acquire knowledge of pre-primary pedagogy as a field of general education. The student will be able to evaluate the importance of pre-primary pedagogy as an applied pedagogical discipline on teaching and educating children in pre-primary education.
Pedagogy of childhood. The aim of the topic is to become familiar with the fundamental rights of children according to the Declaration of the Rights of the Child. The student should acquire knowledge about the categories of responsibility for the protection of childhood according to the Convention on the Rights of the Child, which he/she can then apply in his/her professional activity.
The contribution of educational sciences in the pedagogy of childhood.
Conceptions of childhood and early childhood. The aim of the topic is to become familiar with the understanding of childhood in educational sciences. The student is to acquire knowledge about the development of anthropological constructs of childhood and be able to understand the significance of this phase of life and the development (transformation) in educational approaches to children. The aim of the topic is to familiarize the student with early care and compulsory pre-primary education programs. The student is to acquire the ability to apply the various components of the programs that target the development of children from birth to the age when they enter school.
Pedagogically contingent strategies. The aim of the topic is to learn about the importance of supporting child development in preschool. The student is to acquire knowledge of theories of personal, social, cognitive and moral development of the child. To be aware of the most important characteristics of the preschool child and to be able to develop them through pedagogically conditioned strategies.Lay vs. erudite education of the youngest generation. The goal of this topic is to familiarize students that the process of teaching and educating preschoolers is based on conceptions of learning and theories of teaching. The student is to acquire knowledge about the theories of learning and teaching, their differences and didactic profile of application in the conditions of teaching and education in preschool.
Concepts of pre-primary education and teaching. The aim of the topic is to familiarize students with designing, planning, preparing, implementing and evaluating a teaching and learning program in a kindergarten setting. The student is to acquire knowledge about the ways of modeling the process of teaching and education in kindergarten.
Learning and learning processes in teaching. The aim of the topic is to become familiar with the didactic influences on child learning and development and the professional characteristics of the teacher in teaching and learning in kindergarten. The student is to acquire knowledge of the didactic specifics of the learning child and the components that make them up and the interrelationship between them, their similarity and difference from the didactic higher educational levels.
Complementary and supportive learning components. The aim of the topic is to learn about the design of children's play and the use of different methods, forms and strategies of learning, as well as the types and stages of play. The student is to acquire the competence to apply the different strategies to play activities and activities.
Aim, curriculum and pedagogical diagnosis/evaluation. The aim of the topic is to become familiar with the problem of the goal in teaching and education in kindergarten and the problem of setting, determining and didactic operation with the curriculum in the teaching and education of children in pre-primary education. The student is to acquire knowledge about pedagogical diagnosis, goals, tools and the importance of evaluation in the conditions of teaching and education in kindergarten and apply them in setting, determining the goal and didactic operation with the curriculum.
Play and play in a teaching-learning context. The aim of the topic is to introduce the student to the fact that children learn during play activities. The student is to acquire knowledge about learning in play in preschool children. The student will be able to understand that play is understood in

didactics as a strategy, a method and a means to achieve educational goals as well as a tool for pedagogical diagnosis/evaluation.

Recommended literature:

Reference sources:

Recommended reading:

JAKUBÍKOVÁ, Z., KOSTRUB, D. (2009). Vybrané didaktické modely materskej školy uplatňované v súčasnej didaktickej praxi. Prešov: Rokus.

KOLLÁRIKOVÁ, Z., PUPALA, B. (2001). Predškolská a elementárna pedagogika. Praha: Portál.

KOSTRUB, D. (2003). Od pedagogiky k didaktike materskej školy. Prešov: Rokus.

KOSTRUB, D. (2008). Dieťa/žiak/študent-učivo-učiteľ, didaktický alebo bermudský trojuholník? Prešov: Rokus.

KOSTRUB, D., SEVERINI, E., REHÚŠ, M. (2012). Proces výučby a digitálne technológie. Prešov: Rokus.

TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. (2017). Žiak, učiteľ a výučba. Prešov: Rokus

Languages necessary to complete the course:

slovak language

Notes:

does not have

Past grade distribution

Total number of evaluated students: 78

A	ABS	B	C	D	E	FX
79,49	0,0	12,82	3,85	0,0	0,0	3,85

Lecturers: prof. PaedDr. Dušan Kostrub, PhD.

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde015/22	Experienital learning training

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 20s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with a grade of 100/0.
Active completion of the individual course blocks in attendance 50 points. During the course, students will complete 2 interim assignments (reflections on the training), 1 interim assignment 25 points, total 50 points.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course you must obtain a minimum of 60% of the marks.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
- Graduates of the course understand the principles of experiential learning pedagogy
- He approaches the assigned tasks in a complex way, using both the process of analysis and synthesis in the search for solutions. In making decisions, he/she uses thinking strategies based on critical evaluation, which is based on facts and clearly formulated information from reliable information sources.
- She sees experiential teaching methods as one possible approach and as a source of inspiration for her future teaching practice.
- The graduate can use the acquired knowledge and skills when working with experience in the classroom. He/she can formulate clear conclusions and justifications in relation to this topic, which he/she can present to both the professional community and the public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.
Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative, and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.

Class syllabus:
Brief outline of the course:
1. Theoretical foundations of experiential pedagogy - experiential learning
2. Experiential pedagogy and the possibilities of its use with children and adults. Indoor and outdoor trainings.
3. Types of activities used in experiential pedagogy
(Basic typology and direct experience of activities used in experiential pedagogy in group work: introductory activities, icebreakers, dynamising, communication, movement, etc.)
4. Experiential activities aimed at making teamwork more effective
(work with group - class, methodology of experiential pedagogy focusing on increasing effective mutual communication and cooperation)
Intermediate tasks: after each teaching block, students will make a structured reflection on the events during the training (three reflections in total).
Final evaluation: after completing the entire training and handing in the midterm assignments, students who have fulfilled the requirements of the midterm evaluation will take a colloquial final evaluation.

Recommended literature:
Recommended reading:

De Zareta, A. (2021). Škola podľa našich predstáv, Učiť sa ako sa nám páči. Bratislava CEEV Živica, 2021. 165s.
Drtilová, T. (2020). Herník - zážitkové hry. Bratislava: MO Plusko, 2020. 239s.
Franc, D., Zounková, D., Martin, A. (2007). Učení zážitkem a hrou: praktická příručka instruktora. Praha : Computer Press, 2007. 201s.
Martin, K. (2018). Learner centered Innovation: Spark Curiosity, Ignite Passion and Unleash Genius. Canterbury: IMP Press, UK, 2018. 356p.
Rasfeld, M., Breidenbach, S. (2019). Školy v pohybe, Ako pripraviť dnešné deti na svet zajtrajška. Bratislava: CEEV Živica, 2019. 142s.

Languages necessary to complete the course:
knowledge of Slovak and English.

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
88,89	0,0	0,0	0,0	0,0	0,0	11,11

Lecturers:

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde015/22	Experienital learning training

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 20s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with a grade of 100/0.
Active completion of the individual course blocks in attendance 50 points. During the course, students will complete 2 interim assignments (reflections on the training), 1 interim assignment 25 points, total 50 points.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course you must obtain a minimum of 60% of the marks.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
- Graduates of the course understand the principles of experiential learning pedagogy
- He approaches the assigned tasks in a complex way, using both the process of analysis and synthesis in the search for solutions. In making decisions, he/she uses thinking strategies based on critical evaluation, which is based on facts and clearly formulated information from reliable information sources.
- She sees experiential teaching methods as one possible approach and as a source of inspiration for her future teaching practice.
- The graduate can use the acquired knowledge and skills when working with experience in the classroom. He/she can formulate clear conclusions and justifications in relation to this topic, which he/she can present to both the professional community and the public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.
Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative, and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.

Class syllabus:
Brief outline of the course:
1. Theoretical foundations of experiential pedagogy - experiential learning
2. Experiential pedagogy and the possibilities of its use with children and adults. Indoor and outdoor trainings.
3. Types of activities used in experiential pedagogy
(Basic typology and direct experience of activities used in experiential pedagogy in group work: introductory activities, icebreakers, dynamising, communication, movement, etc.)
4. Experiential activities aimed at making teamwork more effective
(work with group - class, methodology of experiential pedagogy focusing on increasing effective mutual communication and cooperation)
Intermediate tasks: after each teaching block, students will make a structured reflection on the events during the training (three reflections in total).
Final evaluation: after completing the entire training and handing in the midterm assignments, students who have fulfilled the requirements of the midterm evaluation will take a colloquial final evaluation.

Recommended literature:
Recommended reading:

De Zareta, A. (2021). Škola podľa našich predstáv, Učiť sa ako sa nám páči. Bratislava CEEV Živica, 2021. 165s.
Drtilová, T. (2020). Herník - zážitkové hry. Bratislava: MO Plusko, 2020. 239s.
Franc, D., Zounková, D., Martin, A. (2007). Učení zážitkem a hrou: praktická příručka instruktora. Praha : Computer Press, 2007. 201s.
Martin, K. (2018). Learner centered Innovation: Spark Curiosity, Ignite Passion and Unleash Genius. Canterbury: IMP Press, UK, 2018. 356p.
Rasfeld, M., Breidenbach, S. (2019). Školy v pohybe, Ako pripraviť dnešné deti na svet zajtrajška. Bratislava: CEEV Živica, 2019. 142s.

Languages necessary to complete the course:
knowledge of Slovak and English.

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
88,89	0,0	0,0	0,0	0,0	0,0	11,11

Lecturers:

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRJL/M-ESPde032/25	Field trip for Hispanists

Educational activities:
Type of activities: excursion
Number of hours:
per week: **per level/semester:** 50s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 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. Beatriz Gómez-Pablos Calvo, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 23.01.2026

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRJL/M-ESPde032/25	Field trip for Hispanists

Educational activities:
Type of activities: excursion
Number of hours:
per week: **per level/semester:** 50s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change: 23.01.2026

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

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KRoJL/M-ESPšt008/22	**Course title:** History of Spanish and Hispano-American Literature
Number of credits: 2	
Educational level: II.	

Recommended prerequisites:

The conditions for applying for the state examination are regulated by the study code of the Faculty of Education of the Comenius University in Bratislava currently valid in the academic year in which the student finishes his/her studies.

Course requirements:

The state examination, its conditions and procedural aspect are treated by the Internal Regulation No. 1/2020 Study Regulations of the PdF UK, as well as the Internal Regulation No. 5/2021 Study Regulations of the Comenius University.

The student is assessed on the basis of a colloquial state examination in the field of theoretical knowledge of the field of study in the subject specialization of Spanish language and literature. The state examination from the history of Spanish and Hispano-American literature is carried out in front of the examination committee according to the study code of the Faculty of Education of the Comenius University in Bratislava currently valid in the academic year in which the student ends his/her studies.

The evaluation shall be awarded on a scale of:

A (excellent – excellent results),

B (very well – above average standard),

C (well – normal reliable work),

D (satisfactory — acceptable results),

E (sufficient – the results meet the minimum criteria),

FX (insufficient – extra work required)

A: The student demonstrates extensive knowledge of the history and theory of literature and an excellent ability to connect the acquired knowledge with the context of world literature. He/she demonstrates the ability to critically evaluate the importance of the cultural contribution of individual authors and their works to the literary process and, based on analytical reasoning, is able to design didactic procedures in presenting literary themes. He/she responds independently to questions in the exam; his/her interpretation is logical, coherent, well structured and characterized by terminological correctness. He/she responds to the Commission's questions at an excellent professional level and creatively. In the oral answer, he/she will demonstrate an excellent level of linguistic and speech competence and language and speech culture.

B: The student demonstrates an above-standard level of knowledge from the history of Spanish and Hispano-American literature, demonstrates the ability to critically evaluate the importance of the cultural contribution of individual authors and their works and the ability to link the acquired knowledge with the context of world literature. He/she demonstrates the ability to analytically reasoning and creatively design didactic procedures in presenting literary issues. He/she responds independently to questions in the exam, the interpretation is logical and coherent, in some parts of the answer the commission's guidance is needed. He/she responds to the Commission's

supplementary questions and develops expert discussion at a very good level. In the oral answer, he/she demonstrates a very good level of linguistic and speech competence and language and speech culture.
C: The student demonstrates a standard level of knowledge of the history of Spanish and Hispano-American literature, demonstrates the ability to critically evaluate the importance of the cultural contribution of individual authors and their works and the ability to link the acquired knowledge with the context of world literature. He/she demonstrates a weaker ability to analytically argue and creatively design didactic procedures in presenting literary issues. He/she proceeds in response on its own, and in some parts of the answer, guidance from the Commission is needed. He/she responds to the Commission's supplementary questions and develops expert discussion at a good level. In the oral answer, he/she shall demonstrate the standard level of linguistic and speech competence and language and speech culture.
D: The answer is satisfactory. The student demonstrates knowledge of the history of Spanish and Hispano-American literature at an acceptable level, is able to critically evaluate the importance of the cultural contribution of individual authors and their works, but lacks the ability to link the acquired knowledge with the context of world literature. He/she proceeds in response in part on its own, but is heavily dependent on the trial committee's orientation questions. The student responds to supplementary questions satisfactory and at an acceptable professional level. The level of communicative competence is acceptable, there are shortcomings that the student can usually independently correct or reformulate.
E: The answer is sufficient. The student demonstrates knowledge of the history of Spanish and Hispano-American literature at the level of minimum criteria, demonstrate basic knowledge of history and theory of literature, but lacks the ability to critically evaluate the importance of the cultural contribution of individual authors and their works, as well as knowledge of the context of world literature. In the answer, it shows signs of insecurity and uncertainty, fails to break down the answer into a logical and coherent whole, requires the assistance of the examination committee in the form of assistance questions. He/she responds sufficient to supplementary questions, but briefly and without demonstrating a deeper understanding of the issue. In an oral response, He/she commits errors in pronunciation, grammar or lexicon, but is able to correct it after the commission's warning.
FX: The answer does not meet the minimum criteria. The student does not demonstrate sufficient knowledge of the history of Spanish and Hispano-American literature. He/she cannot choose the correct and logical procedure for replying, he/she makes fundamental mistakes regarding chronology and contextualization of literary phenomena. He/she is unable to respond satisfactory to the questions of the examination committee. In the oral answer, he/she demonstrates the lack of competence of language and speech competence and language and speech culture.

Learning outcomes:
The aim of the state examination is to verify the student's knowledge of the history of Spanish and Hispano-American literature and culture in the context of world literature, especially in the context of Romance literature, and to verify the student's ability to present the acquired knowledge by an appropriate didactic method.
The student demonstrates the ability of critical thinking, analysis and synthesis, as well as the ability to learn and organize his/her learning through self-study,
• demonstrates knowledge of the history and theory of literature and the ability to link the acquired knowledge with the context of world literature,
• demonstrates the ability to critically evaluate the importance of the cultural contribution of individual authors and their works to the literary process,
• based on analytical reasoning, it is able to creatively integrate the acquired knowledge into pedagogical practice characteristic of different types of schools and design didactic procedures for their presentation,

• demonstrates that he can apply his knowledge and ability to creatively solve problems in the field of Spanish literature in broader contexts related to his field of study, in new and unknown situations,
• demonstrates developed educational skills that allow him to continue his further studies with a high degree of autonomy and autonomy,
• demonstrates the appropriate ability of language and speech competence and language and language and speech culture in The Spanish language in the oral answer.

Class syllabus:

Oral colloquial exam from the history of Spanish and Hispano-American literature.
Content of the state examination:
• The place of Spanish and Hispano-American literature and its development in the context of Romance literature and world literature.
• Development of individual literary genres in the context of historical periods and aesthetic canons.
• Older literature: literature from the Middle Ages to the 18th century.
• Modern Spanish and Hispano-American literature: literature of the 19th century and the 20th century.
• Variability of ways of including the above content from the field of literature of Spain and Hispanophone countries in the teaching of Spanish at different types of schools.
The oral answer also assesses communicative competence and language culture in Spanish.

State exam syllabus:

Recommended literature:

BOJNICANOVA, R. 2015. 1. vyd., Panorama de la literatura española. Bratislava: UK, 2015. 122 s. ISBN 987-80-223-4028-1.
BOJNICANOVA, R. 2015. 1. vyd., El Romanticismo en las literaturas de España. Bratislava. UK, 2015. 194 p. ISBN 987-80-223-3926-1.
FORBELSKÝ, J. 1999. Španělská literatura 20. století. Praha: Karolinum. 1999. 243 s. ISBN 80-7184-806-9.
CHABÁS, J. 2001. Literatura española contemporánea (1898-1950). 2. the 2nd edition of the 2007 Edition of the Madrid: Verbum, 2001. 704 s. ISBN 9788479622015
AA.VV. (edited by Viera Žemberová). Rukoväť literatúry. Bratislava: Slovenské pedagogické nakladateľstvo a Pezolt, 1998. 382 s. ISBN 80-08-01671-X. (selected chapters from the history of national literatures)
MENDOZA FILLOLA, A. 1996. "Observar, comparar, integrar: el tratamiento didáctico de la literatura desde el enfoque intertextual y comparativo". In: Lenguaje y textos, 8, pp. 9–54. (available online)
SÁNCHEZ LOBATO, J. 2008. Vademécum para la formación de profesores. Enseñar español como segunda lengua (L2), lengua extranjera (LE), Madrid: SGEL, 2008. 112 s. ISBN 978-84-9778-051-3.

Languages necessary to complete the course:

Spanish, Slovak or Czech

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde014/22	Inclusive education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course ends with an assessment, weighting of the interim and final assessment 100/0
- participation in class or active involvement in discussions (30 points);
- group presentation of a selection of topics (30 points)
The individual groups will be divided according to the following topics: 1) Inclusive education and the Dalton Plan; 2) Inclusive education and Maria Montessori's Pedagogy; 3) Inclusive education and Susan Kovalik's Integrated Thematic Teaching; 4) Inclusive education and another alternative pedagogical approach of their choice. Each group has to present in an engaging way a general description of the chosen pedagogical approach; present several concrete examples of pedagogical or didactic activities from this approach; demonstrate at least one activity (relevant for the 2nd grade of primary or secondary school) in the classroom; evaluate the usefulness and relevance of this approach for Inclusive education; provide basic information about schools in Slovakia that apply these pedagogical approaches in practice.
- group seminar paper on the topic of the presentation (40 points)
The seminar paper will be co-authored by all members of the group who will present on the topic. The assignment is to present (approx. 10 standard pages) the pedagogical approach about which the group presented in class and analytically and critically evaluate its usefulness in pedagogical practice in relation to Inclusive education with a focus on the second level of primary and/ or secondary schools in the Slovak Republic, or to discuss its advantages, disadvantages and limitations. It is to be a seminar paper based on a critical analysis of the literature. It should therefore not be exclusively descriptive work, but also analytical. The aim is to critically and argumentatively evaluate the usefulness of the approach in relation to Inclusive education. One of the criteria of the thesis is coherence, i.e. the unity of the thesis as a whole.
The rating is awarded on a scale:
A 100 - 91% (excellent - outstanding results),
B 90 - 81% (very good - above average standard),
C 80 - 73% (good - normal reliable operation),
D 72 - 66% (satisfactory - acceptable results),
E 65 - 60% (sufficient - results meet minimum criteria),

Fx 59% or less (insufficient).
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.
For a grade of A, the student needs to produce consistently excellent results, be capable of independent study, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is familiar with theoretical and empirical knowledge in the field of Inclusive education and can apply it in his/her pedagogical practice. At the same time, students are able to work in a team and collaborate on assignments.
A grade of B means that the student achieved above average results throughout the semester, was able to study independently, knows basic information about Inclusive education , can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are also shortcomings in his critical and creative thinking. At the same time, students are able to work in a team and collaborate on assignments.
A grade of C means that the student has performed standardly well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare individual literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.
The grade D means that the student was less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, as well as in group work, cannot critically analyze information and has problems applying knowledge to practice.
A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge in the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the training is for students to understand the differences between school integration and inclusion and to acquire relevant theoretical knowledge and practical skills related to the concept of Inclusive education for children with disabilities or with any social, cultural, linguistic, health and other disadvantages in mainstream education. The graduate will gain insight into the sociological critique of special pedagogy and the potential for using the knowledge of special pedagogy and various other pedagogical approaches in Inclusive education and be able to critically evaluate their usefulness or, conversely, their risks. The student will also be briefly acquainted with the specifics of education (with regard to individual disabilities or disadvantages) in the mainstream school system. They will also be able to assess, analyse and compare information, be able to think critically and evaluate individual examples of good practice and generalise knowledge.

Class syllabus:
Brief outline of the course:
1. Defining Inclusive education and the arguments for and against Inclusive education;
2. Disability and ethnicity as social constructs;
3. The difference between inclusion and integration;
4. The relationship of Inclusive education to special education;
5. Inclusion index and teacher collaboration;

6. The inclusion index and collaboration with parents as a tool for inclusion;
7. National and international legal documents on Inclusive education;
8. Systemic mechanisms leading to segregation of children with special educational needs and Roma children;
9. Examples of good practice of inclusive schools in Slovakia;
10. Examples of good practice in Inclusive education: the Dalton Plan and Inclusive education; Maria Montessori pedagogy and Inclusive education; Susan Kovalik's Integrated Thematic Teaching and Inclusive education; other alternative pedagogical approaches and Inclusive education.

Recommended literature:

Recommended reading:

BAGALOVÁ, Ľ., BIZÍKOVÁ, Ľ., FATULOVÁ. Z. (2015). Metodika podporujúca inkluzívne vzdelávanie v školách. Bratislava: ŠPÚ, 154 s. ISBN: 978-80-8118-143-6 https://www.statpedu.sk/files/articles/nove_dokumenty/projekty/eea_grants/metodika-podporujuca-inkluzivne-vzdelavanie-skolach.pdf

BOOTH, T., AINSCOW, M. (2019). Index inklúzie: Príručka na rozvoj škôl s dôrazom na inklzívne hodnoty. Bratislava: Nadácia pre deti Slovenska, 244 s. ISBN: 978-80-89403-19-6 https://www.ktochyba.sk/skola/dockali-sme-sa-slovenskeho-vydania-1

DRÁĽ, P., FINDÓR A. eds., (2008). Ako skúmať národ: Deväť štúdií o etnicite a nacionalizme. Brno: Tribun EU. s. 188-224. ISBN 978-80-7399-752-6 http://forumhistoriae.sk/documents/10180/20872/ako_skumat_narod.pdf

HALL, R., DRÁĽ, P., FRIDRICHOVÁ, P., HAPALOVÁ, M., LUKÁČ, S., MIŠKOLCI, J., VANČÍKOVÁ, K. ed., (2019). Analýza zistení o stave školstva na Slovensku. Bratislava: MESA 10 https://analyza.todarozum.sk/docs/19070214440001hmj1/

HAPALOVÁ, M., KRIGLEROVÁ, E. G. (2013). O krok bližšie k inklúzii. Bratislava: Člověk v tísni Slovensko a CVEK, 352 s. ISBN: 978-80-971343-0-3, http://cvek.sk/o-krok-blizsie-k-inkluzii/

HORŇÁKOVÁ, M. (2014). Kroky k inkluzívnej škole. Ružomberok: Verbum. 160 s. ISBN: 978-80-561-0187-2

JURSOVÁ ZACHAROVÁ, Z, LEMEŠOVÁ, M., MIŠKOLCI, J., CABANOVÁ, K., HORVÁTHOVÁ, Ľ., SOKOLOVÁ, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Bratislava: Vydavateľstvo Univerzity Komenského v Bratislave.199 s. ISBN 978-80-223-4814-0 https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf

KRHUTOVÁ, L. (2013). Úvod do disability studies. Ostrava: Ostravská univezita v Ostravě, 154 s. ISBN 978-80-7464-288-3

KRIGLEROVÁ, E. G. ed., (2015). Kľukaté cesty k inklúzii na Slovensku. Bratislava: CVEK, 85 s. http://cvek.sk/wp-content/uploads/2015/12/Klukate-cesty.indd_.pdf

KRIGLEROVÁ, E. G., GAŽOVIČOVÁ, T. eds. (2012). Škola pre všetkých? Inkluzívnosť opatrení vo vzťahu k rómskym deťom. Bratislava: CVEK. 107 s. ISBN: 978-80-970711-4-1 http://cvek.sk/skola-pre-vsetkych-inkluzivnost-opatreni-vo-vztahu-k-romskym-detom/

LECHTA, V. ed., (2010). Základy inkluzivní pedagogiky: Díte s postižením, narušením a ohrožením ve škole. Praha: Portál, 440 s. ISBN: 978-80-7367-679-7

VANČÍKOVÁ, K., SABO, R. a kol. (2018). Inkluzívne vzdelávanie – Skúsenosť slovenských škôl. Banská Bystrica: Belianum, ISBN: 978-80-557-1481-3

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 157

A	ABS	B	C	D	E	FX
42,04	0,0	37,58	12,1	3,82	1,27	3,18

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde014/22	Inclusive education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course ends with an assessment, weighting of the interim and final assessment 100/0
- participation in class or active involvement in discussions (30 points);
- group presentation of a selection of topics (30 points)
The individual groups will be divided according to the following topics: 1) Inclusive education and the Dalton Plan; 2) Inclusive education and Maria Montessori's Pedagogy; 3) Inclusive education and Susan Kovalik's Integrated Thematic Teaching; 4) Inclusive education and another alternative pedagogical approach of their choice. Each group has to present in an engaging way a general description of the chosen pedagogical approach; present several concrete examples of pedagogical or didactic activities from this approach; demonstrate at least one activity (relevant for the 2nd grade of primary or secondary school) in the classroom; evaluate the usefulness and relevance of this approach for Inclusive education; provide basic information about schools in Slovakia that apply these pedagogical approaches in practice.
- group seminar paper on the topic of the presentation (40 points)
The seminar paper will be co-authored by all members of the group who will present on the topic. The assignment is to present (approx. 10 standard pages) the pedagogical approach about which the group presented in class and analytically and critically evaluate its usefulness in pedagogical practice in relation to Inclusive education with a focus on the second level of primary and/ or secondary schools in the Slovak Republic, or to discuss its advantages, disadvantages and limitations. It is to be a seminar paper based on a critical analysis of the literature. It should therefore not be exclusively descriptive work, but also analytical. The aim is to critically and argumentatively evaluate the usefulness of the approach in relation to Inclusive education. One of the criteria of the thesis is coherence, i.e. the unity of the thesis as a whole.
The rating is awarded on a scale:
A 100 - 91% (excellent - outstanding results),
B 90 - 81% (very good - above average standard),
C 80 - 73% (good - normal reliable operation),
D 72 - 66% (satisfactory - acceptable results),
E 65 - 60% (sufficient - results meet minimum criteria),

Fx 59% or less (insufficient).
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.
For a grade of A, the student needs to produce consistently excellent results, be capable of independent study, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is familiar with theoretical and empirical knowledge in the field of Inclusive education and can apply it in his/her pedagogical practice. At the same time, students are able to work in a team and collaborate on assignments.
A grade of B means that the student achieved above average results throughout the semester, was able to study independently, knows basic information about Inclusive education , can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are also shortcomings in his critical and creative thinking. At the same time, students are able to work in a team and collaborate on assignments.
A grade of C means that the student has performed standardly well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare individual literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.
The grade D means that the student was less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, as well as in group work, cannot critically analyze information and has problems applying knowledge to practice.
A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge in the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the training is for students to understand the differences between school integration and inclusion and to acquire relevant theoretical knowledge and practical skills related to the concept of Inclusive education for children with disabilities or with any social, cultural, linguistic, health and other disadvantages in mainstream education. The graduate will gain insight into the sociological critique of special pedagogy and the potential for using the knowledge of special pedagogy and various other pedagogical approaches in Inclusive education and be able to critically evaluate their usefulness or, conversely, their risks. The student will also be briefly acquainted with the specifics of education (with regard to individual disabilities or disadvantages) in the mainstream school system. They will also be able to assess, analyse and compare information, be able to think critically and evaluate individual examples of good practice and generalise knowledge.

Class syllabus:
Brief outline of the course:
1. Defining Inclusive education and the arguments for and against Inclusive education;
2. Disability and ethnicity as social constructs;
3. The difference between inclusion and integration;
4. The relationship of Inclusive education to special education;
5. Inclusion index and teacher collaboration;

6. The inclusion index and collaboration with parents as a tool for inclusion;
7. National and international legal documents on Inclusive education;
8. Systemic mechanisms leading to segregation of children with special educational needs and Roma children;
9. Examples of good practice of inclusive schools in Slovakia;
10. Examples of good practice in Inclusive education: the Dalton Plan and Inclusive education; Maria Montessori pedagogy and Inclusive education; Susan Kovalik's Integrated Thematic Teaching and Inclusive education; other alternative pedagogical approaches and Inclusive education.

Recommended literature:

Recommended reading:

BAGALOVÁ, Ľ., BIZÍKOVÁ, Ľ., FATULOVÁ. Z. (2015). Metodika podporujúca inkluzívne vzdelávanie v školách. Bratislava: ŠPÚ, 154 s. ISBN: 978-80-8118-143-6 https://www.statpedu.sk/files/articles/nove_dokumenty/projekty/eea_grants/metodika-podporujuca-inkluzivne-vzdelavanie-skolach.pdf

BOOTH, T., AINSCOW, M. (2019). Index inklúzie: Príručka na rozvoj škôl s dôrazom na inklzívne hodnoty. Bratislava: Nadácia pre deti Slovenska, 244 s. ISBN: 978-80-89403-19-6 https://www.ktochyba.sk/skola/dockali-sme-sa-slovenskeho-vydania-1

DRÁĽ, P., FINDÓR A. eds., (2008). Ako skúmať národ: Deväť štúdií o etnicite a nacionalizme. Brno: Tribun EU. s. 188-224. ISBN 978-80-7399-752-6 http://forumhistoriae.sk/documents/10180/20872/ako_skumat_narod.pdf

HALL, R., DRÁĽ, P., FRIDRICHOVÁ, P., HAPALOVÁ, M., LUKÁČ, S., MIŠKOLCI, J., VANČÍKOVÁ, K. ed., (2019). Analýza zistení o stave školstva na Slovensku. Bratislava: MESA 10 https://analyza.todarozum.sk/docs/19070214440001hmj1/

HAPALOVÁ, M., KRIGLEROVÁ, E. G. (2013). O krok bližšie k inklúzii. Bratislava: Člověk v tísni Slovensko a CVEK, 352 s. ISBN: 978-80-971343-0-3, http://cvek.sk/o-krok-blizsie-k-inkluzii/

HORŇÁKOVÁ, M. (2014). Kroky k inkluzívnej škole. Ružomberok: Verbum. 160 s. ISBN: 978-80-561-0187-2

JURSOVÁ ZACHAROVÁ, Z, LEMEŠOVÁ, M., MIŠKOLCI, J., CABANOVÁ, K., HORVÁTHOVÁ, Ľ., SOKOLOVÁ, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Bratislava: Vydavateľstvo Univerzity Komenského v Bratislave.199 s. ISBN 978-80-223-4814-0 https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf

KRHUTOVÁ, L. (2013). Úvod do disability studies. Ostrava: Ostravská univezita v Ostravě, 154 s. ISBN 978-80-7464-288-3

KRIGLEROVÁ, E. G. ed., (2015). Kľukaté cesty k inklúzii na Slovensku. Bratislava: CVEK, 85 s. http://cvek.sk/wp-content/uploads/2015/12/Klukate-cesty.indd_.pdf

KRIGLEROVÁ, E. G., GAŽOVIČOVÁ, T. eds. (2012). Škola pre všetkých? Inkluzívnosť opatrení vo vzťahu k rómskym deťom. Bratislava: CVEK. 107 s. ISBN: 978-80-970711-4-1 http://cvek.sk/skola-pre-vsetkych-inkluzivnost-opatreni-vo-vztahu-k-romskym-detom/

LECHTA, V. ed., (2010). Základy inkluzivní pedagogiky: Díte s postižením, narušením a ohrožením ve škole. Praha: Portál, 440 s. ISBN: 978-80-7367-679-7

VANČÍKOVÁ, K., SABO, R. a kol. (2018). Inkluzívne vzdelávanie – Skúsenosť slovenských škôl. Banská Bystrica: Belianum, ISBN: 978-80-557-1481-3

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 157

A	ABS	B	C	D	E	FX
42,04	0,0	37,58	12,1	3,82	1,27	3,18

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ROMde020/22	Innovative Approaches in Romance Languages Teaching

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 75 hours
11 x 2 hours of in-person teaching = 22 hours
11 x 2 continuous home preparation for lessons, self-study, critical analysis of selected articles and chapters from recommended literature, design of topics and methodological practices for model teaching = 22 hours
1 x 15.5 preparation of model teaching
1 x 15.5 preparation of seminar work based on modelling
Teaching methods:
short presentations of teachers and students, brainstorming, interview, case studies, group discussion

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Interim evaluation:
Students will prepare for each seminar by studying selected articles and chapters of recommended literature so that they can actively participate in discussions and group works and develop a concept of model teaching during the first part of the semester (topic, inclusion in the syllabus, target group, teaching methods, etc.). Their work on individual seminars will be assessed on the basis of self-reflection and self-evaluation through the diary of the learner, who will be submitted after each seminar via an online form, and feedback from the teacher (33 % of the evaluation). During the semester, students carry out modelling, i.e. a short teaching unit, which allows them to test the knowledge and skills acquired during the seminar in practice (33 % of the evaluation) and analyse their experience in the seminar work (33 % of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95 %, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),

Fx (59-0%, underperforming – extra work is required).
The final evaluation reflects the level of insight of the graduate in innovative approaches in the didactics of Romance languages; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience.
Excellent: The student s oriented at an excellent level in selected innovative approaches in didactics of languages. He/she can adapt the didactic implications of international research to the teaching of Romance languages in Slovakia. In discussions, he/she will demonstrate the ability to argue on the basis of studied literature and integrate this knowledge with his own experience and previous knowledge.
Very good: The student focuses on selected innovative approaches in the didactics of languages. He/she is able to adapt the didactic implications of international research to the teaching of Romance languages in Slovakia, although in model teaching he/she is mainly inspired by existing procedures. In discussions, he/she usually demonstrates the ability to argue on the basis of studied literature and integrate this knowledge with its own experience and previous knowledge.
Good: The student focuses on selected innovative approaches in the didactics of languages. In modelling, he/she is inspired primarily by existing procedures and demonstrates a lesser degree of autonomy and critical thinking. He/she is less active in discussions, but mostly demonstrates the ability to argue on the basis of studied literature and integrate this knowledge with his own experience and previous knowledge.
Satisfactory: The student is orientated to a satisfactory extent in selected innovative approaches in didactics of languages. In modelling, he/she is inspired primarily by existing procedures and demonstrates a lesser degree of autonomy and critical thinking. In discussions, he/she is less active, sometimes arguing on the basis of his own experience and general knowledge, which are not always revised on the basis of studied literature.
Sufficient: The student is sufficient oriented in selected innovative approaches in didactics of languages. In modelling, he/she is inspired primarily by existing procedures and demonstrates a lesser degree of autonomy and critical thinking. In discussions, he/she is little active, often arguing on the basis of his own experience and general knowledge, which are not always revised on the basis of studied literature.

Learning outcomes:
Educational objectives: To develop graduates' knowledge of selected innovative approaches in language didactics, to critically analyze selected studies and their didactic implications, to problematise their contribution and usability in the teaching of Romance languages in Slovakia, to develop the ability of students to identify and critically analyze the didactic implications of international studies and to integrate them into practice.
Educational outputs: The graduate of the course has a deep knowledge of selected innovative approaches in the didactics of languages, is able to critically analyze their contribution and usability in the teaching of Romance languages in Slovakia, identify and critically analyze the didactic implications of international studies and integrate them into practice.

Class syllabus:
Block 1: Selected innovative approaches, methods and techniques in language learning, e.g. linguistic landscape and virtual linguistic landscape as a pedagogical tool, collaborative writing, development of autonomy through self-assessment and formative evaluation, use of ICT in language teaching.
Block 2: Innovative approaches in foreign language teaching and new descriptors in CEFR (Companion Volume 2020). Concepts of digital literacy, digital agency and multimodality in language learning.

Block 3: Innovative projects in language learning. Discussion of projects such as Linguistic Risk Taking, Osservare l'interlingua.
Block 4: Design and discussion of innovative teaching units designed by students.

Recommended literature:

During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.

CENOZ, J. – GORTER, D. 2008. The linguistic landscape as an additional source of input in second language acquisition. IRAL, 46, 267-287.
Council of Europe. 2020. Common European Framework of reference for languages: Learning, teaching, assessment. Companion volume. Council of Europe Publishing: Strasbourg.
IVKOVIC, D. – LOTHERINGTON H. 2009. Multilingualism in cyberspace: conceptualising the virtual linguistic landscape, International Journal of Multilingualism, 6:1, 17-36, DOI: 10.1080/14790710802582436
LI, M., – ZHANG, M. 2021. Collaborative writing in L2 classrooms: A research agenda. Language Teaching, 1-19.
LOTHERINGTON, H. - JENSON, J. 2011. Teaching Multimodal and Digital Literacy in L2 Settings: New Literacies, New Basics, New Pedagogies. Annual Review of Applied Linguistics, 31, 226-246. doi:10.1017/S0267190511000110

Languages necessary to complete the course:

Slovak language and English (passive knowledge)

Notes:

Past grade distribution

Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
85,19	0,0	11,11	0,0	0,0	0,0	3,7

Lecturers: Mgr. Zuzana Tóth, Dr.phil

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KRoJL/M-ROMde020/22	**Course title:** Innovative Approaches in Romance Languages Teaching

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 75 hours
11 x 2 hours of in-person teaching = 22 hours
11 x 2 continuous home preparation for lessons, self-study, critical analysis of selected articles and chapters from recommended literature, design of topics and methodological practices for model teaching = 22 hours
1 x 15.5 preparation of model teaching
1 x 15.5 preparation of seminar work based on modelling
Teaching methods:
short presentations of teachers and students, brainstorming, interview, case studies, group discussion

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Interim evaluation:
Students will prepare for each seminar by studying selected articles and chapters of recommended literature so that they can actively participate in discussions and group works and develop a concept of model teaching during the first part of the semester (topic, inclusion in the syllabus, target group, teaching methods, etc.). Their work on individual seminars will be assessed on the basis of self-reflection and self-evaluation through the diary of the learner, who will be submitted after each seminar via an online form, and feedback from the teacher (33 % of the evaluation). During the semester, students carry out modelling, i.e. a short teaching unit, which allows them to test the knowledge and skills acquired during the seminar in practice (33 % of the evaluation) and analyse their experience in the seminar work (33 % of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95 %, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),

Fx (59-0%, underperforming – extra work is required).
The final evaluation reflects the level of insight of the graduate in innovative approaches in the didactics of Romance languages; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience.
Excellent: The student s oriented at an excellent level in selected innovative approaches in didactics of languages. He/she can adapt the didactic implications of international research to the teaching of Romance languages in Slovakia. In discussions, he/she will demonstrate the ability to argue on the basis of studied literature and integrate this knowledge with his own experience and previous knowledge.
Very good: The student focuses on selected innovative approaches in the didactics of languages. He/she is able to adapt the didactic implications of international research to the teaching of Romance languages in Slovakia, although in model teaching he/she is mainly inspired by existing procedures. In discussions, he/she usually demonstrates the ability to argue on the basis of studied literature and integrate this knowledge with its own experience and previous knowledge.
Good: The student focuses on selected innovative approaches in the didactics of languages. In modelling, he/she is inspired primarily by existing procedures and demonstrates a lesser degree of autonomy and critical thinking. He/she is less active in discussions, but mostly demonstrates the ability to argue on the basis of studied literature and integrate this knowledge with his own experience and previous knowledge.
Satisfactory: The student is orientated to a satisfactory extent in selected innovative approaches in didactics of languages. In modelling, he/she is inspired primarily by existing procedures and demonstrates a lesser degree of autonomy and critical thinking. In discussions, he/she is less active, sometimes arguing on the basis of his own experience and general knowledge, which are not always revised on the basis of studied literature.
Sufficient: The student is sufficient oriented in selected innovative approaches in didactics of languages. In modelling, he/she is inspired primarily by existing procedures and demonstrates a lesser degree of autonomy and critical thinking. In discussions, he/she is little active, often arguing on the basis of his own experience and general knowledge, which are not always revised on the basis of studied literature.

Learning outcomes:
Educational objectives: To develop graduates' knowledge of selected innovative approaches in language didactics, to critically analyze selected studies and their didactic implications, to problematise their contribution and usability in the teaching of Romance languages in Slovakia, to develop the ability of students to identify and critically analyze the didactic implications of international studies and to integrate them into practice.
Educational outputs: The graduate of the course has a deep knowledge of selected innovative approaches in the didactics of languages, is able to critically analyze their contribution and usability in the teaching of Romance languages in Slovakia, identify and critically analyze the didactic implications of international studies and integrate them into practice.

Class syllabus:
Block 1: Selected innovative approaches, methods and techniques in language learning, e.g. linguistic landscape and virtual linguistic landscape as a pedagogical tool, collaborative writing, development of autonomy through self-assessment and formative evaluation, use of ICT in language teaching.
Block 2: Innovative approaches in foreign language teaching and new descriptors in CEFR (Companion Volume 2020). Concepts of digital literacy, digital agency and multimodality in language learning.

Block 3: Innovative projects in language learning. Discussion of projects such as Linguistic Risk Taking, Osservare l'interlingua.
Block 4: Design and discussion of innovative teaching units designed by students.

Recommended literature:

During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.

CENOZ, J. – GORTER, D. 2008. The linguistic landscape as an additional source of input in second language acquisition. IRAL, 46, 267-287.
Council of Europe. 2020. Common European Framework of reference for languages: Learning, teaching, assessment. Companion volume. Council of Europe Publishing: Strasbourg.
IVKOVIC, D. – LOTHERINGTON H. 2009. Multilingualism in cyberspace: conceptualising the virtual linguistic landscape, International Journal of Multilingualism, 6:1, 17-36, DOI: 10.1080/14790710802582436
LI, M., – ZHANG, M. 2021. Collaborative writing in L2 classrooms: A research agenda. Language Teaching, 1-19.
LOTHERINGTON, H. - JENSON, J. 2011. Teaching Multimodal and Digital Literacy in L2 Settings: New Literacies, New Basics, New Pedagogies. Annual Review of Applied Linguistics, 31, 226-246. doi:10.1017/S0267190511000110

Languages necessary to complete the course:

Slovak language and English (passive knowledge)

Notes:

Past grade distribution

Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
85,19	0,0	11,11	0,0	0,0	0,0	3,7

Lecturers: Mgr. Zuzana Tóth, Dr.phil

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde023/22	Integrative and inclusive pedagogy

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, the ratio of midterm/final assessment is 50/50.
During the semester, students will prepare and present a seminar paper on selected current topics (max. 30 points). Students' activity during discussions is also assessed (max. 20 points). The final examination will be conducted in oral form (max. 50 points).
For an overall grade of A, you need at least 91 points, for a grade of B at least 81 points, for a grade of C at least 73 points, for a grade of D at least 66 points and for a grade of E at least 60 points. To pass the course you must obtain a minimum of 60% of the marks.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning outcomes:
The aim of the Integrative and Inclusive Pedagogy course is to provide students with the theoretical knowledge and practical competencies related to integrative/inclusive education of children with disabilities or any social, cultural, linguistic, health or other disadvantages in mainstream education. By completing the course, students will gain important theoretical knowledge necessary for the work of a teacher in inclusive conditions of schools with lower and upper secondary education. They will understand the particularities of pupils with special educational needs (SEN), whether they are pupils with disabilities, social deprivation, but also exceptionally gifted pupils. They will be able to react sensitively to their needs, to participate competently in the school advisory team and will also acquire the ability to develop and implement individual educational programmes for this group of pupils (they will be able to apply the necessary resources, strategies and methods).
Transferable competences: continuous development of communication competences

Class syllabus:

Brief outline of the course:
1. Introduction to the subject - terminological definition; relationship between integration and inclusion; brief history of integration/inclusion; current legislative framework for inclusive education.
2. Possible barriers and benefits of pro-inclusive education; attitudes of society towards inclusive education; factors influencing inclusive education.
3. Creating a social climate supportive of inclusion for every pupil. Creating a classroom community.
4. Specifics of education of disabled pupils in inclusive conditions. Background, problems, challenges.
5. Inclusive education of pupils with multiple disabilities. Conditions and strategies for access.
6. Specifics of inclusive education of pupils with social disadvantages. Starting points, problems, challenges.
7. Inclusive education of exceptionally gifted pupils.
8. 8. Development of individual educational programme (IEP) for different types of pupils with special educational needs (SEN)
9. Methods of education in inclusive settings. Methodology supporting inclusive education in schools.
10. Personnel and material conditions ensuring inclusive education.
11. The role of the school guidance system in the integration of pupils with SEN. Cooperation between professionals; cooperation between school and family.

Recommended literature:

Reference sources:

Required reading:

Lechta, V.(ed.) 2016. Inkluzivní pedagogika. 1. vyd. Praha: Portál. 600 s. ISBN 978-80-262-1123-5

Recommended reading:

Bagalová, Ľ.; Bizíková, Ľ.; Fatulová, Z. 2015. Metodika podporujúca inkluzívne vzdelávanie v školách. 1.vyd. Bratislava : ŠPÚ. 154 s. ISBN 978-80-8118-143-6. Dostupné na internete. https://www.statpedu.sk/files/articles/nove_dokumenty/projekty/eea_grants/metodika-podporujuca-inkluzivne-vzdelavanie-skolach.pdf-

Hrebeňárová, L., Žolnová, J., Hučík, J., Hučíková, A. (2015): Vybrané oblasti inkluzívnej edukácie žiakov so špeciálnymi výchovno-vzdelávacími potrebami v primárnom vzdelávaní. Vydavateľstvo Prešovskej univerzity v Prešove, Prešov. ISBN 978- 80-555 1457-4. Dostupné na internete: https://www.researchgate.net/publication/309012363_Vybrane_oblasti_inkluzivnej_edukacie_ziakov_so_specialnymi_vychovno-vzdelavacimi_potrebami_v_primarnom_vzdelavani.pdf

Lechta, V. 2010. Základy inkluzívní pedagogiky - dítě s postižením, narušením a ohrožením ve škole. Praha: Portál, 2010

Špotáková, M. a kol. 2018. Od integrácie k inklúzii. 1.vyd. Bratislava : VÚDPaP. ISBN 978-80-89698-27-1. Dostupné na internete: https://www.minedu.sk/data/att/14615.pdf

Vančová, A. 2010. Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava: Iris, 2010.

Zemančíková, V. Dieťa z odlišného socio-kultúrneho prostredia v predškolskej edukácii z aspektu sociálnej pedagogiky. Pedagogika.sk. roč. 12, č. 3. s. 177-183. ISSN ISSN 1338 – 0982 Dostupné na internete: http://www.casopispedagogika.sk/rocnik-12/cislo-3/Pedagogika%202021.3.pdf

Languages necessary to complete the course:

Slovak and Czech

Notes:

Past grade distribution

Total number of evaluated students: 50

A	ABS	B	C	D	E	FX
40,0	0,0	48,0	6,0	0,0	6,0	0,0

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde004/22	Interactive methods of teaching educational disciplines

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects:
Prerequisites for successful completion of the course:
The course is completed by examination, the ratio of midterm/final assessment is 50/50.
During the semester students have to prepare 2 seminar papers of 25 points each (according to the teacher's assignment; one of them can be a micro-output focused on direct teaching with a selected interactive educational method, the other one can be a review of a selected professional publication dealing with an interactive teaching method). As part of the final assessment of the course, students will complete a written and/or oral examination (50 points). In total, students can obtain a maximum of 100 points.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it (critically evaluate, develop, enrich with own ideas), is oriented in the issue of interactive teaching methods and can also critically analyze and evaluate them and can consider their use and implementation with implications for practice.
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop, enrich with own ideas, but only in specific selected problems and not generalizing, is oriented in the issue of interactive teaching methods current and can also critically evaluate them and can consider their use and implementation with implications for practice.
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented

in the issues of interactive teaching methods current, but lacks their critical and generalizing evaluation.
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in the issue of interactive teaching methods is limited to specific areas, their critical evaluation is absent.
E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, there is no critical analysis and development of own ideas, the orientation in the issue of interactive teaching methods is limited to specific areas, there is no critical evaluation and generalization,
Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in the issue of interactive teaching methods is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning outcomes:
By completing the course, the student will be competent to implement analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of interactive teaching methods, will be familiar with and be able to apply (in the specific outcomes of the course) specific interactive teaching methods in pedagogical disciplines. Students will also be able to reflect on the adequacy of the use of specific interactive educational methods depending on the teaching paradigm/strategy they choose.
Transferable competences: the student will know and be able to apply resources, strategies and methods for the continuous development of intra and interpersonal communication, organizational, (self-)cognitive competences

Class syllabus:
Brief outline of the course:
The course focuses on the theoretical-applicational analysis of interactive teaching methods and practices (and their relation to the transmissive versus (social-)constructivist paradigm of teaching), on the characteristics and practical demonstrations of individual interactive teaching methods and the possibilities of their use in teaching pedagogical disciplines. It emphasizes the existence of a significant connection between the philosophy of educational concepts, concepts of teaching and the chosen interactive educational methods.
Content structure of the course: definition of the terms educational (teaching) method and interactive educational method. The position of interactive educational methods in the teaching of pedagogical disciplines and their importance in education today. Classification of teaching methods. Possibilities of classification of interactive educational methods. Characteristics of selected interactive methods. Possibilities and criteria for selecting adequate interactive methods in teaching specific pedagogical disciplines. Practical examples of some interactive teaching methods. Specifics of instructional design (preparation for teaching) with the use of interactive educational methods in relation to the chosen paradigm/strategy of teaching in the teaching of pedagogical disciplines. Evaluation of the effectiveness of the used interactive methods.

Recommended literature:
Required reading:

TÓBLOVÁ, E. 2019. Aktivizujúce vyučovacie metódy – analýza využívania aktivizujúcich metód. Bratislava: Univerzita Komenského v Bratislave, 2019. 1. vydanie, 146 s., ISBN 978-80-223-4817-1
Recommended reading:
ČAPEK, R. 2015. Moderní didaktika. Lexikon výukových a hodnoticích metod. Praha. Grada. 2015. 624s. ISBN 978-80-247-3450-7
FULKOVÁ, E. 2011. Teoretické východiská využívania aktivizujúcich metód vo vyučovacom procese. In Aktuálne otázky pedagogiky. Bratislava: Univerzita Komenského v Bratislave, 2011. ISBN 978-80-223-3121-0.
HANULIAKOVÁ, J. Inovatívne stratégie aktivizujúceho vyučovania. 95 s., VŠ DTI ISBN 978-80-8222-006-6
JANKOVCOVÁ, M., PRŮCHA, J., KOUDELA, J. 1989. Aktivizující metody v pedagogické praxi středních škol. Praha : SPN, 1989. ISBN 80-04-23209-4.
KOLEŇÁKOVÁ, Š. (ed.), 2019. Inovatívne trendy odborových didaktík. Prepojenie teórie a praxe výučbových stratégií kritického a tvorivého myslenia. Zborník štúdií z medzinárodnej vedeckej konferencie. Nitra: PF UKF, s.12-19. ISBN 978-80-558-1408-7
KOSTRUB, D. 2008. Dieťa/žiak/študent – učivo - učiteľ, didaktický trojuholník alebo bermudský trojuholník? Prešov : Rokus, 2008, 169 s. ISBN 978-80-89055-87-6.
KOSTRUB, D., SEVERINI, E., REHÚŠ, M. 2012. Proces výučby a digitálne technológie. 1. vyd. Bratislava/Martin : Alfa print, s. r. o., 2012. 110 s. ISBN 978- 80-971081-6-8.
KOSTURKOVÁ, M. - FERENCOVÁ, J. 2019. Stratégie rozvoja kritického myslenia. Kritické argumentovanie, debatovanie, písanie a organizovanie poznatkov. Bratislava: Wolters Kluwer, 2019, 236 s. 978-80-571-0049-2
KOTRBA, T., LACINA, L. 2007. Praktické využití aktivizačních metod ve výuce. Brno: Barrister&Principial, 186 s., ISBN 808-702-912-7
KOTRBA, T., LACINA, L. 2011. Aktivizační metody ve výuce. Príručka moderního pedagoga. Brno: Barrister&Principial, 188 s., ISBN 978-80-8747-434-1
TÓBLOVÁ, E. 2021. Research of activating methods application in pedagogical disciplines from the perspective of teachers and students . INTED 2021, 15 [Valencia, Španielsko] In: INTED Proceedings 2021: 15th International Technology, Education and Development Conference , 1. vyd. – Valencia (Španielsko) : IATED, 2021. – ISBN 978-84-09-27666-0. – ISSN 2340-1079, s. 4077-4086 [online]
TOMENGOVÁ, A. 2012. Aktívne učenie sa žiakov-stratégie a metódy. Bratislava : MPC, 2012, 64 s. ISBN 978-80-8052-421-0.
TÓTHOVÁ, R. 2014. Konštruktivistický prístup vo výučbe ako možnosť rozvoja myslenia žiakov. Bratislava: MPC, 2014, 87 s. ISBN 978-80-565-0004-0.
TÓTHOVÁ, R.-KOSTRUB, D. - FERKOVÁ, Š. 2017. Žiak, učiteľ a výučba (všeobecná didaktika učiteľstva). Prešov: Rokus, 2017, 370 s. ISBN 978-80-89510-61-0.
TUREK, I. 2014. Didaktika. Bratislava: Iura Edition , 2014. ISBN 978-80-8168-004-5

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 79

A	ABS	B	C	D	E	FX
41,77	0,0	29,11	13,92	6,33	7,59	1,27

Lecturers: Ing. Eva Tóblová, PhD.

Last change: 09.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde021/22	Learning theories and concepts of teaching

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The weighting of the interim and final evaluation is 50/50. The course is completed by examination. As part of the interim assessment, students will produce interim work during the semester (basic principles of learning theories and concepts of teaching). Interim papers are assessed for 20 points. As part of the midterm assessment, students will develop and present a midterm paper - a conceptual design of a teaching unit using the chosen teaching concept - in a micro-exercise. The final thesis is assessed for 30 points. At the end of the semester, students will complete a colloquial assessment aimed at analysing, evaluating and critically assessing current didactic learning theories and teaching concepts. The final colloquium is assessed for 50 points. Interim, semester and final grades are included in the course grade.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, well - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
The condition for successful completion of the course is obtaining at least 60 % of the maximum possible course grade.
Characteristics of student performance:
A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it (critically evaluate, develop, enrich with own ideas), is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them. The student is able to critically, factually assess and evaluate solutions presented by others.
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, but only in specifically selected problems and not in a generalized

way, is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them.
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks development of his/her own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current learning theories and teaching concepts, but lacks critical evaluation.
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development with own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, orientation in the current learning theories and teaching concepts, critical assessment and evaluation is completely absent.
E (65-60%, sufficient - results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts in terms of correctness, there is no critical analysis and development of own ideas, orientation in current learning theories and teaching concepts is limited to specific areas, there is no critical evaluation and generalization.
Fx (59-0%, insufficient - additional work required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outcomes, its application is incoherent, limited to limited contexts, orientation in current learning theories and teaching concepts is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning objectives and outcomes:
By completing the course, students will acquire knowledge about pedagogical theories, concepts of learning (to learn). Students will be able to use their knowledge of learning theories in planning and conducting a teaching unit. By completing the course, the student will be competent to carry out analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of didactics, processes of personal-professional development based on cognition and (self-)reflection, will know and be able to apply (in specific micro-course outcomes) the theories, concepts, resources, strategies and methods necessary for this.
Transferable competences:
In solving, presenting and discussing the results of the continuous and semester assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills. Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future pedagogical practice. Students will know and be able to apply theories, concepts, strategies and methods for the continuous development of intra and interpersonal communicative, organizational, (self-)cognitive competences.

Class syllabus:

Brief outline of the course:
The contents of the course are theories of learning, which can be understood as the basis for the design of teaching in which learning will take place. After an introduction to the learning process, students will be introduced to associative learning theory, behavioural theories of learning, constructivist theories and social learning theories. For each theory, the focus will be on the actual application of knowledge to the planning and delivery of instruction. Students will understand the basic principles and be able to identify and analyse different theories in terms of school and didactic practice.

In addition to traditional theories of learning and concepts of teaching, students will also become familiar with current and alternative theories of the 20th and 21st centuries, which can be classified as modern approaches in education in the theoretical background of Slovak and foreign authors.
Topics:
1. An introduction to learning theories and concepts of teaching. Basic concepts, terminology. Overview of all learning theories.
2. Selected teaching concepts. Introduction to the concepts of teaching; Verbal-narrative teaching; Problem-based teaching; Cooperative teaching; Constructivist and constructionist concepts of teaching; Constructivism and constructionism as a theory of cognition; Foundations of constructivism/constructionism and socio-cognitive constructivism/constructionism in the theories of J. Piaget and L. S. Vygotsky, K.R. Popper. Didactic application in teaching.
3. Transmission versus construction in the implementation of instruction. Basic features of two antagonistic approaches to teaching - Behaviorism vs. constructivism; Deductive, inductive and participatory approaches in teaching.
4. Modern approaches in education - strategies and methods The concept of activating teaching methods; Classification of teaching methods and their characteristics - logical learning procedures; Characteristics of selected methods, Determination of the optimal choice of methods.
5. A review of current and alternative learning theories.

Recommended literature:

Recommended reading:
Compulsory reading:
TOTHOVÁ R., KOSTRUB, D., FERKOVÁ Š. (2017). Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva). Prešov: ROKUS. ISBN 978-80-89510-61-0 (kapitoly: 5. s. 104-131; 6. s. 132 –179; 8. s.199-223)
Recommended reading:
BERTRAND, Y. (1998). Soudobé teorie vzdělávání. Praha: Portál, 248 s. ISBN 80-7178-216-5
ČAPEK, R. (2015). Moderní didaktika. 1. vydání. Praha: Grada Publishing, a. s., 608 s. ISBN 978-80-247-3450-7
FISHER, R. (2011). Učíme děti myslet a učit se. Praha: Portál, 176 s. ISBN 978-80-26200-43-7
HANULIAKOVÁ, J. Aktivizujúce vyučovanie. 1. vydanie. Bratislava: PhDr. Milan Štefanko – IRIS, 2015. 127 s. ISBN 978-80-8153-036-4
KOSTRUB, D. (2008). Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS, 169 s. ISBN 978-80-89055-87-6
OSTRADICKÝ, P. (2017). Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017, Brno: Masarykova univerzita, s. 843-852. ISBN 978-80-87952-22-1.
ROVŇANOVÁ, L. (2015). Vyučovacie prístupy v pregraduálnej príprave budúcich učiteľov. In: Edukácia, ročník 1, číslo 1, 2015, s. 225-234
TÓBLOVÁ, E. (2019). Aktivizujúce vyučovacie metódy. Analýza využívania aktivizujúcich metód. Bratislava: Univerzita Komenského, 146 s., ISBN 978-80-223-4817
TÓTHOVÁ, R. (2014). Konštruktivistický prístup vo výučbe ako možnosť rozvoja myslenia žiakov. Metodicko pedagogické centrum, 90 s. Bratislava. ISBN: 978-80-565-0004-0
ZELINA, M. (2000). Alternatívne školstvo. Bratislava: IRIS, 255 s. ISBN 80-88778-98-0
ZORMANOVÁ, L. (2012). Výukové metody v pedagogice. Praha: Grada Publishing, a. s., 160 s. ISBN 978-80-247-4100-0

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 1013

A	ABS	B	C	D	E	FX
58,14	0,0	23,0	10,37	3,95	2,27	2,27

Lecturers: Ing. Eva Tóblová, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde021/22	**Course title:** Learning theories and concepts of teaching
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	

Course requirements:

Prerequisites for successful completion of the course:
The weighting of the interim and final evaluation is 50/50. The course is completed by examination. As part of the interim assessment, students will produce interim work during the semester (basic principles of learning theories and concepts of teaching). Interim papers are assessed for 20 points. As part of the midterm assessment, students will develop and present a midterm paper - a conceptual design of a teaching unit using the chosen teaching concept - in a micro-exercise. The final thesis is assessed for 30 points. At the end of the semester, students will complete a colloquial assessment aimed at analysing, evaluating and critically assessing current didactic learning theories and teaching concepts. The final colloquium is assessed for 50 points. Interim, semester and final grades are included in the course grade.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, well - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
The condition for successful completion of the course is obtaining at least 60 % of the maximum possible course grade.
Characteristics of student performance:
A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it (critically evaluate, develop, enrich with own ideas), is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them. The student is able to critically, factually assess and evaluate solutions presented by others.
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, but only in specifically selected problems and not in a generalized

way, is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them.
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks development of his/her own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current learning theories and teaching concepts, but lacks critical evaluation.
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development with own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, orientation in the current learning theories and teaching concepts, critical assessment and evaluation is completely absent.
E (65-60%, sufficient - results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts in terms of correctness, there is no critical analysis and development of own ideas, orientation in current learning theories and teaching concepts is limited to specific areas, there is no critical evaluation and generalization.
Fx (59-0%, insufficient - additional work required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outcomes, its application is incoherent, limited to limited contexts, orientation in current learning theories and teaching concepts is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning objectives and outcomes:
By completing the course, students will acquire knowledge about pedagogical theories, concepts of learning (to learn). Students will be able to use their knowledge of learning theories in planning and conducting a teaching unit. By completing the course, the student will be competent to carry out analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of didactics, processes of personal-professional development based on cognition and (self-)reflection, will know and be able to apply (in specific micro-course outcomes) the theories, concepts, resources, strategies and methods necessary for this.
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Class syllabus:

Brief outline of the course:
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2. Selected teaching concepts. Introduction to the concepts of teaching; Verbal-narrative teaching; Problem-based teaching; Cooperative teaching; Constructivist and constructionist concepts of teaching; Constructivism and constructionism as a theory of cognition; Foundations of constructivism/constructionism and socio-cognitive constructivism/constructionism in the theories of J. Piaget and L. S. Vygotsky, K.R. Popper. Didactic application in teaching.
3. Transmission versus construction in the implementation of instruction. Basic features of two antagonistic approaches to teaching - Behaviorism vs. constructivism; Deductive, inductive and participatory approaches in teaching.
4. Modern approaches in education - strategies and methods The concept of activating teaching methods; Classification of teaching methods and their characteristics - logical learning procedures; Characteristics of selected methods, Determination of the optimal choice of methods.
5. A review of current and alternative learning theories.

Recommended literature:

Recommended reading:
Compulsory reading:
TOTHOVÁ R., KOSTRUB, D., FERKOVÁ Š. (2017). Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva). Prešov: ROKUS. ISBN 978-80-89510-61-0 (kapitoly: 5. s. 104-131; 6. s. 132 –179; 8. s.199-223)
Recommended reading:
BERTRAND, Y. (1998). Soudobé teorie vzdělávání. Praha: Portál, 248 s. ISBN 80-7178-216-5
ČAPEK, R. (2015). Moderní didaktika. 1. vydání. Praha: Grada Publishing, a. s., 608 s. ISBN 978-80-247-3450-7
FISHER, R. (2011). Učíme děti myslet a učit se. Praha: Portál, 176 s. ISBN 978-80-26200-43-7
HANULIAKOVÁ, J. Aktivizujúce vyučovanie. 1. vydanie. Bratislava: PhDr. Milan Štefanko – IRIS, 2015. 127 s. ISBN 978-80-8153-036-4
KOSTRUB, D. (2008). Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS, 169 s. ISBN 978-80-89055-87-6
OSTRADICKÝ, P. (2017). Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017, Brno: Masarykova univerzita, s. 843-852. ISBN 978-80-87952-22-1.
ROVŇANOVÁ, L. (2015). Vyučovacie prístupy v pregraduálnej príprave budúcich učiteľov. In: Edukácia, ročník 1, číslo 1, 2015, s. 225-234
TÓBLOVÁ, E. (2019). Aktivizujúce vyučovacie metódy. Analýza využívania aktivizujúcich metód. Bratislava: Univerzita Komenského, 146 s., ISBN 978-80-223-4817
TÓTHOVÁ, R. (2014). Konštruktivistický prístup vo výučbe ako možnosť rozvoja myslenia žiakov. Metodicko pedagogické centrum, 90 s. Bratislava. ISBN: 978-80-565-0004-0
ZELINA, M. (2000). Alternatívne školstvo. Bratislava: IRIS, 255 s. ISBN 80-88778-98-0
ZORMANOVÁ, L. (2012). Výukové metody v pedagogice. Praha: Grada Publishing, a. s., 160 s. ISBN 978-80-247-4100-0

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 1013

A	ABS	B	C	D	E	FX
58,14	0,0	23,0	10,37	3,95	2,27	2,27

Lecturers: Ing. Eva Tóblová, PhD.

Last change: 10.11.2022

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

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KRoJL/M-ESPšt007/22	**Course title:** Linguistics of Spanish Language
Number of credits: 2	
Educational level: II.	

Recommended prerequisites:

The conditions for applying for the state examination are regulated by the study code of the Faculty of Education of the Comenius University in Bratislava currently valid in the academic year in which the student finishes his/her studies.

Course requirements:

The state examination, its conditions and procedural aspects are treated by the Internal Regulation No. 1/2020 Study Regulations of the PdF UK, as well as the Internal Regulation No. 5/2021 Study Regulations of the Comenius University.

The student is assessed on the basis of a colloquial state examination in the field of theoretical knowledge of the field of study in the subject specialization of Spanish language and literature. The state examination in the field of Spanish linguistics is carried out in front of the examination committee according to the study code of the Faculty of Education of the Comenius University in Bratislava currently valid in the academic year in which the student ends his/her studies.

The evaluation shall be awarded on a scale of:

A (excellent – excellent results),

B (very well – above average standard),

C (well – normal reliable work),

D (satisfactory — acceptable results),

E (sufficient – the results meet the minimum criteria),

FX (insufficient – extra work required)

A: The student demonstrates extensive knowledge of Spanish language linguistics, is able to answer independently, his/her interpretation is logical and arranged, proceeds from general to specific, uses an accurate terminological apparatus. He/she can illustrate theoretical aspects on suitably chosen examples and can also present didactic use of knowledge. He/she responds promptly to the Commission's supplementary questions, developing expert discussion at a very good level. He/she demonstrates a high level of communicative competence, possible deficiencies are rare, with the student using communication strategies for compensation and able to repair himself/ herself.

B: The student demonstrates an above-standard level of knowledge of Spanish language linguistics in terms of scope and depth. He/she responds independently, the interpretation is logical and orderly, in some parts of the answer the commission's guidance is needed. He/she uses professional terminology correctly. He/she can illustrate theoretical aspects on well-chosen examples and can also outline possible didactic use of knowledge. The student responds to supplementary questions and develops expert discussion at a very good level. He/she demonstrates a high level of communicative competence, with rare deficiencies that it can compensate for and independently correct or reformulate after the commission's warning.

C: The student demonstrates the standard level of knowledge of Spanish language linguistics in terms of scope and depth. He/she speaks independently to questions in the exam, the interpretation

is arranged, in some parts of the answer there is a need for guidance from the Commission, there may be occasional terminological inaccuracy. Theoretical aspects can be illustrated on suitably chosen examples. The student responds to supplementary questions and develops expert discussion at a good level. He/she demonstrates by default a high level of communicative competence, with occasional deficiencies, which it can usually independently correct or reformulate after the commission's warning.
D: The answer is satisfactory. The student demonstrates sufficient knowledge of Spanish language linguistics, but is able to put the information in a broader context to a small extent. He/she responds largely on its own, although the interpretation is poorly organised or does not reach adequate scope and depth and requires guidance from the Commission. The student responds to supplementary questions and answers satisfactory, develops the topic briefly, at an acceptable professional level. The level of communicative competence is standard, there are deficiencies that the student can usually independently correct or reformulate after the commission's warning, it applies compensation strategies accordingly.
E: The answer meets the minimum criteria. The student demonstrates sufficient knowledge of Spanish language linguistics, but cannot put the information in a broader context. He/she does not respond independently, or the answer is poorly arranged, does not progress from general to specific. He/she responds to supplementary questions and answers satisfactory, but he/she does not develop topics and only to a small extent demonstrates a deeper understanding of the issue, respectively the level of communicative competence is average, there are more frequent errors in pronunciation, grammar or lexicons, the student cannot always correct himself or apply an appropriate compensation strategy.
FX: The answer does not meet the minimum criteria. The student does not demonstrate knowledge of Spanish language linguistics at the level of the second stage of study. He/she does not respond independently, He/she answers the commission's auxiliary questions in a sketchy manner, he/she only demonstrates knowledge of basic concepts, terminological inaccuracy appears, he/she cannot explain the information, he/she does not show an understanding of the phenomena presented, or the level of communicative competence is unsatisfactory, there are errors in pronunciation, grammar or lexicons, or other shortcomings that the student cannot correct on his own, or even with the help of the commission's guidelines.

Learning outcomes:
The state examination verifies the achievement of the educational objectives declared in the graduate profile, namely the acquisition of solid theoretical and methodological knowledge from linguistic disciplines, the ability to integrate knowledge from different disciplines and the acquired knowledge to use.
Student on the state exam
• demonstrates extensive professional theoretical and methodological knowledge of the Spanish language, knowledge of the conceptual apparatus of linguistics and the ability to integrate and link knowledge of linguistic disciplines with an emphasis on phonetics, phonology and morphosyntax of Spanish language,
• demonstrates the ability to analyse the phonetic repertoire, pronunciation, prosody and grammar of the Spanish language, present knowledge of linguistic science in the form of a clear and logical interpretation, apply them in clarifying specific examples and point out the contradictory aspects of the Spanish and Slovak language systems,
• demonstrates that he/she can apply his knowledge and has ability to solve problems creatively in new and unknown situations in the field of Spanish linguistics and in broader contexts related to his field of study,

• proves that he/she can anticipate possible problems in the acquisition of correct pronunciation and grammatical structures in Spanish in learners with native language of Slovak, he/she can apply knowledge in the design of solutions,
• demonstrates the ability of critical thinking, analysis and synthesis, developed learning skills, as well as the ability to organise their learning and developed learning capacity by self-study,
• demonstrates an adequate level of communicative competence in both Spanish and professional communication in its specialisation and the ability to apply the principles of the literary language in all language levels.

Class syllabus:

Oral colloquial test in Spanish language linguistics.
Content of the state examination:
• The status of the Spanish language within the Romance language family.
• The current status of Spanish as a mother tongue and as a foreign language in Slovakia, Europe and the world.
• Characteristics of the Spanish language in a contrastive perspective with the Slovak language – sound, morphological and syntactic level – selected phenomena:
– Basic characteristics in terms of origin and morphological typology.
– Vocal and consonantic system, prosodic aspects, influence of the articulation base of Slovak on pronunciation in Spanish.
– Verbal types – distribution and basic characteristics.
– Nouns – semantic, morphological and syntactic properties.
– Adjectives – semantic, morphological and syntactic properties.
– Pronouns – morphological and syntactic properties.
– Verbs – semantic, morphological and syntactic properties. Tense and aspect, system of past times, consecutio temporum. Category of mood, subjunctive mode in main and subordinate clauses and its equivalents in Slovak. Indefinite verb forms (infinitive, participle and gerund) and their aspectual and modal meanings; use in semi-predicative constructions.
– Syntagmatic structures, sentence constructions, semi-predicative constructions, compound-complex sentences, word order.
– For all topics: problematic aspects of selected language phenomena, acquisition of correct pronunciation/grammatical structures in Spanish in learners with Slovak as a native language, the most common errors in Spanish caused by interference with the Slovak language.
The oral answer also assesses communicative competence and language culture in Spanish.

State exam syllabus:

Recommended literature:

AA.VV. 2025. El español en el mundo. Anuario del Instituto Cervantes [online]. Centro Virtual Cervantes. Instituto Cervantes (selected parts). Available at: https://cvc.cervantes.es/lengua/anuario/anuario_25/default.htm
LUPU, C. – MALOVECKÝ, M. – DZIVIAKOVÁ, M. – MEDVECZKÁ, M. 2018. Sloveso v kontraste (románske jazyky a slovenčina). Bratislava: Univerzita Komenského v Bratislave, 2018. 95 s. ISBN 978-80-223-4526-2..
REAL ACADEMIA ESPAÑOLA, ASOCIACIÓN DE ACADEMIAS DE LA LENGUA ESPAÑOLA. 2010. Nueva gramática de la lengua española. Manual. Madrid: Espasa Libros, 2010. 750 s. ISBN 9788467032819. (selected parts)
VERTANOVÁ, S. 2019. Fonetika, fonológia, fonosyntax španielskeho jazyka na pozadí artikulačnej bázy slovenčiny. Bratislava: Univerzita Komenského v Bratislave, 2019. 128 s. ISBN 978-80-223-4674-0.

Languages necessary to complete the course: Slovak and Spanish
Last change: 30.10.2025
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KRoJL/M-ESPde021/22	**Course title:** Literature Seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 11 hours continuous home preparation for lessons; 17 hours preparation of seminar work
Methods of education: interpretation, discussion of the topic discussed, interview, work with the professional text, critical analysis of texts and comparison, controlled self-study

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The student will be awarded credits based on a 100% interim evaluation. The evaluation includes ongoing outputs and seminar work, the conditions of which will always be precisely defined at the beginning of the semester.
At least 60% of the scoring must be obtained in order to complete the course successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The course aims to introduce students into an in-depth analysis of literary text, from the stylistic, thematic and especially intertextual point of view.
Learning outcomes:
After successful completion of the course, the student should acquire factual, conceptual, procedural and metacognitive skills and knowledge in the field of literature and literary science, with an emphasis on practical skills necessary for the analysis of artistic text. He/she obtains an overview of literary analysis methods, can briefly present them, critically evaluate and select them with regard to their productiveness for a particular application. On the basis of the acquired knowledge and

skills, he/she should therefore be able to approach a literary work professionally and creatively, to analyze or interpret it, to justify his procedures and the results of analysis/interpretation.

Class syllabus:

Introduction. Basic concepts, terminology and context (literature and author, literature and reality, literature and reader, literature and language/style, literature and values, national literature in a broader context).

Literary analysis and interpretation (hermeneutics). Text, paratext, and context.

Literary communication, intertextuality, intertextual dimension of the work studied, within the framework of Spanish literature, but also in the context of comparison with Romance literature.

Literary comparative studies.

Development of literary and literary theoretic thinking and basic methods of literary analysis: thematic criticism, sociocritics, psychoanalytic criticism, textual criticism (Russian fomalism, structuralistic approaches, structuralistic narrative), post-structuralistic naratology, reception theories.

Recommended literature:

COMPAGNON, A. 2006. Démon teórie. Bratislava. Kalligram. ISBN 8071498041.

GÁFRIK, R.- ZELENKA, M. 2016. Literárna komparatistika. In: Mikuláš, R. a kol.: Podoby literárnej vedy.Teórie-metódy-smery. Bratislava: VEDA, 2016, s. 74-92. ISBN 978-80-224-1524-8.

JAMBOR, J. 2016. Itertextualita. In: Mikuláš, R. a kol.: Podoby literárnej vedy. Teórie-metódy-smery. Bratislava: VEDA, 2016, s. 200-236. ISBN 978-80-224-1524-8.

MALINOVSKÁ, Z. 2016. Naratológia. In: Mikuláš, R. a kol.: Podoby literárnej vedy. Teórie-metódy-smery. Bratislava: VEDA, 2016, s. 205-219. ISBN 978-80-224-1524-8.

MIKULÁŠ, R. 2016. Recepčná estetika. In: Mikuláš, R. a kol.: Podoby literárnej vedy.Teórie-metódy-smery. Bratislava: VEDA, 2016, s. 137-146. ISBN 978-80-224-1524-8.

REŽNÁ, M. 2016. Tematológia. In: Mikuláš, R. a kol.: Podoby literárnej vedy.Teórie-metódy-smery. Bratislava: VEDA, 2016, s. 93-102. ISBN 978-80-224-1524-8.

Languages necessary to complete the course:

Slovak language

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. PhDr. Zuzana Malinovská, CSc.

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde021/22	Literature Seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 11 hours continuous home preparation for lessons; 17 hours preparation of seminar work
Methods of education: interpretation, discussion of the topic discussed, interview, work with the professional text, critical analysis of texts and comparison, controlled self-study

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The student will be awarded credits based on a 100% interim evaluation. The evaluation includes ongoing outputs and seminar work, the conditions of which will always be precisely defined at the beginning of the semester.
At least 60% of the scoring must be obtained in order to complete the course successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The course aims to introduce students into an in-depth analysis of literary text, from the stylistic, thematic and especially intertextual point of view.
Learning outcomes:
After successful completion of the course, the student should acquire factual, conceptual, procedural and metacognitive skills and knowledge in the field of literature and literary science, with an emphasis on practical skills necessary for the analysis of artistic text. He/she obtains an overview of literary analysis methods, can briefly present them, critically evaluate and select them with regard to their productiveness for a particular application. On the basis of the acquired knowledge and

skills, he/she should therefore be able to approach a literary work professionally and creatively, to analyze or interpret it, to justify his procedures and the results of analysis/interpretation.

Class syllabus:

Introduction. Basic concepts, terminology and context (literature and author, literature and reality, literature and reader, literature and language/style, literature and values, national literature in a broader context).

Literary analysis and interpretation (hermeneutics). Text, paratext, and context.

Literary communication, intertextuality, intertextual dimension of the work studied, within the framework of Spanish literature, but also in the context of comparison with Romance literature.

Literary comparative studies.

Development of literary and literary theoretic thinking and basic methods of literary analysis: thematic criticism, sociocritics, psychoanalytic criticism, textual criticism (Russian fomalism, structuralistic approaches, structuralistic narrative), post-structuralistic naratology, reception theories.

Recommended literature:

COMPAGNON, A. 2006. Démon teórie. Bratislava. Kalligram. ISBN 8071498041.

GÁFRIK, R.- ZELENKA, M. 2016. Literárna komparatistika. In: Mikuláš, R. a kol.: Podoby literárnej vedy.Teórie-metódy-smery. Bratislava: VEDA, 2016, s. 74-92. ISBN 978-80-224-1524-8.

JAMBOR, J. 2016. Itertextualita. In: Mikuláš, R. a kol.: Podoby literárnej vedy. Teórie-metódy-smery. Bratislava: VEDA, 2016, s. 200-236. ISBN 978-80-224-1524-8.

MALINOVSKÁ, Z. 2016. Naratológia. In: Mikuláš, R. a kol.: Podoby literárnej vedy. Teórie-metódy-smery. Bratislava: VEDA, 2016, s. 205-219. ISBN 978-80-224-1524-8.

MIKULÁŠ, R. 2016. Recepčná estetika. In: Mikuláš, R. a kol.: Podoby literárnej vedy.Teórie-metódy-smery. Bratislava: VEDA, 2016, s. 137-146. ISBN 978-80-224-1524-8.

REŽNÁ, M. 2016. Tematológia. In: Mikuláš, R. a kol.: Podoby literárnej vedy.Teórie-metódy-smery. Bratislava: VEDA, 2016, s. 93-102. ISBN 978-80-224-1524-8.

Languages necessary to complete the course:

Slovak language

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. PhDr. Zuzana Malinovská, CSc.

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde004/22	Master thesis seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment, which is handed in on the due date, is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment. To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level.
B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level.
C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level.
D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level.
E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project.
Fx (59-0%, insufficient - extra work required).

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

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the course is to familiarize students theoretically and practically with the principles and procedures that need to be mastered for the successful preparation of a diploma thesis.
The student is able to define the topic or research problem of his/her own thesis, can correctly determine the methods of its processing, gains the ability to work selectively and correctly with the professional literature on the chosen topic. He/she is able to process the current state of the solved problem. Knows the individual parts of the final thesis. Is able to select appropriate research tools, evaluate the data obtained and analyse them. In the practical orientation of the thesis, he/she can make recommendations for practice. Is able to prepare and present the results of the thesis and is able to respond to questions on the thesis in discussion.

Class syllabus:
Brief outline of the course:
Types of theses. Timetable of thesis processing. Definition of the topic and goal of the thesis. Study of literature. Excerpting material. Theoretical and methodological conception of the thesis. Methodology of problem processing. Methodology of elaboration of the thesis.
Formal-compositional requisites of the final thesis. How to prepare for the defence of the thesis.

Recommended literature:
Recommended reading:
Výber odbornej literatúry podľa zvolenej témy práce;
Aktuálna smernica rektora UK o základných náležitostiach záverečných prác;
GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVĆÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského, ISBN 978–80–223–2951–4 (dostupné na: http://www.e-metodologia.fedu.uniba.sk/index.php/autori/zoznam.php)
LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác. Bratislava: Stimul. 85 s. ISBN 978-80-8127-155-7
KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma, 162 s. ISBN 8089132454
STAROŇOVÁ, K.(2011). Vedecké písanie: ako písať akademické a vedecké texty. Bratislava: Osveta. 248 s. ISBN 978-80-8063-359-2.

Languages necessary to complete the course:
Slovak language (in the case of language subject approbations also the target language)

Notes:

Past grade distribution
Total number of evaluated students: 959

A	ABS	B	C	D	E	FX
65,69	0,0	20,23	9,18	2,4	1,56	0,94

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde004/22	Master thesis seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment, which is handed in on the due date, is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment. To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level.
B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level.
C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level.
D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level.
E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project.
Fx (59-0%, insufficient - extra work required).

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

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the course is to familiarize students theoretically and practically with the principles and procedures that need to be mastered for the successful preparation of a diploma thesis.
The student is able to define the topic or research problem of his/her own thesis, can correctly determine the methods of its processing, gains the ability to work selectively and correctly with the professional literature on the chosen topic. He/she is able to process the current state of the solved problem. Knows the individual parts of the final thesis. Is able to select appropriate research tools, evaluate the data obtained and analyse them. In the practical orientation of the thesis, he/she can make recommendations for practice. Is able to prepare and present the results of the thesis and is able to respond to questions on the thesis in discussion.

Class syllabus:
Brief outline of the course:
Types of theses. Timetable of thesis processing. Definition of the topic and goal of the thesis. Study of literature. Excerpting material. Theoretical and methodological conception of the thesis. Methodology of problem processing. Methodology of elaboration of the thesis.
Formal-compositional requisites of the final thesis. How to prepare for the defence of the thesis.

Recommended literature:
Recommended reading:
Výber odbornej literatúry podľa zvolenej témy práce;
Aktuálna smernica rektora UK o základných náležitostiach záverečných prác;
GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVĆÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského, ISBN 978–80–223–2951–4 (dostupné na: http://www.e-metodologia.fedu.uniba.sk/index.php/autori/zoznam.php)
LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác. Bratislava: Stimul. 85 s. ISBN 978-80-8127-155-7
KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma, 162 s. ISBN 8089132454
STAROŇOVÁ, K.(2011). Vedecké písanie: ako písať akademické a vedecké texty. Bratislava: Osveta. 248 s. ISBN 978-80-8063-359-2.

Languages necessary to complete the course:
Slovak language (in the case of language subject approbations also the target language)

Notes:

Past grade distribution
Total number of evaluated students: 959

A	ABS	B	C	D	E	FX
65,69	0,0	20,23	9,18	2,4	1,56	0,94

Lecturers: Mgr. Pavol Makyna, PhD., doc. Mgr. Jaroslav Šrank, PhD., Mgr. Miroslava Repiská, PhD., Mgr. Michal Bizoň, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD., doc. PaedDr. Martina Šipošová Chochulová, PhD., Dr. habil. Tamás Karáth, PhD., Elisabeth Oberlerchner

Last change: 10.11.2022

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

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZšt009/15	**Course title:** Master`s thesis defence
Number of credits: 14	
Educational level: II.	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course:

The state examination, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020 Study Regulations of the Faculty of Arts of Charles University, as well as by the Internal Regulation No. 5/2021 Study Regulations of the Charles University.

A student may take the state examination (a) after obtaining at least the number of credits necessary for the proper completion of studies after obtaining credits for successful completion of the last state examination and (b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme, except for the state examination and (c) without disciplinary proceedings being conducted against him/her.

The student receives 14 credits for the successful defence of the diploma thesis (credits counted in the VUZ study plan).

According to the VP 23/2021 Internal Quality Assurance System for Higher Education of the Charles University in Bratislava, the student is evaluated in particular:

- Demonstrate the student's ability to integrate knowledge, manage complexity, and formulate decisions with incomplete or limited information, while still embracing the social and ethical responsibilities associated with the application of their knowledge and decisions;
- Demonstration of the ability to communicate conclusions, findings and rationale clearly and unambiguously to both expert and lay audiences;
- elaboration of the chosen topic at the level of a scientific study with a representative selection of literature, with appropriately chosen scientific procedures, hypotheses/research questions that can be verified. At the same time, the thesis must make a contribution to the specific field.

The rating is awarded on a scale:

A 100 - 91% (excellent - outstanding results),
B 90 - 81% (very good - above average standard),
C 80 - 73% (good - normal reliable operation),
D 72 - 66% (satisfactory - acceptable results),
E 65 - 60% (sufficient - results meet minimum criteria),
Fx 59% or less (insufficient).

A student is evaluated with the FX grade if he/she has fulfilled the requirements for the grade only at a level not exceeding 60% of the total highest possible level of fulfilling the requirements for passing the subject of the state examination - defence of the diploma thesis. In the same way, a student shall be evaluated with an FX if he/she has submitted a thesis in violation of paragraph 7 of Article 56 of the Internal Regulation of the University of Bratislava No. 23/2021 or has submitted a thesis that does not substantially meet the requirements according to paragraph 1 (d), paragraph 2 (d) or paragraph 3 (d) of Article 56 of the Internal Regulation of the University of Bratislava No. 23/2021 Internal Quality Assurance System for Higher Education of the University of Bratislava.

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

Learning outcomes:
The learning outcome is in accordance with the Long-term Plan of the CU/PdF, the mission and strategic goals of the CU/PdF, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in individual subjects of the study plan of the study programme and other relevant documents.
The student is able to elaborate the chosen topic at the level of a scientific study with a representative selection of literature, with appropriately chosen scientific procedures and hypotheses/research questions that can be verified. The thesis makes a contribution to the relevant field of study

Class syllabus:
Brief outline of the course:
1. Contribution of the thesis to the field of study, depending on its nature and degree of study. The evaluation of the thesis takes into account whether the student adequately treats the chosen topic at the level of a scientific study with a representative selection of literature, whether the chosen scientific procedures are adequate and appropriate, and whether he/she adequately works with hypotheses that can be verified. The thesis should make a distinct contribution to the relevant field of study in which the student has completed the degree programme;
2. Originality of the thesis (the thesis must not be plagiarized, must not infringe the copyrights of other authors), the documentation for the defence of the thesis as a subject of the state examination includes originality protocols: from the Central Register and Theses, the results of which are commented on by the supervisor and the opponent in their opinions;
3. Correctness and correctness of citation of used information sources, research results of other authors and author teams, correctness of description of methods and working procedures of other authors or author teams;
4. Compliance of the structure of the thesis with the prescribed structure defined by the Internal Regulation No. 2/2018 Directive of the Rector of Charles University in Bratislava;
5. Respecting the recommended scope of the thesis (the recommended scope of the thesis is usually 50 - 70 standard pages - 90 000 to 126 000 characters including spaces), the adequacy of the scope of the thesis is judged by the supervisor;
6. Linguistic and stylistic level of the work and formal editing;
7. The manner and form of the thesis defence and the student's ability to respond adequately to comments and questions in the supervisor's and opponent's reports.
8. In the study programme focused on the teaching of art-educational subjects, the presentation of artistic outputs and performances may be part of the final thesis and its defence.

State exam syllabus:

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

Languages necessary to complete the course:
Slovak language, in case of language specialisations also the language of the respective subject specialisatio

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde002/22	Methodology of educational research

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed with an assessment of: 100% of the intermediate assessment
The interim evaluation includes the following:
- semester work in the form of a subject portfolio: proposal (design) of educational research of a quantitative or qualitative nature - 45 points,
- assessment of knowledge and selected competences in the form of a written test - 55 points.
The rating is awarded on a scale:
A (100-94%, excellent - excellent results with only minimal errors),
B (93-86%, very good - above average results with minor errors),
C (85-76%, good - normal reliable work, average results),
D (75-68%, satisfactory - acceptable results, but significant errors occur),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.A

minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning objectives and outcomes and transferable competences:
Students will acquire knowledge of the fundamentals of educational research, become familiar with the basic concepts and theoretical-methodological knowledge necessary for designing (planning, implementing and evaluating) in the field of educational research. On a theoretical-empirical level, in the framework of the analysis of individual quantitative and qualitative tools, methods and techniques, they will acquire the knowledge and competences necessary for planning, conducting and evaluating pedagogical research of a quantitative and qualitative nature. Students will acquire the competences to solve and resolve problems in the field of research.
The course develops students' analytical, critical, evaluative, contextual and creative thinking and reasoning in context. In terms of self-reflection, the student is able to evaluate and assess his/her own availability to carry out pedagogical research.

Class syllabus:
Brief outline of the course:
Science and research. Types of research. Validity, reliability and objectivity/objective truth. Subjectivity/subjective truth. Ethical aspects of research. Subjects in research and their specificities. Quantitative and qualitative oriented educational research. Intentions, subjects and objects in pedagogical research, principals in scientific research, observed phenomena and conditions for the implementation of quantitative and qualitatively oriented pedagogical research.
Scientific hypotheses and variables for quantifying the phenomena under study. Operationalization of variables.
Questionnaire design, implementation and evaluation.
Assessment scales - typology, creation and evaluation.
The sociometry method and the measurement of social climate.
Interview design and use. Differences between quantitative and qualitative interviews.
Quantitative and qualitative observation in scientific research.
Content analysis of documents from a quantitative and qualitative point of view.
Data processing, data analysis and interpretation. Statistical-mathematical procedures and triangulation processes. Dissemination of findings. Study design/design

Recommended literature:
Compulsory reading:
GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVČÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. http://www.e-metodologia.fedu.uniba.sk/ ISBN 978–80–223–2951–4
KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Bratislava: UK. 161 s. ISBN 978-80-223-4166-0
Recommended reading:

GAVORA, P. (2008). Úvod do pedagogického výskumu. Bratislava: UK. 236 s. ISBN 978-80-223-2391-8
MAŇÁK, J., ŠVEC, V. (2004). Cesty pedagogického výzkumu. Brno: Paido. ISBN 978-80-7315-0785
ŠVEC, Š. (2009). Metodologie věd o výchově: kvantitativně-scientické a kvalitativně-humanitní přístupy v edukačním výzkumu. Brno: Paido. 302 s. ISBN 978-80-731-5192-8
TOMŠIK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: PdF UKF. 508 s. ISBN 978-80-558-1206-9

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 865

A	ABS	B	C	D	E	FX
57,11	0,0	22,89	10,87	4,28	2,2	2,66

Lecturers: prof. PaedDr. Dušan Kostrub, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde002/22	Methodology of educational research

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed with an assessment of: 100% of the intermediate assessment
The interim evaluation includes the following:
- semester work in the form of a subject portfolio: proposal (design) of educational research of a quantitative or qualitative nature - 45 points,
- assessment of knowledge and selected competences in the form of a written test - 55 points.
The rating is awarded on a scale:
A (100-94%, excellent - excellent results with only minimal errors),
B (93-86%, very good - above average results with minor errors),
C (85-76%, good - normal reliable work, average results),
D (75-68%, satisfactory - acceptable results, but significant errors occur),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.A

minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning objectives and outcomes and transferable competences:
Students will acquire knowledge of the fundamentals of educational research, become familiar with the basic concepts and theoretical-methodological knowledge necessary for designing (planning, implementing and evaluating) in the field of educational research. On a theoretical-empirical level, in the framework of the analysis of individual quantitative and qualitative tools, methods and techniques, they will acquire the knowledge and competences necessary for planning, conducting and evaluating pedagogical research of a quantitative and qualitative nature. Students will acquire the competences to solve and resolve problems in the field of research.
The course develops students' analytical, critical, evaluative, contextual and creative thinking and reasoning in context. In terms of self-reflection, the student is able to evaluate and assess his/her own availability to carry out pedagogical research.

Class syllabus:
Brief outline of the course:
Science and research. Types of research. Validity, reliability and objectivity/objective truth. Subjectivity/subjective truth. Ethical aspects of research. Subjects in research and their specificities. Quantitative and qualitative oriented educational research. Intentions, subjects and objects in pedagogical research, principals in scientific research, observed phenomena and conditions for the implementation of quantitative and qualitatively oriented pedagogical research.
Scientific hypotheses and variables for quantifying the phenomena under study. Operationalization of variables.
Questionnaire design, implementation and evaluation.
Assessment scales - typology, creation and evaluation.
The sociometry method and the measurement of social climate.
Interview design and use. Differences between quantitative and qualitative interviews.
Quantitative and qualitative observation in scientific research.
Content analysis of documents from a quantitative and qualitative point of view.
Data processing, data analysis and interpretation. Statistical-mathematical procedures and triangulation processes. Dissemination of findings. Study design/design

Recommended literature:
Compulsory reading:
GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVČÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. http://www.e-metodologia.fedu.uniba.sk/ ISBN 978–80–223–2951–4
KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Bratislava: UK. 161 s. ISBN 978-80-223-4166-0
Recommended reading:

GAVORA, P. (2008). Úvod do pedagogického výskumu. Bratislava: UK. 236 s. ISBN 978-80-223-2391-8
MAŇÁK, J., ŠVEC, V. (2004). Cesty pedagogického výzkumu. Brno: Paido. ISBN 978-80-7315-0785
ŠVEC, Š. (2009). Metodologie věd o výchově: kvantitativně-scientické a kvalitativně-humanitní přístupy v edukačním výzkumu. Brno: Paido. 302 s. ISBN 978-80-731-5192-8
TOMŠIK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: PdF UKF. 508 s. ISBN 978-80-558-1206-9

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 865

A	ABS	B	C	D	E	FX
57,11	0,0	22,89	10,87	4,28	2,2	2,66

Lecturers: prof. PaedDr. Dušan Kostrub, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde012/22	Norm and Usage 1.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 18 hours of preparation of ongoing tasks and work with professional resources; 10 hours of individual work to solve the assignment. A total of 50 hours of student work.
Teaching methods: explaining, application of theoretical knowledge on practical examples, discussion, working in small groups, teamwork, problem solving tasks.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The results of the student will be assessed in the form of an interim evaluation (100%). The condition for successful completion of the subject is active participation, work and discussion in the class 10%, preparation of written tasks and exercises 60%, assignment requiring individual work 30%.
The student will demonstrate the ability to actively participate in solving problematic issues from the current language individually, in a small group and in the team. It will demonstrate knowledge and ability to work with relevant professional resources for the current Spanish language. The demonstration of developed language competence with emphasis on correct pronunciation, spelling and grammar is also evaluated.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to expand and consolidate theoretical and methodological knowledge from linguistic disciplines (from phonetics and grammar) with a focus on contemporary Spanish, the development of skills in linguistic analysis of contemporary language and the development of

communicative competence in the Spanish language in the performance of receptive, productive and interactive language activities.
Educational outcomes:
After successful completion of the course, the student
• knows the main characteristics of the contemporary Spanish language, understands the complexity and internal differentiation of the language,
• can analyze selected phenomena according to norm of the standard language, with an emphasis on the sound and morphosynthactic plane,
• has a developed language competence approaching C1 level according to the CEFR, maintains a high degree of grammatical accuracy, respects spelling standards and can also identify frequent errors in the production of native speakers and in authentic texts,
• is able to work professionally with both printed and electronic normative and problem solving manuals and dictionaries, has the ability to search, select, process, synthesize and comprehensibly convey information,
• can apply theoretical knowledge in practical use, in reasoning as well as in didactic explanation of language phenomena.
Completion of the course contributes to the achievement of capabilities such as: the ability to analyze and synthesis, the ability to argue, the ability to locate and process professional resources, the ability to plan and organize their studies, the ability to expand and update knowledge by self-study.

Class syllabus:
• Contemporary Spanish. Linguistic norm and language use, standard language.
• Comparison of the current standard and the most common variations in pronunciation and spelling.
• Comparison of the current standard and the most common variations in the morphosyntactic level (nouns, adjectives, adjectives, pronouns, verbs, adverbs, prepositions, binding)
• Sources for clarification of problematic aspects (printed, electronic).
• Work with normative guides, dictionaries and relevant electronic resources. Work with a language corpora.
• Critical analysis of the pronunciation, spelling and grammar of contemporary authentic texts and audiovisual materials (publicist and advertising texts, websites, social networks, videos, etc.).
• Practical exercises to improve language competence with an emphasis on aspects of the contemporary language.

Recommended literature:
Fundéu. Fundación del español urgente [online]. Available at: https://www.fundeu.es/
AA.VV. 2025. El español en el mundo. Anuario del Instituto Cervantes [online]. Centro Virtual Cervantes. Instituto Cervantes. Available at: https://cvc.cervantes.es/lengua/anuario/anuario_25/default.htm
REAL ACADEMIA ESPAÑOLA Y ASOCIACIÓN DE ACADEMIAS DE LA LENGUA ESPAÑOLA. 2006. Diccionario panhispánico de dudas. Madrid: Santillana, 2006. Available at: http://www.rae.es
REAL ACADEMIA ESPAÑOLA. Banco de datos (CREA) [online]. Corpus de referencia del español actual. http://www.rae.es

Languages necessary to complete the course:
Slovak language and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 18

A	ABS	B	C	D	E	FX
38,89	0,0	16,67	16,67	22,22	0,0	5,56

Lecturers: Mgr. Radana Štrbáková, PhD.

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde012/22	Norm and Usage 1.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 18 hours of preparation of ongoing tasks and work with professional resources; 10 hours of individual work to solve the assignment. A total of 50 hours of student work.
Teaching methods: explaining, application of theoretical knowledge on practical examples, discussion, working in small groups, teamwork, problem solving tasks.

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The results of the student will be assessed in the form of an interim evaluation (100%). The condition for successful completion of the subject is active participation, work and discussion in the class 10%, preparation of written tasks and exercises 60%, assignment requiring individual work 30%.
The student will demonstrate the ability to actively participate in solving problematic issues from the current language individually, in a small group and in the team. It will demonstrate knowledge and ability to work with relevant professional resources for the current Spanish language. The demonstration of developed language competence with emphasis on correct pronunciation, spelling and grammar is also evaluated.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to expand and consolidate theoretical and methodological knowledge from linguistic disciplines (from phonetics and grammar) with a focus on contemporary Spanish, the development of skills in linguistic analysis of contemporary language and the development of

communicative competence in the Spanish language in the performance of receptive, productive and interactive language activities.
Educational outcomes:
After successful completion of the course, the student
• knows the main characteristics of the contemporary Spanish language, understands the complexity and internal differentiation of the language,
• can analyze selected phenomena according to norm of the standard language, with an emphasis on the sound and morphosynthactic plane,
• has a developed language competence approaching C1 level according to the CEFR, maintains a high degree of grammatical accuracy, respects spelling standards and can also identify frequent errors in the production of native speakers and in authentic texts,
• is able to work professionally with both printed and electronic normative and problem solving manuals and dictionaries, has the ability to search, select, process, synthesize and comprehensibly convey information,
• can apply theoretical knowledge in practical use, in reasoning as well as in didactic explanation of language phenomena.
Completion of the course contributes to the achievement of capabilities such as: the ability to analyze and synthesis, the ability to argue, the ability to locate and process professional resources, the ability to plan and organize their studies, the ability to expand and update knowledge by self-study.

Class syllabus:
• Contemporary Spanish. Linguistic norm and language use, standard language.
• Comparison of the current standard and the most common variations in pronunciation and spelling.
• Comparison of the current standard and the most common variations in the morphosyntactic level (nouns, adjectives, adjectives, pronouns, verbs, adverbs, prepositions, binding)
• Sources for clarification of problematic aspects (printed, electronic).
• Work with normative guides, dictionaries and relevant electronic resources. Work with a language corpora.
• Critical analysis of the pronunciation, spelling and grammar of contemporary authentic texts and audiovisual materials (publicist and advertising texts, websites, social networks, videos, etc.).
• Practical exercises to improve language competence with an emphasis on aspects of the contemporary language.

Recommended literature:
Fundéu. Fundación del español urgente [online]. Available at: https://www.fundeu.es/
AA.VV. 2025. El español en el mundo. Anuario del Instituto Cervantes [online]. Centro Virtual Cervantes. Instituto Cervantes. Available at: https://cvc.cervantes.es/lengua/anuario/anuario_25/default.htm
REAL ACADEMIA ESPAÑOLA Y ASOCIACIÓN DE ACADEMIAS DE LA LENGUA ESPAÑOLA. 2006. Diccionario panhispánico de dudas. Madrid: Santillana, 2006. Available at: http://www.rae.es
REAL ACADEMIA ESPAÑOLA. Banco de datos (CREA) [online]. Corpus de referencia del español actual. http://www.rae.es

Languages necessary to complete the course:
Slovak language and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 18

A	ABS	B	C	D	E	FX
38,89	0,0	16,67	16,67	22,22	0,0	5,56

Lecturers: Mgr. Radana Štrbáková, PhD.

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde017/22	Norm and Usage 2.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 18 hours of preparation of ongoing tasks and work with professional resources; 10 hours of individual work to solve the assignment. A total of 50 hours of student work.
Teaching methods: explaining, application of theoretical knowledge on practical examples, discussion, working in small groups, working in a team, problem solving tasks.

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The results of the student will be evaluated in the form of an interim evaluation (100%). The condition for successful completion of the course is active participation, work and discussion in the class 10%, preparation of written tasks and exercises 60%, assignment requiring individual work 30%.
The student will demonstrate the ability to actively participate in solving problematic issues from the current language individually, in a small group and in the team. He/she will demonstrate knowledge and ability to work with relevant professional resources for the current Spanish language. The demonstration of developed language competence with an emphasis on lexical and semantic competence is also evaluated.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to expand and consolidate theoretical and methodological knowledge from linguistic disciplines (from lexicology and grammar) with a focus on contemporary Spanish,

the development of skills in linguistic analysis of the current language and the development towardsomunicative competence in the Spanish language in the performance of receptive, productive and interactive language activities.
Educational outcomes:
After successful completion of the course, the student
• knows the main lexical and other grammatical characteristics of the present Spanish language,
• can analyze selected phenomena in the standard language, with emphasis on the lexical and morphosyntactic levels,
• has a developed language competence approaching C1 level according to the CRR, has a wide lexical repertoire corresponding to the current language, is able to use frequent idiomatic and colloquial expressions,
• is able to work professionally with both printed and electronic normative guides and dictionaries in solving problems, has the ability to search, select, process, synthesize and comprehensibly convey information.
• can apply theoretical knowledge in practical use, in reasoning as well as in didactic explanation of language phenomena.
Completion of the course contributes to the achievement of capabilities such as: the ability to analyze and synthesis, the ability to argue, the ability to locate and process professional resources, the ability to plan and organize their studies, the ability to expand and update knowledge by self-study.

Class syllabus:
• The current Spanish standard and the most common variations in the lexical and morphosynthactic planes.
• The most productive word-forming practices in the current language (shortening, diminutives, augmentatives, etc.), current trends.
• Neological borrowing and calques and their impact on the current language.
• Colloquial language, slang, argot.
• Phraseological units in the current language.
• Language culture in the media, tendencies.
• Critical analysis of lexis and grammar of authentic texts and audiovisual materials (publicist and advertising texts, websites, social networks, videos, etc.).
• Working with normative guides, dictionaries and relevant electronic resources, working with a language corpuscle. The latest updates in the Academic Dictionary of Spanish.
• Practical exercises to improve language competence with an emphasis on aspects of the current language.

Recommended literature:
Fundéu. Fundación del español urgente [online]. Available at: https://www.fundeu.es/
REAL ACADEMIA ESPAÑOLA: Banco de datos (CORPES XXI) [online]. Corpus del Español del Siglo XXI (CORPES). Dostupné na: http://www.rae.es
REAL ACADEMIA ESPAÑOLA Y ASOCIACIÓN DE ACADEMIAS DE LA LENGUA ESPAÑOLA. 2006. Diccionario panhispánico de dudas. Madrid: Santillana, 2006. Available at: http://www.rae.es
REAL ACADEMIA ESPAÑOLA Y ASOCIACIÓN DE ACADEMIAS DE LA LENGUA ESPAÑOLA. Diccionario de la lengua española [online]. Available at: http://www.rae.es
REAL ACADEMIA ESPAÑOLA. Banco de datos (CREA) [online]. Corpus de referencia del español actual. http://www.rae.es
ŠTRBÁKOVÁ, R. – LAMPIS, M. 2013. Los extranjerismos en los dardos de Fernando Lázaro Carreter: entre norma y uso, homogeneidad y diversidad. In: Diversidad lingüística del español.

Liberec: Technická univerzita, 2013. ISBN 978-80-7494-020-0. p. 69-98. (text available at Moodle course Linguistic norms and language use 2.)

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 5

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

Lecturers: Mgr. Radana Štrbáková, PhD.

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde017/22	Norm and Usage 2.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 18 hours of preparation of ongoing tasks and work with professional resources; 10 hours of individual work to solve the assignment. A total of 50 hours of student work.
Teaching methods: explaining, application of theoretical knowledge on practical examples, discussion, working in small groups, working in a team, problem solving tasks.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The results of the student will be evaluated in the form of an interim evaluation (100%). The condition for successful completion of the course is active participation, work and discussion in the class 10%, preparation of written tasks and exercises 60%, assignment requiring individual work 30%.
The student will demonstrate the ability to actively participate in solving problematic issues from the current language individually, in a small group and in the team. He/she will demonstrate knowledge and ability to work with relevant professional resources for the current Spanish language. The demonstration of developed language competence with an emphasis on lexical and semantic competence is also evaluated.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to expand and consolidate theoretical and methodological knowledge from linguistic disciplines (from lexicology and grammar) with a focus on contemporary Spanish,

the development of skills in linguistic analysis of the current language and the development towardsomunicative competence in the Spanish language in the performance of receptive, productive and interactive language activities.
Educational outcomes:
After successful completion of the course, the student
• knows the main lexical and other grammatical characteristics of the present Spanish language,
• can analyze selected phenomena in the standard language, with emphasis on the lexical and morphosyntactic levels,
• has a developed language competence approaching C1 level according to the CRR, has a wide lexical repertoire corresponding to the current language, is able to use frequent idiomatic and colloquial expressions,
• is able to work professionally with both printed and electronic normative guides and dictionaries in solving problems, has the ability to search, select, process, synthesize and comprehensibly convey information.
• can apply theoretical knowledge in practical use, in reasoning as well as in didactic explanation of language phenomena.
Completion of the course contributes to the achievement of capabilities such as: the ability to analyze and synthesis, the ability to argue, the ability to locate and process professional resources, the ability to plan and organize their studies, the ability to expand and update knowledge by self-study.

Class syllabus:
• The current Spanish standard and the most common variations in the lexical and morphosynthactic planes.
• The most productive word-forming practices in the current language (shortening, diminutives, augmentatives, etc.), current trends.
• Neological borrowing and calques and their impact on the current language.
• Colloquial language, slang, argot.
• Phraseological units in the current language.
• Language culture in the media, tendencies.
• Critical analysis of lexis and grammar of authentic texts and audiovisual materials (publicist and advertising texts, websites, social networks, videos, etc.).
• Working with normative guides, dictionaries and relevant electronic resources, working with a language corpuscle. The latest updates in the Academic Dictionary of Spanish.
• Practical exercises to improve language competence with an emphasis on aspects of the current language.

Recommended literature:
Fundéu. Fundación del español urgente [online]. Available at: https://www.fundeu.es/
REAL ACADEMIA ESPAÑOLA: Banco de datos (CORPES XXI) [online]. Corpus del Español del Siglo XXI (CORPES). Dostupné na: http://www.rae.es
REAL ACADEMIA ESPAÑOLA Y ASOCIACIÓN DE ACADEMIAS DE LA LENGUA ESPAÑOLA. 2006. Diccionario panhispánico de dudas. Madrid: Santillana, 2006. Available at: http://www.rae.es
REAL ACADEMIA ESPAÑOLA Y ASOCIACIÓN DE ACADEMIAS DE LA LENGUA ESPAÑOLA. Diccionario de la lengua española [online]. Available at: http://www.rae.es
REAL ACADEMIA ESPAÑOLA. Banco de datos (CREA) [online]. Corpus de referencia del español actual. http://www.rae.es
ŠTRBÁKOVÁ, R. – LAMPIS, M. 2013. Los extranjerismos en los dardos de Fernando Lázaro Carreter: entre norma y uso, homogeneidad y diversidad. In: Diversidad lingüística del español.

Liberec: Technická univerzita, 2013. ISBN 978-80-7494-020-0. p. 69-98. (text available at Moodle course Linguistic norms and language use 2.)

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 5

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

Lecturers: Mgr. Radana Štrbáková, PhD.

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde018/22	Online teaching tools and e-learning basics

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for passing the course: 100% pass mark.
The interim assessment consists of creating a concept/formulation of partial components of the semester project using a selected online tool (LMS Moodle, MS Teams, Zoom, others) - 20 points, the completion of the semester project concept design and preparation for presentation in the online environment - 30 points and the creation of the semester project according to the set structure - 50 points (includes the creation of the idea/problem, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students in the online environment by the creators of the semester project in 11. 11th week of continuous teaching).
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course, it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes:
By completing the course Online Teaching Tools and Fundamentals of e-Learning, the student should:
- to gain knowledge both in the area of effective use of online teaching tools for e-learning support, as well as techniques and methodologies for their successful integration into the educational process,
- to acquire basic competences with the creation of electronic teaching materials and interactive presentations for selected parts of the curricula of general education subjects at the secondary level of education using supporting software applications,
- acquire basic competencies with design, creation and administration of e-learning courses in LMS Moodle, MS Teams, Zoom, others including management of teaching in e-learning environment.
Transferable competences: they apply the acquired knowledge and competences in the use of modern online tools for e-learning support primarily through their own creative activity and in their future school practice.

Class syllabus:
Brief outline of the course:
A brief introduction to the development, current situation and an estimate of future trends in the field of e-learning support at the relevant levels of education.
Programs and tools for creating e-learning teaching materials. Criteria for selecting the type of Learning Management System (LMS) Moodle, MS Teams, Zoom, or others.
Possibilities and methodology of creating educational materials in the environment of LMS Moodle, MS Teams, Zoom, or others. Tools for course administration and management. Design, creation and evaluation, self-reflection of e-learning course (project). Methodology of presenting (teaching) in the online environment. Oral presentation by students in the online environment (microlearning).
Due to the rapid production of new software usable in the pedagogical process, the specific content structure of the course will be adapted to the current requirements of practice and students.

Recommended literature:
Reference sources:
Recommended reading:

BEISETZER, P. - BURGEROVÁ, J. - MANĚNA, V. - MANĚNOVÁ, M. - MYŠKA, K. 2013. Začíname s e-learningom. 1. vyd. Prešovská univerzita v Prešove: Fakulta humanitných a prírodných vied, 2013. ISBN 978-80-555-0898-6.
Doplňujúce študijné texty k vzdelávaciemu obsahu disciplíny budú študentom pravidelných časových intervaloch sprístupňované v elektronickej forme prostredníctvom univerzitného LMS Moodle.
KVĚTOŇ, K. Začíname s e-learningem. Dostupné na internete: https://dokumenty.osu.cz/cit/elearning_kkveton.pdf (31-1-2022).
PIŠÚTOVÁ, K. 2020. Ako na online vzdelávanie - krátka metodická príručka pre učiteľov UK. 2020. Dostupné na internete: https://uniba.sk/fileadmin/ruk/cit/e-learning/S14-01-Ako_na_online_vzdelavanie.pdf
Učíme online - Digitálne nástroje pre podporu online vzdelávania (metodická príručka spracovaná v rámci projektu a vďaka podpore Európskeho sociálneho fondu a Európskeho fondu regionálneho rozvoja v rámci OP ĽZ). IT akadémia. Dostupné na: https://itakademia.sk/wp-content/uploads/2020/08/Digitalne_nastroje_pre_podporu_online_vzdelavania.pdf (31-1-2022).

Languages necessary to complete the course:
slovak language and czech language

Notes:

Past grade distribution
Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
93,94	0,0	3,03	0,0	0,0	0,0	3,03

Lecturers:

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde018/22	Online teaching tools and e-learning basics

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for passing the course: 100% pass mark.
The interim assessment consists of creating a concept/formulation of partial components of the semester project using a selected online tool (LMS Moodle, MS Teams, Zoom, others) - 20 points, the completion of the semester project concept design and preparation for presentation in the online environment - 30 points and the creation of the semester project according to the set structure - 50 points (includes the creation of the idea/problem, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students in the online environment by the creators of the semester project in 11. 11th week of continuous teaching).
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course, it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes:
By completing the course Online Teaching Tools and Fundamentals of e-Learning, the student should:
- to gain knowledge both in the area of effective use of online teaching tools for e-learning support, as well as techniques and methodologies for their successful integration into the educational process,
- to acquire basic competences with the creation of electronic teaching materials and interactive presentations for selected parts of the curricula of general education subjects at the secondary level of education using supporting software applications,
- acquire basic competencies with design, creation and administration of e-learning courses in LMS Moodle, MS Teams, Zoom, others including management of teaching in e-learning environment.
Transferable competences: they apply the acquired knowledge and competences in the use of modern online tools for e-learning support primarily through their own creative activity and in their future school practice.

Class syllabus:
Brief outline of the course:
A brief introduction to the development, current situation and an estimate of future trends in the field of e-learning support at the relevant levels of education.
Programs and tools for creating e-learning teaching materials. Criteria for selecting the type of Learning Management System (LMS) Moodle, MS Teams, Zoom, or others.
Possibilities and methodology of creating educational materials in the environment of LMS Moodle, MS Teams, Zoom, or others. Tools for course administration and management. Design, creation and evaluation, self-reflection of e-learning course (project). Methodology of presenting (teaching) in the online environment. Oral presentation by students in the online environment (microlearning).
Due to the rapid production of new software usable in the pedagogical process, the specific content structure of the course will be adapted to the current requirements of practice and students.

Recommended literature:
Reference sources:
Recommended reading:

BEISETZER, P. - BURGEROVÁ, J. - MANĚNA, V. - MANĚNOVÁ, M. - MYŠKA, K. 2013. Začíname s e-learningom. 1. vyd. Prešovská univerzita v Prešove: Fakulta humanitných a prírodných vied, 2013. ISBN 978-80-555-0898-6.
Doplňujúce študijné texty k vzdelávaciemu obsahu disciplíny budú študentom pravidelných časových intervaloch sprístupňované v elektronickej forme prostredníctvom univerzitného LMS Moodle.
KVĚTOŇ, K. Začíname s e-learningem. Dostupné na internete: https://dokumenty.osu.cz/cit/elearning_kkveton.pdf (31-1-2022).
PIŠÚTOVÁ, K. 2020. Ako na online vzdelávanie - krátka metodická príručka pre učiteľov UK. 2020. Dostupné na internete: https://uniba.sk/fileadmin/ruk/cit/e-learning/S14-01-Ako_na_online_vzdelavanie.pdf
Učíme online - Digitálne nástroje pre podporu online vzdelávania (metodická príručka spracovaná v rámci projektu a vďaka podpore Európskeho sociálneho fondu a Európskeho fondu regionálneho rozvoja v rámci OP ĽZ). IT akadémia. Dostupné na: https://itakademia.sk/wp-content/uploads/2020/08/Digitalne_nastroje_pre_podporu_online_vzdelavania.pdf (31-1-2022).

Languages necessary to complete the course:
slovak language and czech language

Notes:

Past grade distribution
Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
93,94	0,0	3,03	0,0	0,0	0,0	3,03

Lecturers:

Last change: 09.11.2022

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

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDšt006/22	**Course title:** Pedagogy
Number of credits: 3	
Educational level: II.	

Course requirements:

Prerequisites:

The State Examination in Pedagogy, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020 Study Regulations of the Faculty of Education of Charles University, as well as by the Internal Regulation No. 5/2021 Study Regulations of the Charles University.

A student may take the state examination a) after obtaining at least such number of credits that after obtaining credits for successful completion of the last state examination he/she achieves the necessary number of credits for proper completion of studies and b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme except for the state examination and c) no disciplinary proceedings are conducted against him/her.

The student receives 3 credits for successful completion of the state examination in pedagogy.

Rating

According to the VP 23/2021 Internal Quality Assurance System for Higher Education of the Charles University in Bratislava, the student is evaluated in particular by demonstrating the ability to integrate knowledge, the level of competences and competencies set out in the profile of the graduate.

The overall answer evaluation is a synthesis of the evaluation of answers from the individual components of the state examination and reflects the overall level of student's insight in the field, the ability to synthesize and correlate knowledge, critically analyze information, apply theoretical knowledge, reveal the causes of problems and propose solutions. The level of knowledge, skills and competences relevant to the area specified in the relevant questions is assessed.

The rating is awarded on a scale:

A (excellent - excellent results),

B (very good - above average standard),

C (good - normal reliable work),

D (satisfactory - acceptable results),

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

Fx (understatement).

A student is graded FX if he/she has only met the grade requirements at a level less than 60% of the total highest possible level of completion of the requirements for the state examination.

A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above

average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Learning outcomes:

Learning outcomes:
The learning outcome is in accordance with the Long-Term Plan of the Charles University/PdF, the mission, and strategic goals of the Charles University/PdF, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in the individual subjects of the study programme curriculum, and other relevant documents.
The aim of the state examination in the subject of pedagogy is to verify the level of acquisition of pedagogical terminology, current knowledge of pedagogy and its selected sub-disciplines and the student's ability to use individual knowledge in the design, implementation and evaluation of the educational and educational process.

Class syllabus:

Brief outline of the course:
1. Pedagogy as a scientific discipline, its subject and structure. Relationship of pedagogy to other sciences. Basic pedagogical concepts and their relations.
2. Methodology of investigating pedagogical phenomena, processes and regularities. Objectives, types and methods of pedagogical research.
3. Important historical milestones in the development of pedagogy and their influence on contemporary education and training (changes in the status of the subject and object of education, goals, means and conditions of education).
4. Education system of the Slovak Republic. Levels and types of education. Roles of school in society. Lifelong learning.
5. Pedagogical diagnostics of the educational environment, cognitive and affective characteristics of the pupil. Classroom and school climate.
6. Teacher in education. Personality and qualification requirements for a teacher. Typology, competences, and professional growth of a teacher.
7. Nature and types of teaching. Basic factors of teaching. Didactic system. Traditional, reform and contemporary conceptions of education.
8. System model of education and its elements. Goals, principles, conditions and means of education.

Subsystems of education.
9. Educational institutions. Education in the family, in school and in out-of-school institutions.
10. Selected educational problems and their solution at school (discipline, aggression, bullying).
11. Evaluations of the quality of the educational process. Cooperation between school and family. Quality of the school.

State exam syllabus:

Recommended literature:

Reference sources:
Recommended reading:
BAĎURÍKOVÁ, Z. a kol. 2001. Školská pedagogika. Bratislava: UK, 2001.
ČÁBALOVÁ, D. 2011. Pedagogika. Praha: Grada, 2011. ISBN 978-802-4729-930.
DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IKAR, 146 s.
DYTRTOVÁ, R., KRHUTOVÁ, M. 2009. Učitel - příprava na profesi. Praha: Grada, 2009.
GAVORA, P. 2008. Úvod do pedagogického výskumu. Bratislava: Univerzita Komenského.
GAVORA, P. 2010. Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: Enigma, 2010.
HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R. 2006. Úvod do pedagogiky. Nitra : Enigma, 2006. ISBN 80-89132-29-4.
KOSTELNÍK, J. 2014. Pedagogika I. Bratislava: Z-F LINGUA, 2014. ISBN 978-80-89328-94-9.
KRATOCHVÍLOVÁ, E. a kol.2007. Úvod do pedagogiky. Trnava: Trnavská univerzita, 2007. ISBN 978-80-8082-145-6.
KYRIACOU, C. 2005. Klíčové dovednosti učitele. Praha: Portál, 2005. ISBN 80-7178-965-8
MAŇÁK, J., JANÍK, T., ŠVEC, V. 2008. Kurikulum v současné škole. Brno: Paido, 2008. ISBN 978-80-73151-75-1.
MATULČÍKOVÁ, M. 2007. Reformnopedagogické a alternatívne školy a ich prínos pre reformu školy. Bratislava: AG Musica liturgica, 2007. ISBN 978-80-969784-0-3.
MERTIN. V., KREJČOVÁ, L. eds. 2012. Metody a postupy poznávaní žáka: pedagogická niektorých zákonov.
Odborná časopisecká literatúra (Pedagogická revue, Pedagogické rozhľady, Pedagogika, Paidagogos, Technológia vzdelávania atď.)
PÁVKOVÁ, J. 1999. Pedagogika voľného času. Praha: Portál, 1999. ISBN 80-7178-569-9-5.
PELIKÁN, J. 2011.Základy empirického výzkumu pedagogických jevů. Praha: Karolinum, 2011. ISBN 978-80-246-1916-3.
PETLÁK, E. 2004. Všeobecná didaktika. Bratislava: Iris, 2004. ISBN 80-89018-64-5.
POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská RV. Bratislava: UK, ISBN 978-80-223-2458-8.
POTOČÁROVÁ, M., KOLDEOVÁ, L., FERKOVÁ, Š, DERKOVÁ, J. 2021. Teória výchovy 1. Bratislava: Univerzita Komenského v Bratislave: 2021. ISBN 978-80-223-5327-4
PRŮCHA, J. 2004. Alternativní školy a inovace ve vzdělávání. Praha: Portál, 2004.
PRŮCHA, J. 2013. Moderní pedagogika. Praha: Portál, 2013.
PŠENÁK, J. 2012. Dejiny školstva a pedagogiky. Žilina: EDIS, 2012. ISBN 978-80-554-0596-4.
SKALKOVÁ, J. 2004. Pedagogika a výzvy nové doby. Brno: Paido, 2004. ISBN 80-731-5060-3.
ŠMAHELOVÁ, B. 2008. Nástin vývoje pedagogického myšlení. Brno: MSD, spol. s r.o., 2008. ISBN 978-80-7395-040-1.
TUREK, I. 2009. Kvalita vzdelávania. Bratislava: Iura Edition, 2009. ISBN 978-80-8078-243-6.
TUREK, I. 2010. Didaktika. Bratislava: Iura Edition, 2010. ISBN 978-80-807-83-228.
VALIŠOVÁ, A., KASÍKOVÁ, H. et.al. Pedagogika pro učitele. Praha: Grada, 2011. ISBN
Zákon č. 245/ 2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení
ZELINA, M. 2004. Teórie výchovy alebo hľadanie dobra. Bratislava: SPN, 2004. ISBN

Languages necessary to complete the course: slovak and czech
Last change: 09.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde008/22	Pedeutology

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites:
The course is completed by assessment, 100% of the interim assessment
Continuous evaluation includes the evaluation of the performance of continuous tasks and assignments, which are mainly carried out in an individual form. These are mainly exercises aimed at analysing current situations in teacher-centred education policy. Using case studies and analysis of school policy programme documents, the student tests his/her ability to apply the knowledge acquired to practical teacher-oriented education policy (max. 30 points). In small groups during the class, they create a developmental program aimed at solving problems of teacher education and the teacher's position in society (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific pre-defined problem situation in education or in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of situations in the school environment and how to deal with them and can apply their knowledge in meaningful ways to create assignments.
A grade of B means that students have performed above average throughout the semester, have been able to study independently, are able to navigate a variety of literary sources and critically select relevant sources for their studies, have knowledge of various situations in the school

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.
A grade of C means that the students have performed well throughout the semester, their theoretical knowledge of various situations in the school environment and their solutions is at a good level, but they are deficient in their ability to apply this knowledge, and they are deficient in their critical evaluation and comparison of literary sources.
A grade of D indicates that students were less prepared during the semester, with slight deficiencies in theoretical knowledge related to various situations in the school environment and their solutions. They have considerable difficulties in working independently and cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim is to acquire knowledge about the teacher, the nature of the teaching profession and its historical development and the current status of the teacher in contemporary society, to acquire knowledge about the categories of teaching qualifications and the basic rights and duties of teachers, including the code of ethics.
Students after completing the course:
- know the content of the concept of teacher and the teaching profession
- have knowledge of the historical development of the teaching profession and the position of teachers in contemporary Slovak society
- understand the issues of personal development of teachers and the qualifications for the teaching profession
Upon completion of the course, students will be able to:
- classify knowledge about the teacher and the teaching profession and understand their changes in the broader context of current issues in the educational environment
- formulate research topics in pedeutology and propose adequate research methods
- to work actively with the legislation on teaching and professional staff in formulating personal development and improving their own qualifications
Students are competent after completing the course:
- to communicate adequately about the teaching profession
- critically assess and influence their career development in the teaching profession
The transferable competences of the subject enable the student to orient in the legal school regulations in the exercise of the profession of a teacher in school, to orient in the social practice in the issue of the development of views on the profession of a teacher and to express constructive judgments on this topic and at the same time to have a theoretical basis on the teaching profession for research activities in this area.

Class syllabus:
Brief outline of the course:
1. The meaning of the term teacher and the teaching profession in terms of the teacher's position in society

2. Historical development of the teaching profession with special reference to the territory of the Slovak Republic
3. The views of the classics on the teacher and his mission and position in society
4. Teacher's rights and duties, code of ethics
5. General prerequisites and qualifications for the professional activity of a teacher
6. Structure of teaching categories and their content according to legislation in the Slovak Republic
7. Higher education teacher training for different levels of the education system and risk factors of the teaching profession
8. Starting teaching staff, independent teaching staff, senior teaching staff and career grades
9. Comparison of the current state of the teaching profession in the Slovak Republic and selected countries abroad
10. Teacher professional development and professional standards, the nature and content of teacher qualification training, attestation and the attestation procedure
11. Evaluation of the difficulty and quality of the teacher's performance, acquisition and use of his/her professional competences

Recommended literature:

Reference sources:
Required reading:
Kasáčová, B. 2004. Učiteľská profesia v trendoch teórie a praxe. Prešov: MPC.
Kosová, B. a kol. 2006. Profesijný rozvoj učiteľa. Prešov: Metodicko-pedagogické centrum v Prešove.
Recommended reading.
Burjan, V., Ftáčnik, M., Juráš, I., Vantuch, J., Višňovský E. a Vozár, L. 2017. Národný program rozvoja výchovy a vzdelávania na roky 2018 – 2027. Učiace sa Slovensko. Bratislava: Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky.
Gluchmanová, M. 2011. Profesijná etika v učiteľskom povolaní. Prešov: MVEK.
Hupková, M. 2006. Profesijná sebareflexia učiteľov. Nitra: UKF.
Kasáčová, B. 2004. Učiteľská profesia v trendoch teórie a praxe. Prešov: MPC.
Kosová, B. a kol. 2006. Profesijný rozvoj učiteľa. Prešov: Metodicko-pedagogické centrum v Prešove.
Ormis, S. 1874. Výchovoveda pre seminaristov a rodičov. Druhý diel. Veľká Revúca: Kníhtlačiarsko–účastninársky spolok v Turčianskom sv. Martine.
Plavčan, P. 2021. Teória vzdelávacej politiky. Brno: MSD.
Porubská, G. - Seidler, P. - Kurincová, V. 2001. Diferenciácia, integrácia a kooperácia v edukačnom prostredí. Nitra: UKF.
Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 50

A	ABS	B	C	D	E	FX
50,0	0,0	24,0	18,0	6,0	0,0	2,0

Lecturers:
Last change: 09.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde008/22	Pedeutology

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites:
The course is completed by assessment, 100% of the interim assessment
Continuous evaluation includes the evaluation of the performance of continuous tasks and assignments, which are mainly carried out in an individual form. These are mainly exercises aimed at analysing current situations in teacher-centred education policy. Using case studies and analysis of school policy programme documents, the student tests his/her ability to apply the knowledge acquired to practical teacher-oriented education policy (max. 30 points). In small groups during the class, they create a developmental program aimed at solving problems of teacher education and the teacher's position in society (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific pre-defined problem situation in education or in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of situations in the school environment and how to deal with them and can apply their knowledge in meaningful ways to create assignments.
A grade of B means that students have performed above average throughout the semester, have been able to study independently, are able to navigate a variety of literary sources and critically select relevant sources for their studies, have knowledge of various situations in the school

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.
A grade of C means that the students have performed well throughout the semester, their theoretical knowledge of various situations in the school environment and their solutions is at a good level, but they are deficient in their ability to apply this knowledge, and they are deficient in their critical evaluation and comparison of literary sources.
A grade of D indicates that students were less prepared during the semester, with slight deficiencies in theoretical knowledge related to various situations in the school environment and their solutions. They have considerable difficulties in working independently and cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim is to acquire knowledge about the teacher, the nature of the teaching profession and its historical development and the current status of the teacher in contemporary society, to acquire knowledge about the categories of teaching qualifications and the basic rights and duties of teachers, including the code of ethics.
Students after completing the course:
- know the content of the concept of teacher and the teaching profession
- have knowledge of the historical development of the teaching profession and the position of teachers in contemporary Slovak society
- understand the issues of personal development of teachers and the qualifications for the teaching profession
Upon completion of the course, students will be able to:
- classify knowledge about the teacher and the teaching profession and understand their changes in the broader context of current issues in the educational environment
- formulate research topics in pedeutology and propose adequate research methods
- to work actively with the legislation on teaching and professional staff in formulating personal development and improving their own qualifications
Students are competent after completing the course:
- to communicate adequately about the teaching profession
- critically assess and influence their career development in the teaching profession
The transferable competences of the subject enable the student to orient in the legal school regulations in the exercise of the profession of a teacher in school, to orient in the social practice in the issue of the development of views on the profession of a teacher and to express constructive judgments on this topic and at the same time to have a theoretical basis on the teaching profession for research activities in this area.

Class syllabus:
Brief outline of the course:
1. The meaning of the term teacher and the teaching profession in terms of the teacher's position in society

2. Historical development of the teaching profession with special reference to the territory of the Slovak Republic
3. The views of the classics on the teacher and his mission and position in society
4. Teacher's rights and duties, code of ethics
5. General prerequisites and qualifications for the professional activity of a teacher
6. Structure of teaching categories and their content according to legislation in the Slovak Republic
7. Higher education teacher training for different levels of the education system and risk factors of the teaching profession
8. Starting teaching staff, independent teaching staff, senior teaching staff and career grades
9. Comparison of the current state of the teaching profession in the Slovak Republic and selected countries abroad
10. Teacher professional development and professional standards, the nature and content of teacher qualification training, attestation and the attestation procedure
11. Evaluation of the difficulty and quality of the teacher's performance, acquisition and use of his/her professional competences

Recommended literature:

Reference sources:
Required reading:
Kasáčová, B. 2004. Učiteľská profesia v trendoch teórie a praxe. Prešov: MPC.
Kosová, B. a kol. 2006. Profesijný rozvoj učiteľa. Prešov: Metodicko-pedagogické centrum v Prešove.
Recommended reading.
Burjan, V., Ftáčnik, M., Juráš, I., Vantuch, J., Višňovský E. a Vozár, L. 2017. Národný program rozvoja výchovy a vzdelávania na roky 2018 – 2027. Učiace sa Slovensko. Bratislava: Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky.
Gluchmanová, M. 2011. Profesijná etika v učiteľskom povolaní. Prešov: MVEK.
Hupková, M. 2006. Profesijná sebareflexia učiteľov. Nitra: UKF.
Kasáčová, B. 2004. Učiteľská profesia v trendoch teórie a praxe. Prešov: MPC.
Kosová, B. a kol. 2006. Profesijný rozvoj učiteľa. Prešov: Metodicko-pedagogické centrum v Prešove.
Ormis, S. 1874. Výchovoveda pre seminaristov a rodičov. Druhý diel. Veľká Revúca: Kníhtlačiarsko–účastninársky spolok v Turčianskom sv. Martine.
Plavčan, P. 2021. Teória vzdelávacej politiky. Brno: MSD.
Porubská, G. - Seidler, P. - Kurincová, V. 2001. Diferenciácia, integrácia a kooperácia v edukačnom prostredí. Nitra: UKF.
Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 50

A	ABS	B	C	D	E	FX
50,0	0,0	24,0	18,0	6,0	0,0	2,0

Lecturers:
Last change: 09.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde010/15	Pedeutology

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 36

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

Lecturers:

Last change: 03.09.2016

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde010/15	Pedeutology

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 36

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

Lecturers:

Last change: 03.09.2016

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde017/22	Personal and social development

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the continuous assessment, the course is completed by assessment.
Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out individually or in groups at different stages of the course implementation. Individual assignments focus on the preparation of materials and the development of assignments on which direct teaching will be based. This involves working with various questionnaires and tests, information sources (publications aimed at developing pupils' social-psychological competences) and official school documents (30% of the assessment). Within the group work, space is devoted to specific exercises and simulation of experiential learning in teachers' work (30%) and to the analysis of the objectives, meaning, methods of the cross-cutting theme of Personal and Social Development and its integration into selected educational areas (30%). A reflective essay concludes the continuous assessment (10% of the assessment).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A grade A is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with methods, techniques and other specifics related to the field of experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings, manifests himself/herself as a full member of the group and actively expresses his/her own opinion.
A B grade is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with the methods, techniques and other specifics related to the field of

experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, to a lesser extent, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings but needs more time and space to verbalise them, shows himself as a full member of the group and actively expresses his own opinion.
Grade C will be awarded to a student who has acquired the knowledge related to the content of the cross-cutting topic at an average level, is familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, is usually actively involved in individual activities, shows interest and effort to develop his/her competences, only in some topics and areas, makes little use of his/her personal qualities in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by experiential learning, shows himself/herself to be a full member of the group and actively expresses his/her own opinion.
A grade D is awarded if the student has acquired basic knowledge related to the content of the cross-cutting theme, is generally familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, engages to a limited extent in individual activities, and shows only sporadic interest and effort to develop his/her competencies, often only with external help, seeks original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, is more passive and more like a marginal member of the group, even though he or she actively expresses his or her own opinion.
A student receives a grade of E if the student has mastered the basic knowledge related to the content of the cross-cutting topic and is at least partially oriented in the methods, techniques and other specifics related to the field of experiential and active social learning, behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competences, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, cannot find his/her place in the group, expresses his/her own opinion sporadically and not always in an appropriate way.
The grade of Fx requires extra work, extra study; this grade is given exceptionally, most often because of non-participation in class and failure to complete the assigned interim assignments, refusal to cooperate in any way, refusal to take a stand on required topics and to express one's own opinion.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of the course is to familiarize students with the cross-cutting theme of personal and social development and experiential learning aimed at the development of social-psychological competencies in the school and classroom environment.
The student after completing the course:
- distinguishes the different stages of group development, perceives its variability and can assess the impact of the teacher's role in this area,
- knows the content, methods and objectives of the cross-cutting theme of Personal and Social Development and can identify and propose its integration within his/her study programme,
- can use techniques and strategies of experiential and active social learning leading to the fulfilment of the objectives of the cross-cutting theme, to promote group cohesion and a positive atmosphere in the group,
- is oriented in the available literature and is able to modify the acquired knowledge for the purposes of educational practice,

- Through experiential activities, gain first-hand experience of active social and experiential learning.

Class syllabus:

Brief outline of the course:

1. Cross-cutting theme Personal and social development and national curricula for lower and upper secondary education
2. Objectives, outcomes, content, methods of the cross-cutting theme and its integration into selected educational areas
3. Experiential and active social learning: models and theories of learning, methods and techniques.
4. Experiential and active social learning: space, tools, rules and challenging situations.
5. The school class as a group (the position, status and role of the individual in the group).
6. Group dynamics - group dynamics.

Recommended literature:

Compulsory reading:

HAMRANOVÁ, A. (2013). Sociálno – psychologický výcvik v príprave učiteľov (metodické pokyny). In: SOKOLOVÁ, L. et al. (eds.). (2013). Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. 2013, s. 33-36. ISBN 978-80-223-3483-9 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf

LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOLOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0

LEMEŠOVÁ, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0.

Slovenská asociácia pre učiteľstvo psychológie. (kap. 3 Práca so skupinou - skupinová dynamika; kap. 5 Keď je tréningová skupina inkluzívna, kap. 7 Zážitkové učenie = učenie zážitkom, kap. 10 a
11 – o pomôckach a priestore). 213 s. ISBN 978-80-974026-1-7

Štátny vzdelávací program a dokumenty viažuce sa k prierezovej téme dostupné na webstránkach Štátneho pedagogického ústavu:Štátny pedagogický ústav - ŠPÚ (statpedu.sk)

Recommended reading:

HERMOCHOVÁ, S. (2005). Skupinová dynamika ve školní třídě. Kladno: AISIS. 180 s. ISBN 8023956124

HERMOCHOVÁ, S. (2006). Teambuilding. Praha: Grada. 116 s. ISBN: 80-247-1155-9

KOLAŘÍK, M. (2019). Interakční psychologický výcvik. Praha: Grada. 192 s. ISBN 9788027121939

Languages necessary to complete the course:

Slovak and Czech language

Notes:

subject with a psychological focus, in the study plan marked *) The subject is usually implemented in the form of block teaching or continuously during the semester.

Past grade distribution

Total number of evaluated students: 252

A	ABS	B	C	D	E	FX
94,44	0,0	0,0	0,4	0,0	0,0	5,16

Lecturers:

Last change: 10.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde017/22	Personal and social development

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the continuous assessment, the course is completed by assessment.
Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out individually or in groups at different stages of the course implementation. Individual assignments focus on the preparation of materials and the development of assignments on which direct teaching will be based. This involves working with various questionnaires and tests, information sources (publications aimed at developing pupils' social-psychological competences) and official school documents (30% of the assessment). Within the group work, space is devoted to specific exercises and simulation of experiential learning in teachers' work (30%) and to the analysis of the objectives, meaning, methods of the cross-cutting theme of Personal and Social Development and its integration into selected educational areas (30%). A reflective essay concludes the continuous assessment (10% of the assessment).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A grade A is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with methods, techniques and other specifics related to the field of experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings, manifests himself/herself as a full member of the group and actively expresses his/her own opinion.
A B grade is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with the methods, techniques and other specifics related to the field of

experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, to a lesser extent, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings but needs more time and space to verbalise them, shows himself as a full member of the group and actively expresses his own opinion.
Grade C will be awarded to a student who has acquired the knowledge related to the content of the cross-cutting topic at an average level, is familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, is usually actively involved in individual activities, shows interest and effort to develop his/her competences, only in some topics and areas, makes little use of his/her personal qualities in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by experiential learning, shows himself/herself to be a full member of the group and actively expresses his/her own opinion.
A grade D is awarded if the student has acquired basic knowledge related to the content of the cross-cutting theme, is generally familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, engages to a limited extent in individual activities, and shows only sporadic interest and effort to develop his/her competencies, often only with external help, seeks original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, is more passive and more like a marginal member of the group, even though he or she actively expresses his or her own opinion.
A student receives a grade of E if the student has mastered the basic knowledge related to the content of the cross-cutting topic and is at least partially oriented in the methods, techniques and other specifics related to the field of experiential and active social learning, behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competences, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, cannot find his/her place in the group, expresses his/her own opinion sporadically and not always in an appropriate way.
The grade of Fx requires extra work, extra study; this grade is given exceptionally, most often because of non-participation in class and failure to complete the assigned interim assignments, refusal to cooperate in any way, refusal to take a stand on required topics and to express one's own opinion.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of the course is to familiarize students with the cross-cutting theme of personal and social development and experiential learning aimed at the development of social-psychological competencies in the school and classroom environment.
The student after completing the course:
- distinguishes the different stages of group development, perceives its variability and can assess the impact of the teacher's role in this area,
- knows the content, methods and objectives of the cross-cutting theme of Personal and Social Development and can identify and propose its integration within his/her study programme,
- can use techniques and strategies of experiential and active social learning leading to the fulfilment of the objectives of the cross-cutting theme, to promote group cohesion and a positive atmosphere in the group,
- is oriented in the available literature and is able to modify the acquired knowledge for the purposes of educational practice,

- Through experiential activities, gain first-hand experience of active social and experiential learning.

Class syllabus:

Brief outline of the course:

1. Cross-cutting theme Personal and social development and national curricula for lower and upper secondary education
2. Objectives, outcomes, content, methods of the cross-cutting theme and its integration into selected educational areas
3. Experiential and active social learning: models and theories of learning, methods and techniques.
4. Experiential and active social learning: space, tools, rules and challenging situations.
5. The school class as a group (the position, status and role of the individual in the group).
6. Group dynamics - group dynamics.

Recommended literature:

Compulsory reading:

HAMRANOVÁ, A. (2013). Sociálno – psychologický výcvik v príprave učiteľov (metodické pokyny). In: SOKOLOVÁ, L. et al. (eds.). (2013). Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. 2013, s. 33-36. ISBN 978-80-223-3483-9 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf

LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOLOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0

LEMEŠOVÁ, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0.

Slovenská asociácia pre učiteľstvo psychológie. (kap. 3 Práca so skupinou - skupinová dynamika; kap. 5 Keď je tréningová skupina inkluzívna, kap. 7 Zážitkové učenie = učenie zážitkom, kap. 10 a
11 – o pomôckach a priestore). 213 s. ISBN 978-80-974026-1-7

Štátny vzdelávací program a dokumenty viažuce sa k prierezovej téme dostupné na webstránkach Štátneho pedagogického ústavu:Štátny pedagogický ústav - ŠPÚ (statpedu.sk)

Recommended reading:

HERMOCHOVÁ, S. (2005). Skupinová dynamika ve školní třídě. Kladno: AISIS. 180 s. ISBN 8023956124

HERMOCHOVÁ, S. (2006). Teambuilding. Praha: Grada. 116 s. ISBN: 80-247-1155-9

KOLAŘÍK, M. (2019). Interakční psychologický výcvik. Praha: Grada. 192 s. ISBN 9788027121939

Languages necessary to complete the course:

Slovak and Czech language

Notes:

subject with a psychological focus, in the study plan marked *) The subject is usually implemented in the form of block teaching or continuously during the semester.

Past grade distribution

Total number of evaluated students: 252

A	ABS	B	C	D	E	FX
94,44	0,0	0,0	0,4	0,0	0,0	5,16

Lecturers: Mgr. Miroslava Lemešová, PhD.

Last change: 10.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde003/22	Philosophical anthropology and axiology

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
Midterm/final grade weighting: 100/0, the course is completed with an evaluation.
The interim assessment includes two interim didactic tests (50% + 50% of the assessment). To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
And 100-91%, well done - excellent results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an A grade in terms of cumulative points or percentage.
Note: The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the amount of knowledge they have acquired. The tests are designed to verify the specified learning outcomes.
B 90-81%, very good - above average standard. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a B grade in terms of cumulative points or percentage.
C 80-73%, well - normal reliable work. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a C grade in terms of cumulative scores or percentages.
D 72-66%, satisfactory - acceptable results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a grade D in the aggregate score or percentage.
E 65-60%, enough. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an E grade in terms of cumulative points and percentages.
Fx 59-0%, not enough. The student did not meet the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:

The aim of the course is to convey a wide range of views on man as philosophy has grasped him through its means in different historical periods and cultural contexts. In the course, students will learn not only the basic images, views and concepts of man in their historical-philosophical, but also in their ethical-xiological framework. They will learn about the mutual inspirations and intersections between philosophical and special-scientific conceptions of man. They will become familiar with the motives and arguments of philosophical critiques of scientific conceptions of man. The mission of the course is for students to learn to identify the value background of philosophical thematizations of man and to infer possible axiological implications arising from the acceptance of relevant scientific conceptions of man.

Class syllabus:

Brief outline of the course:

Possibilities of conceptualizing anthropological issues in the sciences and in philosophy. Limits of the scientific way of affirmation of the anthropological problematic. Basic conceptual and methodological problems associated with the thematization of man in philosophy. Typology of philosophical reflections of man according to different expert points of view. Substantial and non-substantial approaches to man and their worldview and pedagogical implications. Philosophical reflection on the relational relations in which man finds himself in the world: man and nature, man and society, man and technology, man and the sphere of the transcendent. Mapping the demarcation lines between the animal and the human, between the human and the posthuman. Philosophical critique of some concepts of normality and ideas about the ideal status of man, which have been entrenched in educational theory and practice. The axiological dimension of human existence. The importance of human knowledge for educational sciences. Education for humanism and respect for human dignity as the most essential mission of education.

Recommended literature:

Compulsory reading:
MALÍK, B. (2008) Úvod do antropológie. Základné antropofémy v dejinách antropologického myslenia. Bratislava: Iris, 214 s. ISBN 978-80-89256-09-9
Recommended reading:
BOSÁKOVÁ, K. (2019) Základy filozofickej antropológie I. Košice: Vydavateľstvo ŠafárikPress. 54 s. ISBN 978-80-8152-773-9 (e-publikácia) Dostupné na: https://unibook.upjs.sk/img/cms/2019/FF/filozoficka-antropologia-final.pdf
GÁLIK, S. (2008) Filozofická antropológia. Bratislava: Iris. 159 s. ISBN 978-80-89256-23-5.
NOVOSÁD, F. (2020) Elementy filozofickej antropológie. Bratislava: Iris. 224 s. ISBN 978-80-8200-057-6.

Languages necessary to complete the course:

slovak language

Notes:

Past grade distribution

Total number of evaluated students: 1001

A	ABS	B	C	D	E	FX
29,97	0,0	19,58	22,08	16,38	10,89	1,1

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde003/22	Philosophical anthropology and axiology

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
Midterm/final grade weighting: 100/0, the course is completed with an evaluation.
The interim assessment includes two interim didactic tests (50% + 50% of the assessment). To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
And 100-91%, well done - excellent results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an A grade in terms of cumulative points or percentage.
Note: The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the amount of knowledge they have acquired. The tests are designed to verify the specified learning outcomes.
B 90-81%, very good - above average standard. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a B grade in terms of cumulative points or percentage.
C 80-73%, well - normal reliable work. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a C grade in terms of cumulative scores or percentages.
D 72-66%, satisfactory - acceptable results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a grade D in the aggregate score or percentage.
E 65-60%, enough. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an E grade in terms of cumulative points and percentages.
Fx 59-0%, not enough. The student did not meet the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:

The aim of the course is to convey a wide range of views on man as philosophy has grasped him through its means in different historical periods and cultural contexts. In the course, students will learn not only the basic images, views and concepts of man in their historical-philosophical, but also in their ethical-xiological framework. They will learn about the mutual inspirations and intersections between philosophical and special-scientific conceptions of man. They will become familiar with the motives and arguments of philosophical critiques of scientific conceptions of man. The mission of the course is for students to learn to identify the value background of philosophical thematizations of man and to infer possible axiological implications arising from the acceptance of relevant scientific conceptions of man.

Class syllabus:

Brief outline of the course:

Possibilities of conceptualizing anthropological issues in the sciences and in philosophy. Limits of the scientific way of affirmation of the anthropological problematic. Basic conceptual and methodological problems associated with the thematization of man in philosophy. Typology of philosophical reflections of man according to different expert points of view. Substantial and non-substantial approaches to man and their worldview and pedagogical implications. Philosophical reflection on the relational relations in which man finds himself in the world: man and nature, man and society, man and technology, man and the sphere of the transcendent. Mapping the demarcation lines between the animal and the human, between the human and the posthuman. Philosophical critique of some concepts of normality and ideas about the ideal status of man, which have been entrenched in educational theory and practice. The axiological dimension of human existence. The importance of human knowledge for educational sciences. Education for humanism and respect for human dignity as the most essential mission of education.

Recommended literature:

Compulsory reading:
MALÍK, B. (2008) Úvod do antropológie. Základné antropofémy v dejinách antropologického myslenia. Bratislava: Iris, 214 s. ISBN 978-80-89256-09-9
Recommended reading:
BOSÁKOVÁ, K. (2019) Základy filozofickej antropológie I. Košice: Vydavateľstvo ŠafárikPress. 54 s. ISBN 978-80-8152-773-9 (e-publikácia) Dostupné na: https://unibook.upjs.sk/img/cms/2019/FF/filozoficka-antropologia-final.pdf
GÁLIK, S. (2008) Filozofická antropológia. Bratislava: Iris. 159 s. ISBN 978-80-89256-23-5.
NOVOSÁD, F. (2020) Elementy filozofickej antropológie. Bratislava: Iris. 224 s. ISBN 978-80-8200-057-6.

Languages necessary to complete the course:

slovak language

Notes:

Past grade distribution

Total number of evaluated students: 1001

A	ABS	B	C	D	E	FX
29,97	0,0	19,58	22,08	16,38	10,89	1,1

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde001/22	Philosophy of education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, the ratio of interim and final assessment is 50/50.
Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 50). The seminar paper is a condition for the award of the overall grade. As part of the final assessment of the course, students will take an oral examination (maximum possible points - 50).
For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points).
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
FX (59-0%, insufficient - completing the course still requires a significant amount of effort and work on the part of the student).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good

professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning outcomes:
Aims and learning outcomes: the aim of philosophy of education is to acquire and understand the philosophical foundations of pedagogical theories and educational systems in their historical development and present, to develop the ability to analyse educational situations in terms of their philosophical and social conditioning. The student can apply his/her knowledge of the philosophy of education in relation to other compulsory elective subjects - History of Education and Pedagogy or Contemporary Alternative Directions in Pedagogy.
The student develops transferable competences - communication skills, critical thinking, reasoning in context.

Class syllabus:

Brief outline of the course:
Thematic focus of lectures:
1. Introduction to the philosophy of education
- Basic terminological issues (characteristics of philosophy and pedagogy as a science)
- relationship between philosophy and education
- philosophy of education as a philosophical discipline
- historical outline of the constitution of philosophy of education
- importance of philosophy for education and pedagogy
- man and education in the history of European philosophical thought
2. Ancient philosophy and its reflection in education
- characteristics of the period and philosophy
- the most important representatives of ancient philosophy (Sophists, Socrates, Democritus, Plato, Aristotle, and others)
- the philosophical foundations of education in the works of philosophers
3. Educational ideals in the Patristic and Scholastic periods
- characteristics of the period and philosophy
- the most important representatives of Patristic (Aurelius Augustinus, ...) and Scholastic (Thomas Aquinas, Roger Bacon, ...)
- the reflection of philosophy in the views on education
4. Educational ideals in humanism and the Renaissance
- characteristics of the period and philosophy
- the most important representatives (Thomas Morus, J.L. Vivés, F. Rabelais...)
- reflection of philosophical Renaissance thinking in education

5. Modern philosophy and its reflection in education
- characteristics of the period and philosophy
- the most important philosophical trends: empiricism and rationalism, their representatives and influence on education (Francis Bacon, Francois Rabelais ...)- Enlightenment philosophy and pedagogy and its philosophical foundations
6. Philosophical foundations of the pedagogical system of J. A. Comenius
- characteristics of the period and philosophy
- philosophical foundations of the pedagogical system of J. A. Comenius - characteristics of the period and philosophy
- philosophical foundations of the pedagogical system of J. A. Comenius
- the stages of Comenius' pedagogical work (pre-Pansophic, Pan-Sophic and Pan-Enlightenment)
- their reflection in his works
- the importance of Comenius for the philosophy of education and pedagogy
7. Basic philosophical trends in the 19th century and their influence on education- characteristics of the period and philosophy
- the most important philosophical trends, their characteristics and representatives:
a) positivism
b) Marxism
c) voluntarism
d) anthropological philosophy
(e) philosophy of life, and others
- their representatives and influence on pedagogical thinking in Europe
8. The influence of philosophical trends on pedagogical thinking in the 20th century
- characteristics of the period and philosophy - the most important philosophical trends (neopositivism, pragmatism, existentialism, Marxism ...)
- philosophical and pedagogical anthropology
- man and education from the aspect of philosophical anthropology
- anthropological social and axiological and global contexts of human education
9. Philosophical foundations of education in the present
- characteristics of the period and philosophy - the most important philosophical trends in Europe
- the philosophical foundations of education in the present - Europeanization and globalization of education
- current trends and representatives of the philosophy of education in Europe
10. Objectives of education and their philosophical foundations
- Characteristics of educational objectives in relation to the definition of the nature of education
- Philosophical bases of educational objectives
- Approaches to the determination of educational objectives (sociological, psychological and convergent conceptions of education)
- Determination and concretization of educational objectives in the historical context and in the present day
- Relationship between the philosophy of education and the sociology of education
11. Versatility and harmony in education
- historical aspects of the development of versatility and harmony in education in the different periods of development (ancient, medieval, humanist and renaissance, modern, 19th and 20th century, contemporary)
- multifaceted and harmonious development of the personality - reflection of versatility and harmony in the aims and content of education
12. Democracy and power in education

- characteristics of democracy and pluralism, reflection of democracy and power in education in the field of objectives, content, methods, management,
- manipulative and communicative pedagogy, their characteristics and manifestations

Recommended literature:

Required reading:

BREZINKA, V (1996) Filozofické základy výchovy. Praha: Zvon, 174 s. ISBN 80-7113-169-5
KASPER, T.- KASPEROVÁ, D. Dejiny pedagogiky. Praha : GRADA, 224 s. ISBN 978-80-247-2429-4
KOSOVÁ, B. (2013) Filozofické a globálne súvislosti edukácie. Banská Bystrica: UMB, 165 s. ISBN 978-80-557-0434-0
KUDLÁČOVÁ, B. (2003) Človek a výchova v dejinách európskeho myslenia. Trnava: PF TU, 168 s. ISBN 80-89074-66-9
RAJSKÝ, A. (2021) Filozofia výchovy. Vybrané state. Trnava : Trnavská univerzita a VEDA vydavateľstvo SAV, 265 s. ISBN 978-80-568-0407-0

Recommended reading:

BREZINKA, W. (2001) Východiská k poznání výchovy. Brno: Nakladatelství L.Marek, 310 s. ISBN- 80-86263-23-1
GÁLIKOVÁ- TOLNAIOVÁ, S. (2007) Problém výchovy na prahu 21. storočia v súčasnej filozofii výchovy. Bratislava : IRIS, 231 s. ISBN 978-80-89256-04-4
KUDLÁČOVÁ, B. 2010. Európske pedagogické myslenie od antiky po modernu. Trnava: Trnavská univerzita/ VEDA, 2010, 317 s. ISBN 978-80-8082-336-8A
KUDLÁČOVÁ, B.; RAJSKÝ, A. 2012. Európske pedagogické myslenie od moderny k postmoderne po súčasnosť. Trnava: Trnavská univerzita/ VEDA. 293 s. ISBN 978-80-8082-574-4
PALOUŠ, R. (1991) K filosofii výchovy. Praha: SNP, 115 s. ISBN 80-04-25390-3
PELCOVÁ, N. (2000) Filozofická a pedagogická antropologie. Praha : Karolinum, 196 s. ISBN 80-246-0076-5
SKARUPSKÁ, H. (2016) Filozofie a Teorie výchovy. Studijní opora. Praha: Hnutí R. 51 s. ISBN 978-80- 86798-70-7
ŠARNÍKOVÁ, G. (2011) Z dejín filozofie výchovy. Starovek. Ružomberok : KU- VERBUM, 75 s. ISBN 978-80-8084-685-5
ŠARNÍKOVÁ, G. (2012) Z dejín filozofie výchovy. Od scholastiky po osvietenstvo. Ružomberok : KU- VERBUM, 132 s. ISBN 978-80-8084- 868-2

Languages necessary to complete the course:

: slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 91

A	ABS	B	C	D	E	FX
29,67	0,0	51,65	13,19	0,0	1,1	4,4

Lecturers: prof. PhDr. Mária Potočárová, PhD.

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde030/22	Practical Language - Advanced

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 11 hours continuous preparation for lessons; 14 hours preparation of ongoing tasks; 3 hours preparation for the final debate. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, discussion, presentation, work in small groups.

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The results of the student will be evaluated in the form of an interim evaluation (100%).
The condition for successful completion of the subject is the completion of classroom activities 20%, the preparation of interim tasks 50% and the final discussion 30%.
The student demonstrates developed language competence by working on the classroom, elaborating tasks and at the final debate.
At least 60% of the scoring must be obtained in order to complete the subject successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to develop communicative competence in Spanish in the performance of receptive, productive and interactive language activities, with an emphasis on oral expression and on the pragmatic and sociolingual components of communicative competence.
After successful completion of the course, the student has a developed language competence in Spanish approaching C1 level according to the CEFR, he/she has the prerequisites to use Spanish effectively for academic or professional purposes:

• is able to understand without considerable effort the native speakers in authentic audio recordings (understanding includes literary, standard and selected substandard forms of language),
• can also understand more complex texts of different styles,
• has a fluent and spontaneous oral expression in Spanish, is able to lead a coherent arranged monologue, when arguing he can accurately express his thoughts and opinions, in the debate he can properly follow up on the contributions of other speakers,
• can apply theoretical knowledge of grammar at C1 level in practical use.
In addition to developing communication capability, the completion of the course contributes to improving the ability to argue, the ability to present opinions in interaction, autonomy, etc.

Class syllabus:
Type of activities:
• Typology activities similar to those of international standardised Spanish tests at C1 level.
• Work with authentic audiovisual and text documents: reports, parts of television programmes, excerpts from films/series, articles, short literary formations, etc.
• Samples of real language: specific attention is paid to geographical and sociolinguistic variants, so that students are able to adequately understand native speakers using certain dialects and socio-linguistics.
• Activities that promote both the autonomy of learners and cooperation. Part of this is a self-assessment of progress.
• Practical exercises to improve language competence: grammatical and lexical phenomena in accordance with the Cervantes Institute's curriculum plan for C1 level and according to students' needs. e.g. anthroponyms, gender and number of the noun conditioning the change of meaning, plural of adopted words in Spanish, contextual changes in the meaning of relationship adjectives, anteposition of adjective (pragmatic aspects), irregular absolute superlative, adverbialization of adjective in colloquial speech, specific use of article and other determinants in colloquial language, secondary meanings of past and future tenses and the imperative, specifics of the use of the subjunctive, semi-predicative constructions with infinitive, participle and gerund, stylistic aspects of the word order; lexical collocations.
• Development of strategies in the performance of individual language activities, especially in oral speech.
Themes:
• Current topics in a given period (taking into account the composition of the group and the interests of students) within which intercultural competence is developed.
• Discussion topics that support interaction. Examples of possible topics:
– World of work – to apply for a job, to prepare for a job interview in Spanish.
– Modern occupations, attitude of the young generation to work, work/family balance.
– Individual and society, personal development, psychological problems and their solution nowadays.
– Generational identity, generational differences and conflicts.
– Urban subcultures of the 20th-21st century, their style and linguistic expression.

Recommended literature:
Currently authentic text and audiovisual sources.
PÉREZ, R.M. – QUINTANA, L. 2012. Preparación DELE C1. Madrid: Edelsa. ISBN. 9788477116882 (or other available textbook for dele C1 exam preparation)
For targeted grammar and lexicon practice:
MARTÍN GARCÍA, J. 2001. Gramática y léxico del español. Niveles Avanzado-Superior. Madrid: Anaya, 2001. 175 s. ISBN 9788466700740.
Educational portals for Spanish as a foreign language – level C1-C2:

ProfedeELE. Available at: https://www.profedeele.es/categoria/actividad/nivel/c1/
RutaELE. Available at: https://rutaele.es/c1c2/
To search for information and solve questions from the current language:
REAL ACADEMIA ESPAÑOLA. 2018. Libro de estilo de la lengua española. Madrid: Espasa. 504 s. ISBN 9788467053791 (available online).

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde030/22	Practical Language - Advanced

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 11 hours continuous preparation for lessons; 14 hours preparation of ongoing tasks; 3 hours preparation for the final debate. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, discussion, presentation, work in small groups.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The results of the student will be evaluated in the form of an interim evaluation (100%).
The condition for successful completion of the subject is the completion of classroom activities 20%, the preparation of interim tasks 50% and the final discussion 30%.
The student demonstrates developed language competence by working on the classroom, elaborating tasks and at the final debate.
At least 60% of the scoring must be obtained in order to complete the subject successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to develop communicative competence in Spanish in the performance of receptive, productive and interactive language activities, with an emphasis on oral expression and on the pragmatic and sociolingual components of communicative competence.
After successful completion of the course, the student has a developed language competence in Spanish approaching C1 level according to the CEFR, he/she has the prerequisites to use Spanish effectively for academic or professional purposes:

• is able to understand without considerable effort the native speakers in authentic audio recordings (understanding includes literary, standard and selected substandard forms of language),
• can also understand more complex texts of different styles,
• has a fluent and spontaneous oral expression in Spanish, is able to lead a coherent arranged monologue, when arguing he can accurately express his thoughts and opinions, in the debate he can properly follow up on the contributions of other speakers,
• can apply theoretical knowledge of grammar at C1 level in practical use.
In addition to developing communication capability, the completion of the course contributes to improving the ability to argue, the ability to present opinions in interaction, autonomy, etc.

Class syllabus:
Type of activities:
• Typology activities similar to those of international standardised Spanish tests at C1 level.
• Work with authentic audiovisual and text documents: reports, parts of television programmes, excerpts from films/series, articles, short literary formations, etc.
• Samples of real language: specific attention is paid to geographical and sociolinguistic variants, so that students are able to adequately understand native speakers using certain dialects and socio-linguistics.
• Activities that promote both the autonomy of learners and cooperation. Part of this is a self-assessment of progress.
• Practical exercises to improve language competence: grammatical and lexical phenomena in accordance with the Cervantes Institute's curriculum plan for C1 level and according to students' needs. e.g. anthroponyms, gender and number of the noun conditioning the change of meaning, plural of adopted words in Spanish, contextual changes in the meaning of relationship adjectives, anteposition of adjective (pragmatic aspects), irregular absolute superlative, adverbialization of adjective in colloquial speech, specific use of article and other determinants in colloquial language, secondary meanings of past and future tenses and the imperative, specifics of the use of the subjunctive, semi-predicative constructions with infinitive, participle and gerund, stylistic aspects of the word order; lexical collocations.
• Development of strategies in the performance of individual language activities, especially in oral speech.
Themes:
• Current topics in a given period (taking into account the composition of the group and the interests of students) within which intercultural competence is developed.
• Discussion topics that support interaction. Examples of possible topics:
– World of work – to apply for a job, to prepare for a job interview in Spanish.
– Modern occupations, attitude of the young generation to work, work/family balance.
– Individual and society, personal development, psychological problems and their solution nowadays.
– Generational identity, generational differences and conflicts.
– Urban subcultures of the 20th-21st century, their style and linguistic expression.

Recommended literature:
Currently authentic text and audiovisual sources.
PÉREZ, R.M. – QUINTANA, L. 2012. Preparación DELE C1. Madrid: Edelsa. ISBN. 9788477116882 (or other available textbook for dele C1 exam preparation)
For targeted grammar and lexicon practice:
MARTÍN GARCÍA, J. 2001. Gramática y léxico del español. Niveles Avanzado-Superior. Madrid: Anaya, 2001. 175 s. ISBN 9788466700740.
Educational portals for Spanish as a foreign language – level C1-C2:

ProfedeELE. Available at: https://www.profedeele.es/categoria/actividad/nivel/c1/
RutaELE. Available at: https://rutaele.es/c1c2/
To search for information and solve questions from the current language:
REAL ACADEMIA ESPAÑOLA. 2018. Libro de estilo de la lengua española. Madrid: Espasa. 504 s. ISBN 9788467053791 (available online).

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde024/22	Practical Stylistics in Spanish Language

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar, total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours in-person teaching; 10 hours elaboration of interim tasks; 18 hours individual work on solving assignments and independent study of professional literature. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, discussion, work in small groups.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The student will be evaluated continuously on the basis of the work in the classroom, the preparation of written tasks during the semester and the test. The interim evaluation is 100 %: active participation in classroom activities 10 %, elaboration of continuous written tasks 60 %; test 30 %.
At least 60% of the scoring must be obtained in order to complete the course successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to extend knowledge from linguistic disciplines, namely stylistics, and to develop communicative competence in the Spanish language in the performance of receptive and productive language activities in both ordinary and professional communication.
After successful completion of the course, the student
• knows the status and function of individual styles in the language system and the characteristics of functional styles,
• can work with professional resources (manuals, dictionaries and electronic resources),
• can analyse stylistic aspects of current texts,

• has a developed language competence, maintains a high degree of grammatical accuracy, adheres to spelling,
• is able to create texts of different kinds according to the communicative context and according to the characteristics of the text (complexity, coherence, organizing, functionality, coherence, informativeness, etc.)

Class syllabus:
• The position and function of each style in the language system.
• Characteristics of functional styles.
• Work with manuals, dictionaries and electronic resources.
• Stylistic analysis of the spelling and grammar of contemporary texts (journalistic texts, advertising texts, etc.).
• Practical exercises focusing on the right choice of language devices in different functional styles.
• Practical exercises to improve language competence in Spanish.

Recommended literature:
LAMPIS, M. 2021. Curso universitario de estilística de la lengua. Nitra: Univerzita Konštantína Filozofa v Nitre, 2021. ISBN 978-80-558-1679-1.
HULL, L. – ŠOLTYS, J. 2000. Introducción a la estilística española. Bratislava: Anapress. 2000. 215 s. ISBN 8096823434.

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
44,44	0,0	44,44	0,0	0,0	0,0	11,11

Lecturers: doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde024/22	Practical Stylistics in Spanish Language

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar, total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours in-person teaching; 10 hours elaboration of interim tasks; 18 hours individual work on solving assignments and independent study of professional literature. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, discussion, work in small groups.

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The student will be evaluated continuously on the basis of the work in the classroom, the preparation of written tasks during the semester and the test. The interim evaluation is 100 %: active participation in classroom activities 10 %, elaboration of continuous written tasks 60 %; test 30 %.
At least 60% of the scoring must be obtained in order to complete the course successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to extend knowledge from linguistic disciplines, namely stylistics, and to develop communicative competence in the Spanish language in the performance of receptive and productive language activities in both ordinary and professional communication.
After successful completion of the course, the student
• knows the status and function of individual styles in the language system and the characteristics of functional styles,
• can work with professional resources (manuals, dictionaries and electronic resources),
• can analyse stylistic aspects of current texts,

• has a developed language competence, maintains a high degree of grammatical accuracy, adheres to spelling,
• is able to create texts of different kinds according to the communicative context and according to the characteristics of the text (complexity, coherence, organizing, functionality, coherence, informativeness, etc.)

Class syllabus:
• The position and function of each style in the language system.
• Characteristics of functional styles.
• Work with manuals, dictionaries and electronic resources.
• Stylistic analysis of the spelling and grammar of contemporary texts (journalistic texts, advertising texts, etc.).
• Practical exercises focusing on the right choice of language devices in different functional styles.
• Practical exercises to improve language competence in Spanish.

Recommended literature:
LAMPIS, M. 2021. Curso universitario de estilística de la lengua. Nitra: Univerzita Konštantína Filozofa v Nitre, 2021. ISBN 978-80-558-1679-1.
HULL, L. – ŠOLTYS, J. 2000. Introducción a la estilística española. Bratislava: Anapress. 2000. 215 s. ISBN 8096823434.

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
44,44	0,0	44,44	0,0	0,0	0,0	11,11

Lecturers: doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde024/22	Processing and interpretation of statistical data

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment, the weighting of the interim and final assessment is 100/0. The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving focused on understanding and interpreting statistical concepts. During the semester, students will submit 5 assignments of 6 points each, which will be focused on solving statistical assignments using MS EXCEL and JASP software from individual topics (descriptive statistics, correlation and regression analysis, sampling, hypothesis testing), and at the end of the semester, the student will submit and present a term paper for 40 points. The term paper will include an independent statistical treatment and interpretation of quantitative research (own or from data taken, for example, from thesis, rigor or PhD theses). The student will submit the thesis electronically in MS Word and MS EXCEL, and prepare the presentation in MS PowerPoint or Prezi. The student will demonstrate through the development and presentation of the term project that he/she is able to independently statistically evaluate quantitative research and interpret them.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 3 points on any of the 5 assignments. To pass the course, a score of at least 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student has excellent knowledge of the theoretical knowledge of statistical data processing and can interpret it correctly and clearly; he/she solves problems 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 being solved. He is active in seminars. He brings his own experience and insights from practice to the teaching. His oral and written expression is correct, citationally correct, grammatically flawless.
B (90-81%, very good - above average standard), the student has mastered the theoretical knowledge of statistical data processing and can interpret it correctly and clearly with minor shortcomings, has acquired key competences, can respond promptly during lectures to the teacher's

challenges, the student is self-initiative and asks questions in the context of the problem addressed. His/her written expression in the term paper is correct, grammatically sound and creative. He brings his own experiences and insights from practice to the teaching. The results of his activities are of good quality, with minor shortcomings.
C (80-73%, good - normal reliable work), the student knows the theoretical knowledge of statistical data processing and can interpret them at an average, i.e. good level, has acquired theoretical knowledge and skills using MS EXCEL and JASP software in solving problems, can respond to the teacher's challenges. He/she does not take initiative himself/herself, does not ask questions in the context of the problem being solved. His communication style is not disruptive, but he is unsure of his answer and his speech does not have significant disruptive elements. He transfers experience from practice with problems. His, grammatical speech is of lesser quality.
D (72-66%, Satisfactory-Acceptable performance), the student has mastered the material at a satisfactory level. He/she knows the theory with minor gaps, but cannot apply it to the solution of practical experiences, he/she needs help in interpreting the obtained statistical data. He is not very active during teaching, does not bring new solutions, takes the role of a passive observer. Memorisation rather than critical thinking prevails in the student. Analysis from practice is less constructive. His/her written expression has some inaccuracies to serious deficiencies.
E (65-60%, sufficient - the results meet the minimum criteria), the student has a low level of theoretical knowledge of statistical data processing, responds to the teacher's instructions and prompts with considerable inaccuracies; the student himself is not proactive and does not ask questions in the context of the problem addressed. Applies theoretical knowledge with considerable problems; in practical terms, does not have recommendations for correct solution options. The student is rather in the position of a passive recipient of knowledge and is not active in the seminars. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not error-free and stylistically correct.
Fx (59-0%, Insufficient - extra work required) this grade will be given if the student fails to meet any of the required minimum criteria and is not allowed to take the final test. This means that the student has not mastered the knowledge and skills to a degree that would enable him/her to meet at least the minimum criteria for a passing grade.

Learning outcomes:

Learning outcomes
Learning objectives and outcomes and transferable competences:
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:

Brief outline of the course:
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 tests. Analysis of variance - ANOVA. Correlation and regression analysis.
1. Descriptive statistics - description of the statistical population
2. Descriptive statistics - data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables
6. Probability distribution

7. Selective enquiry
8. Estimates of the characteristics of the base set
9. Hypothesis testing
10. Semester project presentation

Recommended literature:
Recommended reading:
CHAJDIAK, J. (2013). Štatistika jednoducho v Exceli, Bratislava, Statis, 341 s. ISBN 978-80-855-974-0
NEUBAUER, J., SEDLAČÍK, M., KŘÍŽ, O. (2016). Základy statistiky. Praha, Grada, 280 s. ISBN 978-80-247-5786-5
RIMARČÍK, M. (2007). Štatistika pre prax. Košice, Marián Rimarčík, 200 s. ISBN 8096981311

Languages necessary to complete the course:
slovak and 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. PaedDr. Lilla Koreňová, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde024/22	Processing and interpretation of statistical data

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment, the weighting of the interim and final assessment is 100/0. The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving focused on understanding and interpreting statistical concepts. During the semester, students will submit 5 assignments of 6 points each, which will be focused on solving statistical assignments using MS EXCEL and JASP software from individual topics (descriptive statistics, correlation and regression analysis, sampling, hypothesis testing), and at the end of the semester, the student will submit and present a term paper for 40 points. The term paper will include an independent statistical treatment and interpretation of quantitative research (own or from data taken, for example, from thesis, rigor or PhD theses). The student will submit the thesis electronically in MS Word and MS EXCEL, and prepare the presentation in MS PowerPoint or Prezi. The student will demonstrate through the development and presentation of the term project that he/she is able to independently statistically evaluate quantitative research and interpret them.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 3 points on any of the 5 assignments. To pass the course, a score of at least 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student has excellent knowledge of the theoretical knowledge of statistical data processing and can interpret it correctly and clearly; he/she solves problems 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 being solved. He is active in seminars. He brings his own experience and insights from practice to the teaching. His oral and written expression is correct, citationally correct, grammatically flawless.
B (90-81%, very good - above average standard), the student has mastered the theoretical knowledge of statistical data processing and can interpret it correctly and clearly with minor shortcomings, has acquired key competences, can respond promptly during lectures to the teacher's

challenges, the student is self-initiative and asks questions in the context of the problem addressed. His/her written expression in the term paper is correct, grammatically sound and creative. He brings his own experiences and insights from practice to the teaching. The results of his activities are of good quality, with minor shortcomings.
C (80-73%, good - normal reliable work), the student knows the theoretical knowledge of statistical data processing and can interpret them at an average, i.e. good level, has acquired theoretical knowledge and skills using MS EXCEL and JASP software in solving problems, can respond to the teacher's challenges. He/she does not take initiative himself/herself, does not ask questions in the context of the problem being solved. His communication style is not disruptive, but he is unsure of his answer and his speech does not have significant disruptive elements. He transfers experience from practice with problems. His, grammatical speech is of lesser quality.
D (72-66%, Satisfactory-Acceptable performance), the student has mastered the material at a satisfactory level. He/she knows the theory with minor gaps, but cannot apply it to the solution of practical experiences, he/she needs help in interpreting the obtained statistical data. He is not very active during teaching, does not bring new solutions, takes the role of a passive observer. Memorisation rather than critical thinking prevails in the student. Analysis from practice is less constructive. His/her written expression has some inaccuracies to serious deficiencies.
E (65-60%, sufficient - the results meet the minimum criteria), the student has a low level of theoretical knowledge of statistical data processing, responds to the teacher's instructions and prompts with considerable inaccuracies; the student himself is not proactive and does not ask questions in the context of the problem addressed. Applies theoretical knowledge with considerable problems; in practical terms, does not have recommendations for correct solution options. The student is rather in the position of a passive recipient of knowledge and is not active in the seminars. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not error-free and stylistically correct.
Fx (59-0%, Insufficient - extra work required) this grade will be given if the student fails to meet any of the required minimum criteria and is not allowed to take the final test. This means that the student has not mastered the knowledge and skills to a degree that would enable him/her to meet at least the minimum criteria for a passing grade.

Learning outcomes:

Learning outcomes
Learning objectives and outcomes and transferable competences:
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:

Brief outline of the course:
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 tests. Analysis of variance - ANOVA. Correlation and regression analysis.
1. Descriptive statistics - description of the statistical population
2. Descriptive statistics - data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables
6. Probability distribution

7. Selective enquiry
8. Estimates of the characteristics of the base set
9. Hypothesis testing
10. Semester project presentation

Recommended literature:
Recommended reading:
CHAJDIAK, J. (2013). Štatistika jednoducho v Exceli, Bratislava, Statis, 341 s. ISBN 978-80-855-974-0
NEUBAUER, J., SEDLAČÍK, M., KŘÍŽ, O. (2016). Základy statistiky. Praha, Grada, 280 s. ISBN 978-80-247-5786-5
RIMARČÍK, M. (2007). Štatistika pre prax. Košice, Marián Rimarčík, 200 s. ISBN 8096981311

Languages necessary to complete the course:
slovak and 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. PaedDr. Lilla Koreňová, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde021/22	Project designing

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with a grade of 100/0. During the semester there will be two colloquial midterm evaluations of 15 points each and 1 30b midterm assignment will be worked on. Final assessment in the form of a group presentation of the 40b learning block project.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course you must obtain a minimum of 60% of the marks.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
- The graduate of the course is well versed and able to define the project plan and define the project objectives.
- The graduate understands the processes of creating an innovative culture in a classroom setting.
- He approaches the assigned tasks in a complex way, using both the process of analysis and synthesis in the search for solutions. In making decisions, he/she uses thinking strategies based on critical evaluation, which is based on facts and clearly formulated information from reliable information sources.
- The graduate understands the project management process and the project life cycle.
- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. Can analyze the problem and synthesize new solutions. Actively and flexibly brings new solutions to the assigned task. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.
Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.

Class syllabus:
Brief outline of the course:
1. Project thinking - teacher and project creation
2. Creating an innovative culture in school
3. Tips and Tricks - Fundraising Basics
4. Project management life cycle
5. Group dynamics and conflict resolution in a group using the win-win method
6. Design Thinking problem solving method.

Ongoing tasks: students work in small groups on their own project project plan (working in the role of teachers from the same school), which aims to bring the principles of an innovative culture into the classroom, enabling the development of competences needed for the 21st century.
Colloquial mid-term evaluation: each group of students presents 2 times during the semester the mid-term tasks that they have worked on together in the group (project plan and SMART goals of their project).
Final assessment: students keep a portfolio (not something like a journal) for the course throughout the semester, capturing their reflection after each class meeting (what I found interesting, what

surprised me, what I learned, what I disagreed with, what I needed to convey differently). At the end of the lecture period, each student who has fulfilled the requirements of the mid-term evaluation will have an individual interview with the teacher, where they will present their portfolio, carry out a self-assessment. The final evaluation is an intersection of the teacher's feedback, the student's self-reflection and a group presentation of the project to representatives from the practice (teachers and school management).

Recommended literature:

Reference sources:

Recommended reading:

Doležal, J., Krátky, J. (2016). Projektový management v praxi. Bratislava: Grada, 2016. 176s.

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

Martin, K. (2018). Learner centered Innovation: Spark Curiosity, Ignite Passion and Unleash Genius. Canterbury: IMP Press, UK, 2018. 356p.

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

Languages necessary to complete the course:

knowledge of Slovak and English.

Notes:

Past grade distribution

Total number of evaluated students: 24

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

Lecturers:

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde021/22	Project designing

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with a grade of 100/0. During the semester there will be two colloquial midterm evaluations of 15 points each and 1 30b midterm assignment will be worked on. Final assessment in the form of a group presentation of the 40b learning block project.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course you must obtain a minimum of 60% of the marks.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
- The graduate of the course is well versed and able to define the project plan and define the project objectives.
- The graduate understands the processes of creating an innovative culture in a classroom setting.
- He approaches the assigned tasks in a complex way, using both the process of analysis and synthesis in the search for solutions. In making decisions, he/she uses thinking strategies based on critical evaluation, which is based on facts and clearly formulated information from reliable information sources.
- The graduate understands the project management process and the project life cycle.
- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. Can analyze the problem and synthesize new solutions. Actively and flexibly brings new solutions to the assigned task. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.
Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.

Class syllabus:
Brief outline of the course:
1. Project thinking - teacher and project creation
2. Creating an innovative culture in school
3. Tips and Tricks - Fundraising Basics
4. Project management life cycle
5. Group dynamics and conflict resolution in a group using the win-win method
6. Design Thinking problem solving method.

Ongoing tasks: students work in small groups on their own project project plan (working in the role of teachers from the same school), which aims to bring the principles of an innovative culture into the classroom, enabling the development of competences needed for the 21st century.
Colloquial mid-term evaluation: each group of students presents 2 times during the semester the mid-term tasks that they have worked on together in the group (project plan and SMART goals of their project).
Final assessment: students keep a portfolio (not something like a journal) for the course throughout the semester, capturing their reflection after each class meeting (what I found interesting, what

surprised me, what I learned, what I disagreed with, what I needed to convey differently). At the end of the lecture period, each student who has fulfilled the requirements of the mid-term evaluation will have an individual interview with the teacher, where they will present their portfolio, carry out a self-assessment. The final evaluation is an intersection of the teacher's feedback, the student's self-reflection and a group presentation of the project to representatives from the practice (teachers and school management).

Recommended literature:

Reference sources:

Recommended reading:

Doležal, J., Krátky, J. (2016). Projektový management v praxi. Bratislava: Grada, 2016. 176s.

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

Martin, K. (2018). Learner centered Innovation: Spark Curiosity, Ignite Passion and Unleash Genius. Canterbury: IMP Press, UK, 2018. 356p.

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

Languages necessary to complete the course:

knowledge of Slovak and English.

Notes:

Past grade distribution

Total number of evaluated students: 24

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

Lecturers:

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde018/22	Psychological analysis of school educational situations

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for passing the course: 100% of continuous assessment
Continuous assessment includes the evaluation of the completion of continuous tasks and assignments, which are carried out in an individual or group form. These are mainly experiential activities and exercises aimed at solving school educational situations. Using role-play and cooperative games, the student practises various strategies and techniques for coping with pupils' inappropriate behaviour (max. 30 points). In small groups during class, they develop a proposal for a prevention or intervention program aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them, and are able to apply their knowledge in meaningful ways to create assignments.
A grade of B means that the students achieved above average results throughout the semester, were able to study independently, are able to navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.
A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.
A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The goal is to increase sensitivity to inter-individual differences and group dynamics in the context of dealing with school educational situations and to learn specific strategies and techniques for dealing with these situations.
Students after completing the course:
- understand and orient themselves to the basic background and possible reasons for pupil behaviour at school
- know the different forms of inappropriate behaviour at school
- understand the processes of group dynamics in the school classroom
- know the procedures for dealing with different types of inappropriate behaviour at school
- know the intervention methods used in the prevention and resolution of various educational situations
Upon completion of the course, students will be able to:
- identify inappropriate behaviour of the pupil in the educational environment
- to address the occurrence of various forms of inappropriate pupil behaviour
- sensitively take into account inter-individual differences in group dynamics when dealing with school situations
- design and implement an intervention programme aimed at preventing inappropriate behaviour among pupils
- design and implement an intervention programme to address pupil misbehaviour
Students are competent after completing the course:
- think analytically and critically in the design of prevention and intervention programmes
- communicate adequately in cooperation with the pupil's parents or the pupil himself/herself

Class syllabus:
Brief outline of the course:
1. The basic background of inappropriate behaviour of a child at school and its possible causes.
2. Selected types of inappropriate student behaviour in the educational environment and the possibilities of their identification.
3. The influence of family environment and sibling constellation on children's inappropriate behavior at school.

4. The impact of different types of parenting styles in the family and school environment on child behavior.
5. Dreikurs' theory of mistaken behavioral goals (attention, power, revenge, failure avoidance).
6. Intervention techniques appropriate for addressing particular types of inappropriate behavior.
7. Prevention techniques applicable to the prevention of particular types of inappropriate behaviour. Planning prevention strategies.
8. The dynamics of the school classroom as a social group and its influence on student behavior.
9. Classroom management strategies and techniques.
10. Family and school cooperation. Interview with parents.
11. Practical skills training of students in dealing with educational situations in school.

Recommended literature:

Compulsory reading:
BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton.208 s., ISBN 978-80-7387-432-2
CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6
Recommended reading.
FONTANA, D. (2010). Psychologie ve školní praxi.Praha: Portál. 384 s. ISBN 978-80-262-0741-2
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0
SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede? Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online) 1338-0982. Compulsory reading:
BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton.208 s., ISBN 978-80-7387-432-2
CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6
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ŠRAMOVÁ, B., DEPTOVÁ, T., HAMRANOVÁ, A., POLIAKOVÁ, E.. (2019). Násilie v intímnych vzťahoch dospievajúcich. Metodika pre prácu v oblasti prevencie. Univerzita Komenského v Bratislave. 189 s. ISBN 978-80-223-4849-2

Languages necessary to complete the course:

slovak and czech

Notes:

subject with psychological focus, in the study plan marked

Past grade distribution

Total number of evaluated students: 276

A	ABS	B	C	D	E	FX
83,7	0,0	8,7	2,54	0,72	1,09	3,26

Lecturers:

Last change: 10.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde018/22	Psychological analysis of school educational situations

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for passing the course: 100% of continuous assessment
Continuous assessment includes the evaluation of the completion of continuous tasks and assignments, which are carried out in an individual or group form. These are mainly experiential activities and exercises aimed at solving school educational situations. Using role-play and cooperative games, the student practises various strategies and techniques for coping with pupils' inappropriate behaviour (max. 30 points). In small groups during class, they develop a proposal for a prevention or intervention program aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them, and are able to apply their knowledge in meaningful ways to create assignments.
A grade of B means that the students achieved above average results throughout the semester, were able to study independently, are able to navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.
A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.
A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The goal is to increase sensitivity to inter-individual differences and group dynamics in the context of dealing with school educational situations and to learn specific strategies and techniques for dealing with these situations.
Students after completing the course:
- understand and orient themselves to the basic background and possible reasons for pupil behaviour at school
- know the different forms of inappropriate behaviour at school
- understand the processes of group dynamics in the school classroom
- know the procedures for dealing with different types of inappropriate behaviour at school
- know the intervention methods used in the prevention and resolution of various educational situations
Upon completion of the course, students will be able to:
- identify inappropriate behaviour of the pupil in the educational environment
- to address the occurrence of various forms of inappropriate pupil behaviour
- sensitively take into account inter-individual differences in group dynamics when dealing with school situations
- design and implement an intervention programme aimed at preventing inappropriate behaviour among pupils
- design and implement an intervention programme to address pupil misbehaviour
Students are competent after completing the course:
- think analytically and critically in the design of prevention and intervention programmes
- communicate adequately in cooperation with the pupil's parents or the pupil himself/herself

Class syllabus:
Brief outline of the course:
1. The basic background of inappropriate behaviour of a child at school and its possible causes.
2. Selected types of inappropriate student behaviour in the educational environment and the possibilities of their identification.
3. The influence of family environment and sibling constellation on children's inappropriate behavior at school.

4. The impact of different types of parenting styles in the family and school environment on child behavior.
5. Dreikurs' theory of mistaken behavioral goals (attention, power, revenge, failure avoidance).
6. Intervention techniques appropriate for addressing particular types of inappropriate behavior.
7. Prevention techniques applicable to the prevention of particular types of inappropriate behaviour. Planning prevention strategies.
8. The dynamics of the school classroom as a social group and its influence on student behavior.
9. Classroom management strategies and techniques.
10. Family and school cooperation. Interview with parents.
11. Practical skills training of students in dealing with educational situations in school.

Recommended literature:

Compulsory reading:
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CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6
Recommended reading.
FONTANA, D. (2010). Psychologie ve školní praxi.Praha: Portál. 384 s. ISBN 978-80-262-0741-2
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0
SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede? Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online) 1338-0982. Compulsory reading:
BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton.208 s., ISBN 978-80-7387-432-2
CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6
Recommended reading.
FONTANA, D. (2010). Psychologie ve školní praxi.Praha: Portál. 384 s. ISBN 978-80-262-0741-2
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0
SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede? Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online) 1338-0982.
ŠRAMOVÁ, B., DEPTOVÁ, T., HAMRANOVÁ, A., POLIAKOVÁ, E.. (2019). Násilie v intímnych vzťahoch dospievajúcich. Metodika pre prácu v oblasti prevencie. Univerzita Komenského v Bratislave. 189 s. ISBN 978-80-223-4849-2

Languages necessary to complete the course:

slovak and czech

Notes:

subject with psychological focus, in the study plan marked

Past grade distribution

Total number of evaluated students: 276

A	ABS	B	C	D	E	FX
83,7	0,0	8,7	2,54	0,72	1,09	3,26

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 10.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde012/22	Qualitative research methods in teaching and pedagogical sciences

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an assessment, the ratio of interim to final assessment is 100/0. As part of the assessment, students will create (25 points) and critically analyse (25 points) a (self)reflective journal (can take the form of a concept map) focused on pedagogical-methodological situational (self)reflection (50 points in total) and develop (30 points) and defend (in a colloquial discussion) (20 points) a term paper - a conceptual research proposal focused on a qualitative exploration of educational reality. The outcomes of the mid-term and final assessment will be assessed in the assessment period.
The aim of the assigned tasks is a coherent pedagogical-methodological (self-)reflection of the student teacher, a critique, identification of critical moments of the investigation of teaching and education from the perspective of student teachers of pedagogy, and a coherent conceptual design of a research study aimed at a purposeful and methodologically accurate (in accordance with the principles of qualitative methodology) design of research activities.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyse, synthesise and assess (critically evaluate, develop, enrich with own ideas), is oriented in current scientific-pedagogical

theories and can also critically analyse and evaluate them - in relation to the key stages of their development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, is familiar with current scientific and pedagogical theories and can also critically evaluate them - in relation to the key stages of their development and their implications for practice, but only in selected problems, not in a generalizing way.
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it adequately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific-pedagogical theories, but lacks their critical and generalizing evaluation,
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation is absent,
E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, critical analysis and development of own ideas is absent, orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation and generalization is absent,
Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in current scientific-pedagogical theories is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim of the course is that students, upon successful completion, will know and be able to apply the basic principles of qualitative research. Students will be able to develop and apply knowledge of the general and specific areas of the work of the qualitatively oriented researcher and teacher-researcher.
By completing the course, the student will be competent to implement analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of qualitative methodology and pedagogical research, processes of personal-professional development on the basis of cognition and (self-)reflection and will know and be able to apply (in the specific outcomes of the course) the necessary resources, strategies and methods for this purpose.
Transferable competences: the student will know and be able to apply resources, strategies and methods for the continuous development of intra and interpersonal communication, organizational, (self-)cognitive competences.

Class syllabus:
Brief outline of the course:
Principles of qualitative methodology and their theoretical-methodological foundations.
Criteria for methodological rigour in qualitative research.
Subjects and objects of qualitative research.
Qualitative research designs.

Data collection and analysis processes.
Data interpretation in qualitative research.
Specifics of qualitatively oriented educational research.
Objectives of qualitatively oriented educational research.
Teacher as researcher.
Action and teacher research

Recommended literature:

Reference sources:
Required reading:
KOSTRUB, D. 2016. Základy kvalitatívnej metodológie. Keď interpretované významy znamenajú viac ako vysoké čísla. Bratislava : Univerzita Komenského, 2016. ISBN 978-80-223-4166-0.
Recommended reading:
FLICK, U. 2009. An Introduction to qualitative research. London : SAGE publications Inc. 2009. ISBN 978-1- 84787-323-1.
GAVORA, P. 2001. Výskum životného príbehu: učiteľka Adamová. In Pedagogika. 2001, roč. 51, č. 3, s. 352 – 368.
GAVORA, P. 2008. Úvod do pedagogického výskumu. Bratislava : Vydavateľstvo Univerzity Komenského, 2008. 236 s. ISBN 978-80-223-2391-8.
KOSTRUB, D. – OSTRADICKÝ, P. 2019. A qualitative methodology framework of investigation of learning and teaching based on the use of augmented reality. In ICETA 2019 [elektronický dokument] : 17th IEEE International conference on emerging elearning technologies and applications : Information and communication technologies in learning. Starý Smokovec, Slovakia. 2019, s. 425-440. - : 1. vyd. ISBN 978-1-7281-4967-7.
KOSTRUB, D. 2019. The inspiration by qualitative methodology in pedagogical research. Horn : Druckerei Berger, 2019. 238, s. ISBN 978-3-200-06619-9.
KOSTRUB, D. –SEVERINI, E. 2018. Výučba a kvalitatívny výskum. Akčný výskum v didaktickej realite. Siedlce : AKKA, 2018. ISBN 978-83-948104-5-0.
KOSTRUB, D. –TOMÁNKOVÁ, M. 2014. Interakčný príklon vs. interakčný odklon rodiča voči svojmu dieťaťu v pozorovanom správaní. In Sapere Aude 2014 : pedagogika, psychologie a dnešní společnost 4 Hradec Králové : Magnanimitas, 2014. S. 9-21. ISBN 978-80-87952-03-02.
OSTRADICKÝ, P. KOSTRUB, D. 2021. Chain (re)actions as the birth and development of pupil autonomy. In EDULEARN21 [elektronický dokument] : 13th annual International Conference on Education and New Learning Technologies, Barcelona, 5th - 6th of July, 2021 : Roč. 13. - : 1. vyd. ISBN 978-84-09-31267-2. - Barcelona : IATED, 2021. - S. 11734-11742 [CD-ROM].
ŠIPOŠOVÁ, M. OSTRADICKÝ, P. 2021. Formovanie pedagogického myslenia študentov učiteľstva angličtiny o problematike výučby gramatiky cudzieho jazyka v kontinuu ich cudzojazyčnej výučby (výskumná štúdia) In Forlang [elektronický dokument] : periodický zborník vedeckých príspevkov a odborných článkov z medzinárodnej vedeckej konferencie konanej 23. - 24. júna 2021 : Roč. 8, č. 1. - : 1. vyd. ISBN 978-80-553-3948-1. - Košice : Technická univerzita v Košiciach, 2021. - S. 368-380 [CD-ROM].
ŠVAŘÍČEK, R.- ŠEĎOVÁ, K. a kol. 2014. Kvlaitativní výzkum v pedagogických vědách. Praha : Portál, 2014. ISBN 978-80-262-0644-6.
ŠVEC, Š., a kol. 1998. Metodológia vied o výchove. Bratislava : IRIS. 1998. 303 s. ISBN 80-88778-73-5.

Languages necessary to complete the course:
slovak and czech and english

Notes:

Past grade distribution
Total number of evaluated students: 44

A	ABS	B	C	D	E	FX
90,91	0,0	6,82	0,0	0,0	0,0	2,27

Lecturers: prof. PaedDr. Dušan Kostrub, PhD., Mgr. Peter Ostradický, PhD.

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde012/22	Qualitative research methods in teaching and pedagogical sciences

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an assessment, the ratio of interim to final assessment is 100/0. As part of the assessment, students will create (25 points) and critically analyse (25 points) a (self)reflective journal (can take the form of a concept map) focused on pedagogical-methodological situational (self)reflection (50 points in total) and develop (30 points) and defend (in a colloquial discussion) (20 points) a term paper - a conceptual research proposal focused on a qualitative exploration of educational reality. The outcomes of the mid-term and final assessment will be assessed in the assessment period.
The aim of the assigned tasks is a coherent pedagogical-methodological (self-)reflection of the student teacher, a critique, identification of critical moments of the investigation of teaching and education from the perspective of student teachers of pedagogy, and a coherent conceptual design of a research study aimed at a purposeful and methodologically accurate (in accordance with the principles of qualitative methodology) design of research activities.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyse, synthesise and assess (critically evaluate, develop, enrich with own ideas), is oriented in current scientific-pedagogical

theories and can also critically analyse and evaluate them - in relation to the key stages of their development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, is familiar with current scientific and pedagogical theories and can also critically evaluate them - in relation to the key stages of their development and their implications for practice, but only in selected problems, not in a generalizing way.
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it adequately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific-pedagogical theories, but lacks their critical and generalizing evaluation,
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation is absent,
E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, critical analysis and development of own ideas is absent, orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation and generalization is absent,
Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in current scientific-pedagogical theories is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim of the course is that students, upon successful completion, will know and be able to apply the basic principles of qualitative research. Students will be able to develop and apply knowledge of the general and specific areas of the work of the qualitatively oriented researcher and teacher-researcher.
By completing the course, the student will be competent to implement analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of qualitative methodology and pedagogical research, processes of personal-professional development on the basis of cognition and (self-)reflection and will know and be able to apply (in the specific outcomes of the course) the necessary resources, strategies and methods for this purpose.
Transferable competences: the student will know and be able to apply resources, strategies and methods for the continuous development of intra and interpersonal communication, organizational, (self-)cognitive competences.

Class syllabus:
Brief outline of the course:
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Subjects and objects of qualitative research.
Qualitative research designs.

Data collection and analysis processes.
Data interpretation in qualitative research.
Specifics of qualitatively oriented educational research.
Objectives of qualitatively oriented educational research.
Teacher as researcher.
Action and teacher research

Recommended literature:

Reference sources:
Required reading:
KOSTRUB, D. 2016. Základy kvalitatívnej metodológie. Keď interpretované významy znamenajú viac ako vysoké čísla. Bratislava : Univerzita Komenského, 2016. ISBN 978-80-223-4166-0.
Recommended reading:
FLICK, U. 2009. An Introduction to qualitative research. London : SAGE publications Inc. 2009. ISBN 978-1- 84787-323-1.
GAVORA, P. 2001. Výskum životného príbehu: učiteľka Adamová. In Pedagogika. 2001, roč. 51, č. 3, s. 352 – 368.
GAVORA, P. 2008. Úvod do pedagogického výskumu. Bratislava : Vydavateľstvo Univerzity Komenského, 2008. 236 s. ISBN 978-80-223-2391-8.
KOSTRUB, D. – OSTRADICKÝ, P. 2019. A qualitative methodology framework of investigation of learning and teaching based on the use of augmented reality. In ICETA 2019 [elektronický dokument] : 17th IEEE International conference on emerging elearning technologies and applications : Information and communication technologies in learning. Starý Smokovec, Slovakia. 2019, s. 425-440. - : 1. vyd. ISBN 978-1-7281-4967-7.
KOSTRUB, D. 2019. The inspiration by qualitative methodology in pedagogical research. Horn : Druckerei Berger, 2019. 238, s. ISBN 978-3-200-06619-9.
KOSTRUB, D. –SEVERINI, E. 2018. Výučba a kvalitatívny výskum. Akčný výskum v didaktickej realite. Siedlce : AKKA, 2018. ISBN 978-83-948104-5-0.
KOSTRUB, D. –TOMÁNKOVÁ, M. 2014. Interakčný príklon vs. interakčný odklon rodiča voči svojmu dieťaťu v pozorovanom správaní. In Sapere Aude 2014 : pedagogika, psychologie a dnešní společnost 4 Hradec Králové : Magnanimitas, 2014. S. 9-21. ISBN 978-80-87952-03-02.
OSTRADICKÝ, P. KOSTRUB, D. 2021. Chain (re)actions as the birth and development of pupil autonomy. In EDULEARN21 [elektronický dokument] : 13th annual International Conference on Education and New Learning Technologies, Barcelona, 5th - 6th of July, 2021 : Roč. 13. - : 1. vyd. ISBN 978-84-09-31267-2. - Barcelona : IATED, 2021. - S. 11734-11742 [CD-ROM].
ŠIPOŠOVÁ, M. OSTRADICKÝ, P. 2021. Formovanie pedagogického myslenia študentov učiteľstva angličtiny o problematike výučby gramatiky cudzieho jazyka v kontinuu ich cudzojazyčnej výučby (výskumná štúdia) In Forlang [elektronický dokument] : periodický zborník vedeckých príspevkov a odborných článkov z medzinárodnej vedeckej konferencie konanej 23. - 24. júna 2021 : Roč. 8, č. 1. - : 1. vyd. ISBN 978-80-553-3948-1. - Košice : Technická univerzita v Košiciach, 2021. - S. 368-380 [CD-ROM].
ŠVAŘÍČEK, R.- ŠEĎOVÁ, K. a kol. 2014. Kvlaitativní výzkum v pedagogických vědách. Praha : Portál, 2014. ISBN 978-80-262-0644-6.
ŠVEC, Š., a kol. 1998. Metodológia vied o výchove. Bratislava : IRIS. 1998. 303 s. ISBN 80-88778-73-5.

Languages necessary to complete the course:
slovak and czech and english

Notes:

Past grade distribution
Total number of evaluated students: 44

A	ABS	B	C	D	E	FX
90,91	0,0	6,82	0,0	0,0	0,0	2,27

Lecturers: prof. PaedDr. Dušan Kostrub, PhD.

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde015/22	Regional Specifics of Spanish Language

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar, total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours in-person teaching; 35 hours continuous tasks and study; 18 hours independent study of professional literature and preparation for the test. A total of 75 hours of student work.
Teaching methods: interpretation, explanation, application of theoretical knowledge on practical examples, written works, analysis of texts, contrast analysis, controlled self-study, solution of tasks and assignments, e-learning.

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The student will be evaluated continuously on the basis of the work on the classroom, the preparation of written tasks on individual topics during the semester and the test.
The interim evaluation is 100%: active participation in classroom activities 10%; solution and elaboration of ongoing written tasks 60%; test 30%.
By elaborating of the assignments and the test, the student will demonstrate the ability to solve tasks with the help of professional resources, orientation in the issue of diatopic variants of the Spanish language, knowledge of basic concepts from dialectology, the ability to apply knowledge in the identification of language variants in Spanish.
At least 60% of the overall assessment must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work is required).

Learning outcomes:
The aim of the course is to extend theoretical and methodological knowledge from linguistic disciplines, namely from dialectology of the Spanish language.

Educational outcomes:
After successful completion of the course, the student
• knows the basic concepts of dialectology as well as the expressive, morphosynthactic and lexical characteristics of territorial variants of the Spanish language,
• can distinguish regional dialects of Spanish in both written and spoken form, thanks to the analysis of texts and listening to various accents (Mexican, Argentinian, Cuban, etc.),
• can search for information in specialized lexicographic sources in solving communicative situations,
• is able to produce didactic materials related to regional differences for the teaching of Spanish as a foreign language,
• is able to analyse materials of different species and process professional bibliography.

Class syllabus:
• Basic terminology: diatopic varieties, dialect, isoglos.
• The spread of Spanish in the world: countries, population, mass media.
• Definition of dialect areas.
• The basic common features of the Spanish language at phonetic, morphosyntactic and lexical level.
• Specific features of individual Spanish-language dialects in Spain and Hispano-American countries (at phonetic, morphosyntactic and lexical level).
• Significant printed and electronic regional dictionaries.
• Analysis of selected texts.
• Listening with an understanding of different regional accents.
• Didactization of content when teaching Spanish as a foreign language.

Recommended literature:
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
GARCÍA MOUTON, P. 1994. Lenguas y dialectos de España. Madrid: Arco Libros, 1994 ISBN ISBN 84-7635-164-X.
BARTOS, L. 1996. Introducción al estudio del español en América. Brno: Masaryk University, 1996. 73 s. ISBN 802101326-5.
RAMÍREZ LUENGO, J.L. 2007. Breve historia del español de América Madrid: Arco Libros, 2007. ISBN 978-84-7635-667-8.
REAL ACADEMIA ESPAÑOLA y ASALE. Diccionario de americanismos [online]. Available at: https://www.rae.es/obras-academicas/diccionarios/diccionario-de-americanismos
Catálogo de voces hispánicas. Centro Virtual Cervantes © Instituto Cervantes, 1997-2021. ISBN: 978-84-694-3424-6. Available at: https://cvc.cervantes.es/lengua/voces_hispanicas/

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 34

A	ABS	B	C	D	E	FX
8,82	0,0	38,24	20,59	20,59	8,82	2,94

Lecturers: doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde015/22	Regional Specifics of Spanish Language

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar, total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours in-person teaching; 35 hours continuous tasks and study; 18 hours independent study of professional literature and preparation for the test. A total of 75 hours of student work.
Teaching methods: interpretation, explanation, application of theoretical knowledge on practical examples, written works, analysis of texts, contrast analysis, controlled self-study, solution of tasks and assignments, e-learning.

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The student will be evaluated continuously on the basis of the work on the classroom, the preparation of written tasks on individual topics during the semester and the test.
The interim evaluation is 100%: active participation in classroom activities 10%; solution and elaboration of ongoing written tasks 60%; test 30%.
By elaborating of the assignments and the test, the student will demonstrate the ability to solve tasks with the help of professional resources, orientation in the issue of diatopic variants of the Spanish language, knowledge of basic concepts from dialectology, the ability to apply knowledge in the identification of language variants in Spanish.
At least 60% of the overall assessment must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work is required).

Learning outcomes:
The aim of the course is to extend theoretical and methodological knowledge from linguistic disciplines, namely from dialectology of the Spanish language.

Educational outcomes:
After successful completion of the course, the student
• knows the basic concepts of dialectology as well as the expressive, morphosynthactic and lexical characteristics of territorial variants of the Spanish language,
• can distinguish regional dialects of Spanish in both written and spoken form, thanks to the analysis of texts and listening to various accents (Mexican, Argentinian, Cuban, etc.),
• can search for information in specialized lexicographic sources in solving communicative situations,
• is able to produce didactic materials related to regional differences for the teaching of Spanish as a foreign language,
• is able to analyse materials of different species and process professional bibliography.

Class syllabus:
• Basic terminology: diatopic varieties, dialect, isoglos.
• The spread of Spanish in the world: countries, population, mass media.
• Definition of dialect areas.
• The basic common features of the Spanish language at phonetic, morphosyntactic and lexical level.
• Specific features of individual Spanish-language dialects in Spain and Hispano-American countries (at phonetic, morphosyntactic and lexical level).
• Significant printed and electronic regional dictionaries.
• Analysis of selected texts.
• Listening with an understanding of different regional accents.
• Didactization of content when teaching Spanish as a foreign language.

Recommended literature:
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
GARCÍA MOUTON, P. 1994. Lenguas y dialectos de España. Madrid: Arco Libros, 1994 ISBN ISBN 84-7635-164-X.
BARTOS, L. 1996. Introducción al estudio del español en América. Brno: Masaryk University, 1996. 73 s. ISBN 802101326-5.
RAMÍREZ LUENGO, J.L. 2007. Breve historia del español de América Madrid: Arco Libros, 2007. ISBN 978-84-7635-667-8.
REAL ACADEMIA ESPAÑOLA y ASALE. Diccionario de americanismos [online]. Available at: https://www.rae.es/obras-academicas/diccionarios/diccionario-de-americanismos
Catálogo de voces hispánicas. Centro Virtual Cervantes © Instituto Cervantes, 1997-2021. ISBN: 978-84-694-3424-6. Available at: https://cvc.cervantes.es/lengua/voces_hispanicas/

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 34

A	ABS	B	C	D	E	FX
8,82	0,0	38,24	20,59	20,59	8,82	2,94

Lecturers: doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde016/22	Religious studies

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with a 100% interim assessment, which includes: a presentation of a selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment). For successful completion of the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade is required.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results; students performed excellently during the semester, actively participated in the teaching and showed interest in the subject, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a high level),
B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a very good level),
C (80-73%, good - normal reliable work; students performed standardly well during the semester, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of religious studies is at a good level),
D (72-66%, satisfactory - acceptable results; students have limited ability to work independently with the literature and are able to process and present the acquired knowledge with problems; they have slight deficiencies in theoretical knowledge of religious studies),
E (65-60%, sufficient - the results meet the minimum criteria; students have considerable difficulties in working independently with the literature as well as in processing and presenting the acquired knowledge, they have significant deficiencies in theoretical knowledge of religious studies),
Fx (59-0%, insufficient - extra work required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:

The course will provide students with background information and orientation in the history and present of religions and sufficient background to understand religion as a significant spiritual component of the life of society. By completing the course, students will gain the ability to analyze religion in its interconnectedness as a personal, historical, cultural, ethical, social, and transcendent phenomenon. It will orient them to the world's major religious systems as well as new religious movements. They will be able to use the acquired knowledge effectively in the pedagogical process as part of civics, with an emphasis on education for religious and, in general, attitudinal tolerance. By completing the course, students will develop transferable competencies such as communication skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.
Learning objectives:
To provide students with the basic information needed to understand religion as a phenomenon that plays a significant role in the life of the individual as well as in society and to familiarize them primarily with the world's dominant religious systems, which are the largest in terms of both number of adherents and geographical representation.

Class syllabus:

Brief outline of the course:
1. Religious studies as a discipline and its key concepts.
2. Hypotheses about the origins of religion; the religious scene of today.
3. Primitive religions: manism and totemism.
4. Ancient religions: Egyptian, Canaanite, Greek, Roman, Celtic and Slavic.
5. Ethnic religions: Taoism, Confucianism and Shintoism.
6. Judaism: doctrine and practice.
7. Christianity: doctrine and practice.
8. Islam: teaching and practice.
9. Hinduism: doctrine and practice.
10. Buddhism: teaching and practice.

Recommended literature:

Compulsory reading:
ZAVIŠ, M. (2008). Repetitórium z religionistiky 1. Bratislava: Univerzita Komenského, 96 s., ISBN 978-80-223-2554-7
Recommended reading:
ELIADE, M. (1995). Dejiny náboženských predstáv a ideí I. Bratislava: Agora, 398 s., ISBN 80-967210-1-1
ELIADE, M. (1997). Dejiny náboženských predstáv a ideí II. Bratislava: Agora, 424 s., ISBN 80-967210-2-X
ELIADE, M. (199+75). Dejiny náboženských predstáv a ideí I-III. Bratislava: Agora, 294 s., ISBN 80-967210-3-8
GLASSENAPP, H.(2009). Päť svetových náboženstiev. Bratislava: Talentum, 488 s., ISBN 9788088979609
HORYNA, B. (1994). Úvod do religionistiky. Praha: Oikoymenh,. 134 s., ISBN 80-85241-64-1
KEENE, M. (2003). Svetové náboženstvá, Bratislava: Ikar, 192 s., ISBN 80-711-8480-2
KOMOROVSKÝ, J. (2000). Religionistika. Veda o náboženstvách sveta a jej pomocné disciplíny. Bratislava: Univerzita Komenského, 154 s. 80-223-0823-4.
KÜNG, H. (2007). Po stopách světových náboženství. Brno: CDK. 179 s. ISBN 80-7325-059-4
ZAVIŠ, M. (2005). New Age – pragmatický synkretizmus dneška/New Age – Pragmatic Syncretism of Today. In: New Age. Bratislava: Ústav pre vzťahy štátu a cirkví, 2005. S. 662-673. ISBN 80-89096-19-0

ZAVIŠ, M. (2013). Paradigma osobnosti kresťanského učiteľa v minulosti a dnes. Bratislava: Univerzita Komenského v Bratislave, 139 s., ISBN 978-80-223-3218-7

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 486

A	ABS	B	C	D	E	FX
37,24	0,0	30,45	15,43	6,17	7,41	3,29

Lecturers: Mgr. Michal Bizoň, PhD.

Last change: 27.02.2024

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde016/22	Religious studies

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with a 100% interim assessment, which includes: a presentation of a selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment). For successful completion of the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade is required.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results; students performed excellently during the semester, actively participated in the teaching and showed interest in the subject, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a high level),
B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a very good level),
C (80-73%, good - normal reliable work; students performed standardly well during the semester, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of religious studies is at a good level),
D (72-66%, satisfactory - acceptable results; students have limited ability to work independently with the literature and are able to process and present the acquired knowledge with problems; they have slight deficiencies in theoretical knowledge of religious studies),
E (65-60%, sufficient - the results meet the minimum criteria; students have considerable difficulties in working independently with the literature as well as in processing and presenting the acquired knowledge, they have significant deficiencies in theoretical knowledge of religious studies),
Fx (59-0%, insufficient - extra work required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:

The course will provide students with background information and orientation in the history and present of religions and sufficient background to understand religion as a significant spiritual component of the life of society. By completing the course, students will gain the ability to analyze religion in its interconnectedness as a personal, historical, cultural, ethical, social, and transcendent phenomenon. It will orient them to the world's major religious systems as well as new religious movements. They will be able to use the acquired knowledge effectively in the pedagogical process as part of civics, with an emphasis on education for religious and, in general, attitudinal tolerance. By completing the course, students will develop transferable competencies such as communication skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.
Learning objectives:
To provide students with the basic information needed to understand religion as a phenomenon that plays a significant role in the life of the individual as well as in society and to familiarize them primarily with the world's dominant religious systems, which are the largest in terms of both number of adherents and geographical representation.

Class syllabus:

Brief outline of the course:
1. Religious studies as a discipline and its key concepts.
2. Hypotheses about the origins of religion; the religious scene of today.
3. Primitive religions: manism and totemism.
4. Ancient religions: Egyptian, Canaanite, Greek, Roman, Celtic and Slavic.
5. Ethnic religions: Taoism, Confucianism and Shintoism.
6. Judaism: doctrine and practice.
7. Christianity: doctrine and practice.
8. Islam: teaching and practice.
9. Hinduism: doctrine and practice.
10. Buddhism: teaching and practice.

Recommended literature:

Compulsory reading:
ZAVIŠ, M. (2008). Repetitórium z religionistiky 1. Bratislava: Univerzita Komenského, 96 s., ISBN 978-80-223-2554-7
Recommended reading:
ELIADE, M. (1995). Dejiny náboženských predstáv a ideí I. Bratislava: Agora, 398 s., ISBN 80-967210-1-1
ELIADE, M. (1997). Dejiny náboženských predstáv a ideí II. Bratislava: Agora, 424 s., ISBN 80-967210-2-X
ELIADE, M. (199+75). Dejiny náboženských predstáv a ideí I-III. Bratislava: Agora, 294 s., ISBN 80-967210-3-8
GLASSENAPP, H.(2009). Päť svetových náboženstiev. Bratislava: Talentum, 488 s., ISBN 9788088979609
HORYNA, B. (1994). Úvod do religionistiky. Praha: Oikoymenh,. 134 s., ISBN 80-85241-64-1
KEENE, M. (2003). Svetové náboženstvá, Bratislava: Ikar, 192 s., ISBN 80-711-8480-2
KOMOROVSKÝ, J. (2000). Religionistika. Veda o náboženstvách sveta a jej pomocné disciplíny. Bratislava: Univerzita Komenského, 154 s. 80-223-0823-4.
KÜNG, H. (2007). Po stopách světových náboženství. Brno: CDK. 179 s. ISBN 80-7325-059-4
ZAVIŠ, M. (2005). New Age – pragmatický synkretizmus dneška/New Age – Pragmatic Syncretism of Today. In: New Age. Bratislava: Ústav pre vzťahy štátu a cirkví, 2005. S. 662-673. ISBN 80-89096-19-0

ZAVIŠ, M. (2013). Paradigma osobnosti kresťanského učiteľa v minulosti a dnes. Bratislava: Univerzita Komenského v Bratislave, 139 s., ISBN 978-80-223-3218-7

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 486

A	ABS	B	C	D	E	FX
37,24	0,0	30,45	15,43	6,17	7,41	3,29

Lecturers: Mgr. Michal Bizoň, PhD.

Last change: 27.02.2024

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRJL/M-ESPde031/25	Romance Languages and Cultures - Strategies of Communication and Culture Transfer in Central Europe

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 25s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change: 23.01.2026

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRJL/M-ESPde031/25	Romance Languages and Cultures - Strategies of Communication and Culture Transfer in Central Europe

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 25s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: PhDr. Mojmír Malovecký, PhD.

Last change: 23.01.2026

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde022/22	School evaluation and self-evaluation

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for passing the course: 100% of continuous assessment
Continuous evaluation includes the evaluation of the performance of continuous tasks and assignments, which are mainly carried out in an individual form. These are mainly exercises aimed at dealing with actual situations in the different phases of evaluation in the school. (max. 30 points). In small groups during lessons, they develop a proposal for a prevention or intervention programme aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them and are able to apply their knowledge in meaningful ways to create assignments.
A grade of B means that the students achieved above average results throughout the semester, were able to study independently, can navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.

A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.
A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim is to acquire knowledge about evaluation and self-evaluation as a tool of educational policy at national and international level, to know the relationship between performance and results in the activities of schools, school organizations and individual actors of educational policy, especially teachers in specific educational situations in schools and to acquire specific knowledge about the phases applied in the process of school self-evaluation.
Students after completing the course:
- understand and understand the basic background and terminology of school evaluation and self-evaluation.
- know the content of evaluation as an educational policy tool
- know the content of the phases applied in the school self-evaluation process
- know the basic methods used in research in the field of educational policy theory
- Upon completion of the course, students will be able to:
- formulate research topics in the field of school evaluation and self-evaluation and propose adequate research methods
- recognise the differences in the categories of evaluation and inspection in the context of dealing with specific situations
- Students are competent after completing the course:
- to analyse the conditions for the implementation of school self-evaluation and areas of the school subject to self-evaluation in the development of programme documents in education and school
- Communicate adequately on the issues of school evaluation and self-evaluation.
Transferable competence is also the acquisition of knowledge about the structure and content of the phases of school evaluation and self-evaluation and the possibility to use it in school practice to gain knowledge useful for improving school management and the educational process in school.
Transferable competencies include the formation of a theoretical basis on educational policy for research activities in this area.

Class syllabus:
Brief outline of the course:
1. International level evaluation and evaluation projects of international organisations.
2. Analysis and interpretation of selected findings of pupils' results from the PISA, PIRLS and TIMSS international surveys.

3. The national level of evaluation of the education system and the tasks of the state school inspection.
4. Summary reports of school inspections in regional education by level of the school system and interpretation of the results of the summary reports.
5. Structure of activities assessed in school. The difference between inspection and evaluation. The relationship between internal and external evaluation.
6. School self-evaluation - explanation and definitions. The essence of self-evaluation and its benefits and risks.
7. Self-evaluation process and its phases.
8. The role of educational research in the design and innovation of school-based evaluation.
9. Selected findings from educational research on school evaluation.
10. Current status of self-evaluation in schools in the Slovak Republic.
11. Need for guidance and training in self-evaluation.

Recommended literature:

Reference sources:
Required reading:
Pisoňová, M. a kol. (2021). Manažment vzdelávania - Teoretické, empirické a praxeologické aspekty riadenia vzdelávacích inštitúcií. Wolters Kluwer.
Vašťatková, J. (2006). Úvod do autoevaluace školy. Olomouc: Univerzita Palackého v Olomouci.Recommended reading.
Kolář, Z. - Šikulová, R. (2005). Hodnocení žáků. Praha: Grada.
Pavlov, I. (1999). Sebahodnotenie kvality školy. Prešov: Metodické centrum.
Plavčan, P. (2019). PIRLS – TIMSS – PISA. Vzdelávanie a kvalita. Brno: MSD.
Veteška, J. - Tureckiová, M. (2008). Kompetence ve vzdělávání. Praha: Grada.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 63

A	ABS	B	C	D	E	FX
96,83	0,0	1,59	0,0	0,0	0,0	1,59

Lecturers:

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde022/22	School evaluation and self-evaluation

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for passing the course: 100% of continuous assessment
Continuous evaluation includes the evaluation of the performance of continuous tasks and assignments, which are mainly carried out in an individual form. These are mainly exercises aimed at dealing with actual situations in the different phases of evaluation in the school. (max. 30 points). In small groups during lessons, they develop a proposal for a prevention or intervention programme aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them and are able to apply their knowledge in meaningful ways to create assignments.
A grade of B means that the students achieved above average results throughout the semester, were able to study independently, can navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.

A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.
A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim is to acquire knowledge about evaluation and self-evaluation as a tool of educational policy at national and international level, to know the relationship between performance and results in the activities of schools, school organizations and individual actors of educational policy, especially teachers in specific educational situations in schools and to acquire specific knowledge about the phases applied in the process of school self-evaluation.
Students after completing the course:
- understand and understand the basic background and terminology of school evaluation and self-evaluation.
- know the content of evaluation as an educational policy tool
- know the content of the phases applied in the school self-evaluation process
- know the basic methods used in research in the field of educational policy theory
- Upon completion of the course, students will be able to:
- formulate research topics in the field of school evaluation and self-evaluation and propose adequate research methods
- recognise the differences in the categories of evaluation and inspection in the context of dealing with specific situations
- Students are competent after completing the course:
- to analyse the conditions for the implementation of school self-evaluation and areas of the school subject to self-evaluation in the development of programme documents in education and school
- Communicate adequately on the issues of school evaluation and self-evaluation.
Transferable competence is also the acquisition of knowledge about the structure and content of the phases of school evaluation and self-evaluation and the possibility to use it in school practice to gain knowledge useful for improving school management and the educational process in school.
Transferable competencies include the formation of a theoretical basis on educational policy for research activities in this area.

Class syllabus:
Brief outline of the course:
1. International level evaluation and evaluation projects of international organisations.
2. Analysis and interpretation of selected findings of pupils' results from the PISA, PIRLS and TIMSS international surveys.

3. The national level of evaluation of the education system and the tasks of the state school inspection.
4. Summary reports of school inspections in regional education by level of the school system and interpretation of the results of the summary reports.
5. Structure of activities assessed in school. The difference between inspection and evaluation. The relationship between internal and external evaluation.
6. School self-evaluation - explanation and definitions. The essence of self-evaluation and its benefits and risks.
7. Self-evaluation process and its phases.
8. The role of educational research in the design and innovation of school-based evaluation.
9. Selected findings from educational research on school evaluation.
10. Current status of self-evaluation in schools in the Slovak Republic.
11. Need for guidance and training in self-evaluation.

Recommended literature:

Reference sources:
Required reading:
Pisoňová, M. a kol. (2021). Manažment vzdelávania - Teoretické, empirické a praxeologické aspekty riadenia vzdelávacích inštitúcií. Wolters Kluwer.
Vašťatková, J. (2006). Úvod do autoevaluace školy. Olomouc: Univerzita Palackého v Olomouci.Recommended reading.
Kolář, Z. - Šikulová, R. (2005). Hodnocení žáků. Praha: Grada.
Pavlov, I. (1999). Sebahodnotenie kvality školy. Prešov: Metodické centrum.
Plavčan, P. (2019). PIRLS – TIMSS – PISA. Vzdelávanie a kvalita. Brno: MSD.
Veteška, J. - Tureckiová, M. (2008). Kompetence ve vzdělávání. Praha: Grada.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 63

A	ABS	B	C	D	E	FX
96,83	0,0	1,59	0,0	0,0	0,0	1,59

Lecturers:

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde019/22	School institution internships

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 20s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% of continuous assessment
Assessment: consists of an interim and a final assessment (30+20, 50 points in total).
Continuous assessment: consists of completing the internship in the required 20 hours in continuous or block form (30 pts.).
Final assessment: consists of a written reflection on the internship according to a predetermined structure (20 pts.).
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes:
A student completing the internship in educational institutions course should:
- to get an overview of educational and state institutions (preferably those under the jurisdiction of the Ministry of Education, Science, Research and Sport of the Slovak Republic),
- to get acquainted with the mission, the functioning of the above institutions and the possibilities of cooperation with the school and teachers,
- to get acquainted with the real activities carried out by the employees of the organisations operating in the field of education and training (preferably those under the competence of the Ministry of Education of the Slovak Republic),
- gain practical knowledge of the specifics of working in the institution visited.
Transferable competences: to practise the ability to acquire and process relevant information about the current structure of the visited institution, its goals, tasks, methods of work organisation and quality assurance to apply the knowledge and competences in the study of other pedagogical disciplines and in their future school practice.

Class syllabus:
Brief outline of the course:
Instructions on how to organise an internship. Basic information about the selected organisation active in the field of education and training (preferably one that is under the jurisdiction of the Ministry of Education of the Slovak Republic). Familiarisation with the structure, objectives, specific tasks, organisation of work and quality assurance. Completion of an internship in a selected institution within a specified scope in a continuous or block form. Preparation of a written reflection on the traineeship according to a predetermined structure.

Recommended literature:
Recommended reading:
Applicable legislation and internal rules of the organisation in which the traineeship takes place.
Interim and final reports of the projects implemented and being implemented by the organisation.

Languages necessary to complete the course:
slovak and czech

Notes:
Remarks: The course can be completed in continuous or block form.

Past grade distribution
Total number of evaluated students: 64

A	ABS	B	C	D	E	FX
98,44	0,0	1,56	0,0	0,0	0,0	0,0

Lecturers: PaedDr. Tímea Šeben Zaťková, PhD.

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde019/22	School institution internships

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 20s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% of continuous assessment
Assessment: consists of an interim and a final assessment (30+20, 50 points in total).
Continuous assessment: consists of completing the internship in the required 20 hours in continuous or block form (30 pts.).
Final assessment: consists of a written reflection on the internship according to a predetermined structure (20 pts.).
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes:
A student completing the internship in educational institutions course should:
- to get an overview of educational and state institutions (preferably those under the jurisdiction of the Ministry of Education, Science, Research and Sport of the Slovak Republic),
- to get acquainted with the mission, the functioning of the above institutions and the possibilities of cooperation with the school and teachers,
- to get acquainted with the real activities carried out by the employees of the organisations operating in the field of education and training (preferably those under the competence of the Ministry of Education of the Slovak Republic),
- gain practical knowledge of the specifics of working in the institution visited.
Transferable competences: to practise the ability to acquire and process relevant information about the current structure of the visited institution, its goals, tasks, methods of work organisation and quality assurance to apply the knowledge and competences in the study of other pedagogical disciplines and in their future school practice.

Class syllabus:
Brief outline of the course:
Instructions on how to organise an internship. Basic information about the selected organisation active in the field of education and training (preferably one that is under the jurisdiction of the Ministry of Education of the Slovak Republic). Familiarisation with the structure, objectives, specific tasks, organisation of work and quality assurance. Completion of an internship in a selected institution within a specified scope in a continuous or block form. Preparation of a written reflection on the traineeship according to a predetermined structure.

Recommended literature:
Recommended reading:
Applicable legislation and internal rules of the organisation in which the traineeship takes place.
Interim and final reports of the projects implemented and being implemented by the organisation.

Languages necessary to complete the course:
slovak and czech

Notes:
Remarks: The course can be completed in continuous or block form.

Past grade distribution
Total number of evaluated students: 64

A	ABS	B	C	D	E	FX
98,44	0,0	1,56	0,0	0,0	0,0	0,0

Lecturers:

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde020/22	Selected Chapters from Culture of Hispanophone Countries 1.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar, total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 50 hours of student work of which: in-person teaching = 22 hours; preparation of model teaching = 10 hours; study of literature = 10 hours; working on continuous tasks = 8 hours.
Teaching methods: interpretative method, modelling, discussion, self-assessment

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The student will be awarded credits based on 100% of the interim evaluation: 20% active participation in teaching, 20% ongoing tasks, 30% written verification of the degree of acquisition of theoretical knowledge, 30% preparation and presentation of activities measured for selected cultural heritage or art manifestations of Spain.
At least 60% of the scoring must be obtained in order to complete the course successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to expand the knowledge and culture and arts of Spain and to develop didactic competences.
Educational outcomes:
The student gains an overview of the various manifestations of the cultural heritage and art of Spain and is able to integrate them into spanish language teaching. He/she will develop his/her capacity for critical thinking, analytical reasoning, communication and personal motivation.

Class syllabus:

Manifestations of the material and immaterial cultural heritage and art of Spain and related vocabulary. Analysis of textbooks and different types of teaching materials in terms of the themes of Spanish cultural heritage and art. Variability of ways of bringing together the material and immaterial cultural heritage and art of Spain in the teaching of Spanish in primary and secondary school.

Recommended literature:

AA.VV. 2006. Plan curricular del Instituto Cervantes. Niveles de referencia para el español (selected parts) [on line]. Madrid: Biblioteca Nueva. ISBN 9788497426152 Available at: https://cvc.cervantes.es/ensenanza/biblioteca_ele/plan_curricular/default.htm
AA.VV. 2015. Innovated state educational programme [online]. Bratislava: State Pedagogical Institute. Available at: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/
Oblasť kultúry v kontexte maturitnej skúšky In: KLIMOVÁ K., MEDVECZKÁ M., ŠTRBÁKOVÁ R., TÓTH Z.: Ako efektívne vyučovať maturitné témy románskych jazykov (francúzština, španielčina, taliančina) teória a prax 2. Bratislava : Univerzita Komenského v Bratislave, 2022. ISBN 978-80-223-5539-1. s.38-41.
PIJOAN, J. 1999. Dejiny umenia 1.-10. (selected parts) Bratislava: Ikar, 1998-2000.

Languages necessary to complete the course:
Slovak language and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
33,33	0,0	19,05	14,29	14,29	9,52	9,52

Lecturers: PhDr. Mária Medveczká, PhD.

Last change: 26.08.2023

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde020/22	Selected Chapters from Culture of Hispanophone Countries 1.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar, total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 50 hours of student work of which: in-person teaching = 22 hours; preparation of model teaching = 10 hours; study of literature = 10 hours; working on continuous tasks = 8 hours.
Teaching methods: interpretative method, modelling, discussion, self-assessment

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The student will be awarded credits based on 100% of the interim evaluation: 20% active participation in teaching, 20% ongoing tasks, 30% written verification of the degree of acquisition of theoretical knowledge, 30% preparation and presentation of activities measured for selected cultural heritage or art manifestations of Spain.
At least 60% of the scoring must be obtained in order to complete the course successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to expand the knowledge and culture and arts of Spain and to develop didactic competences.
Educational outcomes:
The student gains an overview of the various manifestations of the cultural heritage and art of Spain and is able to integrate them into spanish language teaching. He/she will develop his/her capacity for critical thinking, analytical reasoning, communication and personal motivation.

Class syllabus:

Manifestations of the material and immaterial cultural heritage and art of Spain and related vocabulary. Analysis of textbooks and different types of teaching materials in terms of the themes of Spanish cultural heritage and art. Variability of ways of bringing together the material and immaterial cultural heritage and art of Spain in the teaching of Spanish in primary and secondary school.

Recommended literature:

AA.VV. 2006. Plan curricular del Instituto Cervantes. Niveles de referencia para el español (selected parts) [on line]. Madrid: Biblioteca Nueva. ISBN 9788497426152 Available at: https://cvc.cervantes.es/ensenanza/biblioteca_ele/plan_curricular/default.htm
AA.VV. 2015. Innovated state educational programme [online]. Bratislava: State Pedagogical Institute. Available at: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/
Oblasť kultúry v kontexte maturitnej skúšky In: KLIMOVÁ K., MEDVECZKÁ M., ŠTRBÁKOVÁ R., TÓTH Z.: Ako efektívne vyučovať maturitné témy románskych jazykov (francúzština, španielčina, taliančina) teória a prax 2. Bratislava : Univerzita Komenského v Bratislave, 2022. ISBN 978-80-223-5539-1. s.38-41.
PIJOAN, J. 1999. Dejiny umenia 1.-10. (selected parts) Bratislava: Ikar, 1998-2000.

Languages necessary to complete the course:
Slovak language and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
33,33	0,0	19,05	14,29	14,29	9,52	9,52

Lecturers: PhDr. Mária Medveczká, PhD.

Last change: 26.08.2023

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde025/22	Selected Chapters from Culture of Hispanophone Countries 2.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar, total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 50 hours of student work of which: in-person teaching = 22 hours; preparation of model teaching = 10 hours; study of literature = 10 hours; working on continuous tasks = 8 hours.
Methods of education: interpretative method, modelling, discussion, self-assessment

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The student will be awarded credits based on 100% of the interim evaluation: 20% active participation in teaching, 20% ongoing tasks, 30% written verification of the degree of acquisition of theoretical knowledge, 30% preparation and presentation of activities focused on some selected manifestations of cultural heritage of Latin American countries.
At least 60% of the scoring must be obtained in order to complete the course successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to expand the knowledge of culture and art of Spain and to develop didactic competences.
Educational outcomes:
The student gains an overview of the various manifestations of the cultural heritage and art of the Hispanophone countries of Latin America and is able to integrate them into Spanish language teaching. He/she will develop his/her capacity for critical thinking, analytical reasoning, communication and personal motivation.

Class syllabus:

Manifestations of the material and immaterial cultural heritage and art of the Hispanophone countries of Latin America and the related vocabulary. Analysis of textbooks and different types of teaching materials in terms of cultural heritage and art themes. Variability of ways of bringing the material and immaterial cultural heritage and art of hispanophone countries of Latin America closer together in teaching Spanish in primary and secondary school.

Recommended literature:

MEDVECZKÁ, M. 2011. El patrimonio de los países hispanohablantes en el centro de proyectos interdisciplinarios: el caso de la Isla de Pascua. In: Tendencias de la hispanística actual en Eslovaquia. Bratislava: Slovak Association of Spanish Teachers, 2011. s. 80-88. ISBN 978-80-89137-75-6.
AA.VV. 2006. Plan curricular del Instituto Cervantes. Niveles de referencia para el español (selected parts) [on line]. Madrid: Biblioteca Nueva. ISBN 9788497426152. Available at: https://cvc.cervantes.es/ensenanza/biblioteca_ele/plan_curricular/default.htm
AA.VV. 2015. Innovated state educational programme [online]. Bratislava: State Pedagogical Institute. Available at: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/
PIJOAN, J. 1999. History of art 1.-10. (selected parts) Bratislava: Ikar, 1998-2000.

Languages necessary to complete the course:
Slovak language and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
22,22	0,0	11,11	55,56	0,0	11,11	0,0

Lecturers: PhDr. Mária Medveczká, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde025/22	Selected Chapters from Culture of Hispanophone Countries 2.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar, total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 50 hours of student work of which: in-person teaching = 22 hours; preparation of model teaching = 10 hours; study of literature = 10 hours; working on continuous tasks = 8 hours.
Methods of education: interpretative method, modelling, discussion, self-assessment

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The student will be awarded credits based on 100% of the interim evaluation: 20% active participation in teaching, 20% ongoing tasks, 30% written verification of the degree of acquisition of theoretical knowledge, 30% preparation and presentation of activities focused on some selected manifestations of cultural heritage of Latin American countries.
At least 60% of the scoring must be obtained in order to complete the course successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to expand the knowledge of culture and art of Spain and to develop didactic competences.
Educational outcomes:
The student gains an overview of the various manifestations of the cultural heritage and art of the Hispanophone countries of Latin America and is able to integrate them into Spanish language teaching. He/she will develop his/her capacity for critical thinking, analytical reasoning, communication and personal motivation.

Class syllabus:

Manifestations of the material and immaterial cultural heritage and art of the Hispanophone countries of Latin America and the related vocabulary. Analysis of textbooks and different types of teaching materials in terms of cultural heritage and art themes. Variability of ways of bringing the material and immaterial cultural heritage and art of hispanophone countries of Latin America closer together in teaching Spanish in primary and secondary school.

Recommended literature:

MEDVECZKÁ, M. 2011. El patrimonio de los países hispanohablantes en el centro de proyectos interdisciplinarios: el caso de la Isla de Pascua. In: Tendencias de la hispanística actual en Eslovaquia. Bratislava: Slovak Association of Spanish Teachers, 2011. s. 80-88. ISBN 978-80-89137-75-6.
AA.VV. 2006. Plan curricular del Instituto Cervantes. Niveles de referencia para el español (selected parts) [on line]. Madrid: Biblioteca Nueva. ISBN 9788497426152. Available at: https://cvc.cervantes.es/ensenanza/biblioteca_ele/plan_curricular/default.htm
AA.VV. 2015. Innovated state educational programme [online]. Bratislava: State Pedagogical Institute. Available at: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/
PIJOAN, J. 1999. History of art 1.-10. (selected parts) Bratislava: Ikar, 1998-2000.

Languages necessary to complete the course:
Slovak language and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
22,22	0,0	11,11	55,56	0,0	11,11	0,0

Lecturers: PhDr. Mária Medveczká, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde028/22	Seminar in Sociolinguistics

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours a week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 50 hours
11 x 2 hours of in-person teaching = 22 hours of in-person teaching
14 x 2 continuous home preparation for lessons, self-study, critical analysis of selected parts from recommended literature, preparation for discussion and group work on lessons, preparation of semester project = 28 hours
Teaching methods:
seminar, interpretation, analysis of selected issues, interview, group discussion

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The student will be evaluated on the basis of an interim evaluation.
Interim evaluation:
Students prepare continuously during the semester by studying for the subject. In order to support the completion of the semester evaluated mini project, they study selected parts of the texts of recommended literature during the semester, so that they can actively participate in discussions and group works and develop a mini project during the semester. They are actively involved in the work of seminars on lessons. Their work is evaluated on the basis of active participation in thematic discussions and group work in the classroom (33 % of the evaluation). During the semester, students carry out their mini project (they process the selected topic in connection with the use of sociolinguistic research methods in relation to language learning focused generally on Romance languages and specifically Spanish) and present it in colloquial form (33 % of the evaluation) and by handing over a mini project (33 % of the evaluation).
A condition for successful completion of the course is active participation in each of the above three parts of the evaluation.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),

D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work is required).
The evaluation reflects the level of insight of the graduate in selected concepts and topics from sociolinguistics in relation to language learning, with particular regard to teaching and learning Romance languages in general and specifically Spanish. It focuses on the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.

Learning outcomes:
Objectives of education: To develop knowledge of graduates of selected concepts and topics from sociolinguistic theory and research applied to the issue of language learning, with particular regard to the teaching and learning of Romance languages (Spanish). On the basis of analysis, comparison and mutual combination of selected sociolinguistic methods, develop a professional view of the process of teaching and learning languages. Use this knowledge in practice, further by designing and implementing a mini project that is oriented to topics relevant to teachers of Romance languages or Spanish.
Educational outputs: The student knows sociolinguistic theory and its research methods and their application in relation to language learning focused on learning and teaching Romance languages or Spanish. The student is able to independently contextualize the selected sociolinguistic theme. He/she knows her relationship to language learning. He/she can independently process the research project using sociolinguistic methods.

Class syllabus:
• A brief overview of the history of the world's sociolinguistics
• Sociolinguistics in Slovakia
• Sociolinguistics in Romance languages
• Hispanophone sociolinguistics
• Sociolinguistic methods
• Case studies on the use of sociolinguistic research
• Sociolinguistics and language learning
• Mini project concept – sociolinguistics and its use to streamline learning and teaching of Spanish

Recommended literature:
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
DOLNÍK, J. 2015. Cudzosť – jazyk – spoločnosť. Bratislava: Iris. 316 s. ISBN 9788081530425.
MILROT, L. – GORDON, M. 2013. Sociolingvistika. Metody a interpretace. Praha: Univerzita Karlova. 270 s. ISBN 9788024621258.
MORENO FERNÁNDEZ, Francisco. 2015. Principios de sociolingüística y sociología del lenguaje. 4th edition. Barcelona: Ariel, 2015. 407 s. ISBN978-84-344-8277-7.

Languages necessary to complete the course:
Slovak language or Czech language (passive knowledge), Spanish language

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers: PhDr. Mojmír Malovecký, PhD.
Last change: 30.10.2025
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde028/22	Seminar in Sociolinguistics

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours a week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 50 hours
11 x 2 hours of in-person teaching = 22 hours of in-person teaching
14 x 2 continuous home preparation for lessons, self-study, critical analysis of selected parts from recommended literature, preparation for discussion and group work on lessons, preparation of semester project = 28 hours
Teaching methods:
seminar, interpretation, analysis of selected issues, interview, group discussion

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The student will be evaluated on the basis of an interim evaluation.
Interim evaluation:
Students prepare continuously during the semester by studying for the subject. In order to support the completion of the semester evaluated mini project, they study selected parts of the texts of recommended literature during the semester, so that they can actively participate in discussions and group works and develop a mini project during the semester. They are actively involved in the work of seminars on lessons. Their work is evaluated on the basis of active participation in thematic discussions and group work in the classroom (33 % of the evaluation). During the semester, students carry out their mini project (they process the selected topic in connection with the use of sociolinguistic research methods in relation to language learning focused generally on Romance languages and specifically Spanish) and present it in colloquial form (33 % of the evaluation) and by handing over a mini project (33 % of the evaluation).
A condition for successful completion of the course is active participation in each of the above three parts of the evaluation.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),

D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work is required).
The evaluation reflects the level of insight of the graduate in selected concepts and topics from sociolinguistics in relation to language learning, with particular regard to teaching and learning Romance languages in general and specifically Spanish. It focuses on the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.

Learning outcomes:
Objectives of education: To develop knowledge of graduates of selected concepts and topics from sociolinguistic theory and research applied to the issue of language learning, with particular regard to the teaching and learning of Romance languages (Spanish). On the basis of analysis, comparison and mutual combination of selected sociolinguistic methods, develop a professional view of the process of teaching and learning languages. Use this knowledge in practice, further by designing and implementing a mini project that is oriented to topics relevant to teachers of Romance languages or Spanish.
Educational outputs: The student knows sociolinguistic theory and its research methods and their application in relation to language learning focused on learning and teaching Romance languages or Spanish. The student is able to independently contextualize the selected sociolinguistic theme. He/she knows her relationship to language learning. He/she can independently process the research project using sociolinguistic methods.

Class syllabus:
• A brief overview of the history of the world's sociolinguistics
• Sociolinguistics in Slovakia
• Sociolinguistics in Romance languages
• Hispanophone sociolinguistics
• Sociolinguistic methods
• Case studies on the use of sociolinguistic research
• Sociolinguistics and language learning
• Mini project concept – sociolinguistics and its use to streamline learning and teaching of Spanish

Recommended literature:
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
DOLNÍK, J. 2015. Cudzosť – jazyk – spoločnosť. Bratislava: Iris. 316 s. ISBN 9788081530425.
MILROT, L. – GORDON, M. 2013. Sociolingvistika. Metody a interpretace. Praha: Univerzita Karlova. 270 s. ISBN 9788024621258.
MORENO FERNÁNDEZ, Francisco. 2015. Principios de sociolingüística y sociología del lenguaje. 4th edition. Barcelona: Ariel, 2015. 407 s. ISBN978-84-344-8277-7.

Languages necessary to complete the course:
Slovak language or Czech language (passive knowledge), Spanish language

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers: PhDr. Mojmír Malovecký, PhD.
Last change: 30.10.2025
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde024/22	**Course title:** Social pedagogy for teachers
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course:

The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points).

The rating is awarded on a scale:

A (100-91%, excellent - excellent results with only minimal errors),

B (90-81%, very good - above average results with minor errors),

C (80-73%, good - normal reliable work, average results),

D (72-66%, satisfactory - acceptable results, but significant errors occur),

E (65-60%, sufficient - results meet minimum criteria),

Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).

A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

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

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim of the course School Social Pedagogy is to provide students with knowledge in the field of school social pedagogy. The student knows and understands the specifics of the concepts of school social pedagogical work. The student understands the functions and target groups of school social-educational work. The student can explain the importance of teacher collaboration with the school social educator and other professional and educational personnel in the eastern guidance system.
Can explain the negative consequences of a child's/pupil's disadvantaging family environment on the educational process. Knows and understands the specifics of the education of children and pupils from disadvantaged family backgrounds. Can name and justify selected support measures and intervention programmes in the education of pupils from disadvantaged backgrounds.
The student understands the socio-pedagogical aspects of prevention and intervention of problem behaviour of pupils. He/she can apply the acquired knowledge in solving educational difficulties of pupils resulting from difficult life situation and specifics of family life with special emphasis on pupils coming from socially disadvantaged background.
Transferable competences developed during students' work in seminars: by analysing, solving and discussing problems from seminar assignments, the student is able to communicate his/her conclusions, think critically and think in context.

Class syllabus:
Brief outline of the course:
Target groups of school social-educational work. Functions of school social-educational work. Classical conceptions of school socio-pedagogical work in Germany with emphasis on the concept of the School of Social Education (socio-pedagogical competences of the teacher).
Cooperation of the teacher with the school social pedagogue and other pedagogical and professional staff of the school.
Socio-pedagogical aspects of inclusive education. Socio-educational work with the class collective in an inclusive school environment.
Categorization of children/pupils from socially disadvantaged backgrounds. Specifics of education of pupils from socially disadvantaged backgrounds. School achievement of pupils from socially disadvantaged backgrounds. Socio-educational work with children and pupils from socially disadvantaged backgrounds. Pupil foreigner (with different mother tongue). Support measures and selected intervention programmes for children and pupils from disadvantaged family backgrounds.

Socio-pedagogical aspects of the education of pupils in a specific life situation: a pupil from a foster family in school. A pupil from a family in the process of divorce. A pupil from a family at risk of domestic violence.
Socio-educational aspects of working with pupils with problem behaviour, prevention and intervention.

Recommended literature:

Reference sources:
Required reading:
ŠUHAJDOVÁ, I. 2019. Výchova detí zo sociálne znevýhodňujúceho prostredia. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 2019. ISBN 978-80-568-0358-5.
ZEMANČÍKOVÁ, V. 2012. Školská sociálno-pedagogická práca v Nemecku, vznik a klasické koncepcie In: Sociálny pedagóg v škole : zborník príspevkov z medzinárodného odborného seminára, Banská Bystrica, 2012. s. 173-180. ISBN 978-80-557-0465-4.
ZEMANČÍKOVÁ, V. 2014. Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), s.22-36. 2014. ISSN 1805-8825.
Recommended reading:
BAKOŠOVÁ, Z. 2005. Sociálna pedagogika ako životná pomoc. Bratislava: Stimul, 2005. ISBN 80-89236-00-6.
ČOKYNA, J. A okraje máš kde? N Press, 2019. ISBN 978-80-99925-06-0.
Reference sources:
Required reading:
ŠUHAJDOVÁ, I. 2019. Výchova detí zo sociálne znevýhodňujúceho prostredia. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 2019. ISBN 978-80-568-0358-5.
ZEMANČÍKOVÁ, V. 2012. Školská sociálno-pedagogická práca v Nemecku, vznik a klasické koncepcie In: Sociálny pedagóg v škole : zborník príspevkov z medzinárodného odborného seminára, Banská Bystrica, 2012. s. 173-180. ISBN 978-80-557-0465-4.
ZEMANČÍKOVÁ, V. 2014. Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), s.22-36. 2014. ISSN 1805-8825.
Recommended reading:
BAKOŠOVÁ, Z. 2005. Sociálna pedagogika ako životná pomoc. Bratislava: Stimul, 2005. ISBN 80-89236-00-6.
ČOKYNA, J. A okraje máš kde? N Press, 2019. ISBN 978-80-99925-06-0.
LIBERČÁNOVÁ, K. 2020. Sociálnovýchovný proces u detí so špecifickými potrebami v oblasti správania sa. In Komponenty sociálnopedagogického procesu a ich aplikácia v spoločenskej praxi. Trnava: Trnavská univerzita, 2020, s.87-104. ISBN 978-80-568-0384-4.
NIKLOVÁ, M. 2020. Edukácia žiakov zo sociálne znevýhodneného prostredia. In Manažment školy v praxi. 1. 2020. ISSN 1339-925X.
ZEMANČÍKOVÁ, V. 2015. Rómske deti a ich vzdelanostný pokrok. In: Slovenská encyklopédia edukológie. Bratislava: Univerzita Komenského, 2015. s. 292-700. ISBN 978-80-223-3747-2.
ZEMANČÍKOVÁ, V. 2021. Sociálne aspekty čitateľskej gramotnosti s akcentom na dieťa zo sociálne znevýhodňujúceho prostredia na Slovensku. In: Sociální pedagogika: časopis pro vědu a praxi. 8(2), 2021.
ZEMANČÍKOVÁ, V.- BOMBA, L. 2012. Vplyv socioekonomického statusu rodiny na prospech žiaka v škole - súčasný stav na Liptove In: Pedagogika.sk, 2012. roč.17, č. 3, s. 145-171. ISSN 1338-0982.
Language required for the course: slovak language, czech language

Languages necessary to complete the course:

slovak language, czech language

Notes:

Past grade distribution
Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
55,56	0,0	11,11	22,22	0,0	0,0	11,11

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde024/22	Social pedagogy for teachers

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points).
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim of the course School Social Pedagogy is to provide students with knowledge in the field of school social pedagogy. The student knows and understands the specifics of the concepts of school social pedagogical work. The student understands the functions and target groups of school social-educational work. The student can explain the importance of teacher collaboration with the school social educator and other professional and educational personnel in the eastern guidance system.
Can explain the negative consequences of a child's/pupil's disadvantaging family environment on the educational process. Knows and understands the specifics of the education of children and pupils from disadvantaged family backgrounds. Can name and justify selected support measures and intervention programmes in the education of pupils from disadvantaged backgrounds.
The student understands the socio-pedagogical aspects of prevention and intervention of problem behaviour of pupils. He/she can apply the acquired knowledge in solving educational difficulties of pupils resulting from difficult life situation and specifics of family life with special emphasis on pupils coming from socially disadvantaged background.
Transferable competences developed during students' work in seminars: by analysing, solving and discussing problems from seminar assignments, the student is able to communicate his/her conclusions, think critically and think in context.

Class syllabus:
Brief outline of the course:
Target groups of school social-educational work. Functions of school social-educational work. Classical conceptions of school socio-pedagogical work in Germany with emphasis on the concept of the School of Social Education (socio-pedagogical competences of the teacher).
Cooperation of the teacher with the school social pedagogue and other pedagogical and professional staff of the school.
Socio-pedagogical aspects of inclusive education. Socio-educational work with the class collective in an inclusive school environment.
Categorization of children/pupils from socially disadvantaged backgrounds. Specifics of education of pupils from socially disadvantaged backgrounds. School achievement of pupils from socially disadvantaged backgrounds. Socio-educational work with children and pupils from socially disadvantaged backgrounds. Pupil foreigner (with different mother tongue). Support measures and selected intervention programmes for children and pupils from disadvantaged family backgrounds.

Socio-pedagogical aspects of the education of pupils in a specific life situation: a pupil from a foster family in school. A pupil from a family in the process of divorce. A pupil from a family at risk of domestic violence.
Socio-educational aspects of working with pupils with problem behaviour, prevention and intervention.

Recommended literature:

Reference sources:
Required reading:
ŠUHAJDOVÁ, I. 2019. Výchova detí zo sociálne znevýhodňujúceho prostredia. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 2019. ISBN 978-80-568-0358-5.
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ČOKYNA, J. A okraje máš kde? N Press, 2019. ISBN 978-80-99925-06-0.
Reference sources:
Required reading:
ŠUHAJDOVÁ, I. 2019. Výchova detí zo sociálne znevýhodňujúceho prostredia. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 2019. ISBN 978-80-568-0358-5.
ZEMANČÍKOVÁ, V. 2012. Školská sociálno-pedagogická práca v Nemecku, vznik a klasické koncepcie In: Sociálny pedagóg v škole : zborník príspevkov z medzinárodného odborného seminára, Banská Bystrica, 2012. s. 173-180. ISBN 978-80-557-0465-4.
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Recommended reading:
BAKOŠOVÁ, Z. 2005. Sociálna pedagogika ako životná pomoc. Bratislava: Stimul, 2005. ISBN 80-89236-00-6.
ČOKYNA, J. A okraje máš kde? N Press, 2019. ISBN 978-80-99925-06-0.
LIBERČÁNOVÁ, K. 2020. Sociálnovýchovný proces u detí so špecifickými potrebami v oblasti správania sa. In Komponenty sociálnopedagogického procesu a ich aplikácia v spoločenskej praxi. Trnava: Trnavská univerzita, 2020, s.87-104. ISBN 978-80-568-0384-4.
NIKLOVÁ, M. 2020. Edukácia žiakov zo sociálne znevýhodneného prostredia. In Manažment školy v praxi. 1. 2020. ISSN 1339-925X.
ZEMANČÍKOVÁ, V. 2015. Rómske deti a ich vzdelanostný pokrok. In: Slovenská encyklopédia edukológie. Bratislava: Univerzita Komenského, 2015. s. 292-700. ISBN 978-80-223-3747-2.
ZEMANČÍKOVÁ, V. 2021. Sociálne aspekty čitateľskej gramotnosti s akcentom na dieťa zo sociálne znevýhodňujúceho prostredia na Slovensku. In: Sociální pedagogika: časopis pro vědu a praxi. 8(2), 2021.
ZEMANČÍKOVÁ, V.- BOMBA, L. 2012. Vplyv socioekonomického statusu rodiny na prospech žiaka v škole - súčasný stav na Liptove In: Pedagogika.sk, 2012. roč.17, č. 3, s. 145-171. ISSN 1338-0982.
Language required for the course: slovak language, czech language

Languages necessary to complete the course:

slovak language, czech language

Notes:

Past grade distribution
Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
55,56	0,0	11,11	22,22	0,0	0,0	11,11

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde022/22	Spanish Language Teaching Methodology

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 10 hours study of professional literature; 18 hours elaboration of ongoing tasks – preparation of outputs. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, micro-teaching, teamwork, discussion, self-assessment.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The results of the student will be assessed in the form of a 100% interim evaluation. The condition for successful completion of the subject is active participation in the class and participation in the discussion 20 %, preparation of micro-outputs 40 %, simulated teaching 40 %.
The student demonstrates the ability to prepare outputs individually and in the team, to actively participate in the discussion, to provide feedback to other students, as well as to reflect his/her own teaching activities.
At least 60% of the overall assessment must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to acquire and develop the competences necessary for the performance of the teacher profession, namely it focuses on didactic, communication, organizational, diagnostic, self-reflective competences.
Educational outcomes:
Through simulated practical outputs, the student develops practical pedagogical skills necessary for teaching Spanish. Thanks to the subsequent professional discussion, he/she will receive the

necessary feedback, which will allow him to reflect the methods used, materials, etc. After successful completion of the course, the student:
• can apply the acquired knowledge from didactics in the preparation and realization of teaching of selected phenomena of the Spanish language,
• is able to critically evaluate his own teaching and teaching of classmates (outputs), or to revise problematic aspects.
Passing the course contributes to the achievement of competencies such as: the ability to work independently and in the team, the ability to argue, the ability to plan and organize, the ability to solve problems, communication and presentation skills, the ability to self-reflect and self-evaluate.

Class syllabus:
Selection of the curriculum and familiarization with pedagogical documentation, choice of teaching method, familiarization with evaluation criteria.
Preparation and implementation of simulated practical outputs.
Analysis of outputs, self-assessment and evaluation, drawing conclusions.
Aspects practiced and analysed in the framework of simulated teaching:
• Communication and atmosphere in the classroom.
• Didactic methods.
• Didactic technique and teaching aids. Working with a textbook.
• Language competences and their training in teaching.
• Teaching receptive, productive, interactive and mediation activities.
• Activities using games and songs.
• Evaluation in foreign language teaching.
• Intercultural aspects.

Recommended literature:
CONSEJO DE EUROPA, DEPARTAMENTO DE POLITICA LINGÜISTICA. 2020. Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza, evaluación. Volumen complementario [online]. Available at: https://cvc.cervantes.es/ensenanza/biblioteca_ele/marco_complementario/mcer_volumen-complementario.pdf
GÓMEZ-PABLOS, B. 2014. Didáctica de ELE. Fundamentos de didáctica. Nümbrecht: Kirsch Verlag, 2014. ISBN 978-3-943906-15-8.
GÓMEZ-PABLOS, B. 2021. Teoría y práctica de la expresión e interacción orales en ELE. (Nivel B1-B2). Bratislava: Univerzita Komenského, 2021, 235 p. ISBN 978-80-223-5165-2.
Pedagogical documentation from the Spanish language.

Languages necessary to complete the course:
Slovak and Spanish

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. Beatriz Gómez-Pablos Calvo, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KRoJL/M-ESPde022/22	**Course title:** Spanish Language Teaching Methodology

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 10 hours study of professional literature; 18 hours elaboration of ongoing tasks – preparation of outputs. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, micro-teaching, teamwork, discussion, self-assessment.

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The results of the student will be assessed in the form of a 100% interim evaluation. The condition for successful completion of the subject is active participation in the class and participation in the discussion 20 %, preparation of micro-outputs 40 %, simulated teaching 40 %.
The student demonstrates the ability to prepare outputs individually and in the team, to actively participate in the discussion, to provide feedback to other students, as well as to reflect his/her own teaching activities.
At least 60% of the overall assessment must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to acquire and develop the competences necessary for the performance of the teacher profession, namely it focuses on didactic, communication, organizational, diagnostic, self-reflective competences.
Educational outcomes:
Through simulated practical outputs, the student develops practical pedagogical skills necessary for teaching Spanish. Thanks to the subsequent professional discussion, he/she will receive the

necessary feedback, which will allow him to reflect the methods used, materials, etc. After successful completion of the course, the student:
• can apply the acquired knowledge from didactics in the preparation and realization of teaching of selected phenomena of the Spanish language,
• is able to critically evaluate his own teaching and teaching of classmates (outputs), or to revise problematic aspects.
Passing the course contributes to the achievement of competencies such as: the ability to work independently and in the team, the ability to argue, the ability to plan and organize, the ability to solve problems, communication and presentation skills, the ability to self-reflect and self-evaluate.

Class syllabus:
Selection of the curriculum and familiarization with pedagogical documentation, choice of teaching method, familiarization with evaluation criteria.
Preparation and implementation of simulated practical outputs.
Analysis of outputs, self-assessment and evaluation, drawing conclusions.
Aspects practiced and analysed in the framework of simulated teaching:
• Communication and atmosphere in the classroom.
• Didactic methods.
• Didactic technique and teaching aids. Working with a textbook.
• Language competences and their training in teaching.
• Teaching receptive, productive, interactive and mediation activities.
• Activities using games and songs.
• Evaluation in foreign language teaching.
• Intercultural aspects.

Recommended literature:
CONSEJO DE EUROPA, DEPARTAMENTO DE POLITICA LINGÜISTICA. 2020. Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza, evaluación. Volumen complementario [online]. Available at: https://cvc.cervantes.es/ensenanza/biblioteca_ele/marco_complementario/mcer_volumen-complementario.pdf
GÓMEZ-PABLOS, B. 2014. Didáctica de ELE. Fundamentos de didáctica. Nümbrecht: Kirsch Verlag, 2014. ISBN 978-3-943906-15-8.
GÓMEZ-PABLOS, B. 2021. Teoría y práctica de la expresión e interacción orales en ELE. (Nivel B1-B2). Bratislava: Univerzita Komenského, 2021, 235 p. ISBN 978-80-223-5165-2.
Pedagogical documentation from the Spanish language.

Languages necessary to complete the course:
Slovak and Spanish

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. Beatriz Gómez-Pablos Calvo, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde010/22	Spanish Lexicology, Phraseology and Lexicography

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar, total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours in-person teaching; 14 hours continuous tasks and study; preparation of individual tasks 9 hours; 30 hours individual study of professional literature and preparation for the test. A total of 75 hours of student work.
Teaching methods: interpretation, explanation, discussion, application of theoretical knowledge on practical examples, written works, managed self-study – solving tasks and assignments, e-learning.

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The results of the student will be evaluated in the form of an interim evaluation of the classroom activities, written tasks and the test.
• The interim evaluation is: active participation classroom activities 10 %; elaboration of tasks on individual topics and texts and presentation in the form of Power Point and subsequent debate in class 25%, preparation of individual task according to assignment 30%. Compliance with the previous conditions of the interim evaluation is a condition for participation in the test. The interim test represents 35% of the evaluation.
• During the semester, the student will demonstrate the ability to apply the acquired knowledge about lexicology, frasology and lexicography of the Spanish language to spoken and written texts.
• On the test, the student demonstrates the extension and deepening of knowledge from lexicology, frasology and lexicography of the Spanish language, their understanding and ability to apply them when analyzing different types of texts.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to obtain solid theoretical and methodological knowledge from linguistic disciplines, namely Spanish lexicology, phraseology and lexicography.
After successful completion of the course, the student
• has comprehensive knowledge of the formal and meaning of the word, the vocabulary as a system and its breakdown,
• understands the interrelationships between lexical units in terms of word-forming structure, meaning, origin and other parameters,
• is proficient in professional terminology used in lexical and semantic linguistic disciplines,
• knows important dictionaries of the Spanish language and is able to work with them.
Completion of the subject contributes to the achievement of transferable capabilities such as: the ability to analyze and synthesis, the ability to plan and organize their studies, the ability to locate and process professional resources. In addition, the student develops communication, digital and presentation skills.

Class syllabus:
• Definition of lexicology. Basic terms – word, lexical unit, vocabulary, lexicon.
• Perspectives of analysis: diachronic, geographical, diastratic, diaphasic, diacritical.
• Spanish vocabulary sources: original and received vocabulary, further division of vocabulary.
• Onomastics (anthroponymy, toponymy) and eponymy.
• Word formation (derivation, composition, recomposition, shortening).
• Lexicology and semantics.
• Phraseology: definition, characterisation and classification of fraseologisms.
• Lexicography: basics of lexicography, classification of dictionaries, important dictionaries of the Spanish language.

Recommended literature:
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
ALVAR EZQUERRA, M. 2003. La enseñanza del léxico y el uso del diccionario. Madrid: Arco Libros. ISBN84-7635-554-8.
CORPAS PASTOR, G. 1996. Manual de fraseología española. Madrid: Gredos. ISBN 9788424918293.
GÓMEZ-PABLOS. B. 2016. Lexicología española actual. Nümbrecht: Kirsch Verlag. ISBN 978-3-943906-22-6.
GÓMEZ-PABLOS CALVO, B. 2017. América en el Diccionario de Autoridades. Nümbrecht: Kirsch, ISBN 978-3-943906-30-1. (selected chapters)
MIGUEL, E. de (ed.). 2009. Panorama de la lexicología. Barcelona: Ariel. ISBN 978-84-344-8279-1.
REAL ACADEMIA ESPAÑOLA. Nuevo tesoro lexicográfico de la Lengua Española [online]. Available at: http://ntlle.rae.es/ntlle
LAMPIS, M. – ŠTRBÁKOVÁ, R. Curso universitario de fonología y lexicología. Nitra: University of Constantine the Philosopher in Nitra, 2021. 79 s. ISBN 978-80-558-1701-9. (part lexicology).

Languages necessary to complete the course:
Spanish and Slovak

Notes:

Past grade distribution
Total number of evaluated students: 35

A	ABS	B	C	D	E	FX
31,43	0,0	31,43	11,43	2,86	20,0	2,86

Lecturers: doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde010/22	Spanish Lexicology, Phraseology and Lexicography

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar, total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours in-person teaching; 14 hours continuous tasks and study; preparation of individual tasks 9 hours; 30 hours individual study of professional literature and preparation for the test. A total of 75 hours of student work.
Teaching methods: interpretation, explanation, discussion, application of theoretical knowledge on practical examples, written works, managed self-study – solving tasks and assignments, e-learning.

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The results of the student will be evaluated in the form of an interim evaluation of the classroom activities, written tasks and the test.
• The interim evaluation is: active participation classroom activities 10 %; elaboration of tasks on individual topics and texts and presentation in the form of Power Point and subsequent debate in class 25%, preparation of individual task according to assignment 30%. Compliance with the previous conditions of the interim evaluation is a condition for participation in the test. The interim test represents 35% of the evaluation.
• During the semester, the student will demonstrate the ability to apply the acquired knowledge about lexicology, frasology and lexicography of the Spanish language to spoken and written texts.
• On the test, the student demonstrates the extension and deepening of knowledge from lexicology, frasology and lexicography of the Spanish language, their understanding and ability to apply them when analyzing different types of texts.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:

The aim of the course is to obtain solid theoretical and methodological knowledge from linguistic disciplines, namely Spanish lexicology, phraseology and lexicography.

After successful completion of the course, the student

• has comprehensive knowledge of the formal and meaning of the word, the vocabulary as a system and its breakdown,

• understands the interrelationships between lexical units in terms of word-forming structure, meaning, origin and other parameters,

• is proficient in professional terminology used in lexical and semantic linguistic disciplines,

• knows important dictionaries of the Spanish language and is able to work with them.

Completion of the subject contributes to the achievement of transferable capabilities such as: the ability to analyze and synthesis, the ability to plan and organize their studies, the ability to locate and process professional resources. In addition, the student develops communication, digital and presentation skills.

Class syllabus:

• Definition of lexicology. Basic terms – word, lexical unit, vocabulary, lexicon.

• Perspectives of analysis: diachronic, geographical, diastratic, diaphasic, diacritical.

• Spanish vocabulary sources: original and received vocabulary, further division of vocabulary.

• Onomastics (anthroponymy, toponymy) and eponymy.

• Word formation (derivation, composition, recomposition, shortening).

• Lexicology and semantics.

• Phraseology: definition, characterisation and classification of fraseologisms.

• Lexicography: basics of lexicography, classification of dictionaries, important dictionaries of the Spanish language.

Recommended literature:

During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.

ALVAR EZQUERRA, M. 2003. La enseñanza del léxico y el uso del diccionario. Madrid: Arco Libros. ISBN84-7635-554-8.

CORPAS PASTOR, G. 1996. Manual de fraseología española. Madrid: Gredos. ISBN 9788424918293.

GÓMEZ-PABLOS. B. 2016. Lexicología española actual. Nümbrecht: Kirsch Verlag. ISBN 978-3-943906-22-6.

GÓMEZ-PABLOS CALVO, B. 2017. América en el Diccionario de Autoridades. Nümbrecht: Kirsch, ISBN 978-3-943906-30-1. (selected chapters)

MIGUEL, E. de (ed.). 2009. Panorama de la lexicología. Barcelona: Ariel. ISBN 978-84-344-8279-1.

REAL ACADEMIA ESPAÑOLA. Nuevo tesoro lexicográfico de la Lengua Española [online]. Available at: http://ntlle.rae.es/ntlle

LAMPIS, M. – ŠTRBÁKOVÁ, R. Curso universitario de fonología y lexicología. Nitra: University of Constantine the Philosopher in Nitra, 2021. 79 s. ISBN 978-80-558-1701-9. (part lexicology).

Languages necessary to complete the course:

Spanish and Slovak

Notes:

Past grade distribution
Total number of evaluated students: 35

A	ABS	B	C	D	E	FX
31,43	0,0	31,43	11,43	2,86	20,0	2,86

Lecturers: doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde001/22	Status of the Romance Literatures within the World Literature

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: 2 / 2 **per level/semester:** 26 / 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week lecture + 2 hours per week seminar; total per semester 44 hours
Study method: combined (primary attendance)
Student workload: a total of 150 hours of student work
44 hours of in-person teaching, 22 hours of home preparation for lessons and sub-tasks; 32 hours preparation of seminar work; 52 hours exam preparation.
Teaching methods: lecturing, interpretation, discussion of the topic discussed, interview, work with the professional text, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

Number of credits: 6

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in lessons and performance of continuous tasks during the semester, writing seminar work and final examination of the contents of the subject.
• For activity in classroom, the student is evaluated continuously, active participation in classroom performance of ongoing tasks represents 20% of the evaluation, of which 10% participation in the lecture, 10% participation in the seminar.
During the semester, the student is invited to actively participate in discussions and conversations on the topic discussed. During the semester, he/she receives partial tasks, the control and evaluation of which is carried out orally in the classroom.
• The preparation and preparation of the seminar work represents 30 % of the evaluation.
When drawing up the seminar work, the student, in consultation with the teachers, chooses a theme from the contents of the history of Spanish literature in its association with other Romance literature and world literature. The seminar work should include a draft educational procedure when presenting the selected topic for the selected level of education. The seminar work shall be submitted in the evaluation week.
• The course ends with a written examination - a test from the older literature, which represents 50% of the evaluation.

In the final exam, the student demonstrates the extension and deepening of knowledge of spanish-language literature acquired at the first stage of study and is able to compare significant works of Hispanic literature authors with those of other important authors of Romance literature who belong to the canon of world literature.
At least 60% of the scoring must be obtained in order to complete the course successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)
A – excellent performance, the student has acquired knowledge at an excellent level and to a sufficient extent, has demonstrated the ability to think critically, argue and participate in discussions, his/her work during the semester is balanced, he regularly performed partial tasks at an excellent level, elaborated and handed over seminar work on time and followed all instructions according assignment.
B – excellent performance, the student has acquired knowledge at the standard level with slight deviations, has demonstrated the ability to think critically, argue in discussions, but his/her activity and the performance of partial tasks are continuously fluctuating, seminar work was prepared and handed over on time, but there are minor formal shortcomings.
C – good performance, the student has acquired knowledge at an average level, his/her activity during the semester is reduced, he/she can think critically and argue, but he/she has shortcomings in synthesis and knowledge connection, he/she elaborated seminar work and handed over in a timely manner, but there are minor formal and content deficiencies.
D – acceptable performance, the student has acquired knowledge at an acceptable level, his/her activity during the semester is reduced, does not show an interest in formulating his/her own ideas and arguing, there is no connection of learned, seminar work elaborated and handed on time, but there are more pronounced formal and content shortcomings.
E – sufficient performance, the student acquired knowledge satisfying sufficient criteria, during the semester manifests lower activity, in the seminar work there are more serious formal and content deficiencies.
FX – unacceptable performance, the student did not sufficient embrace the curriculum and did not perform adequately during the semester.

Learning outcomes:
The aim of the course is to acquire knowledge of the history of Spanish literature and to be able to determine their place within Romance literature, as well as to be able to apply this knowledge to the teaching process so as to make it possible to realize their importance in the context of world literature.
Educational outcomes:
Student after successful completion of the course
• acquires a synthetic perspective on the development of Spanish and Hispano-American literature in connection with the context of Romance literature and world literature from the early stage of their constitution to the end of the 18th century,
• can explain the literary development of Spanish literature in relation to the world cultural context and can justify the contribution of authors and works of Spanish-language literature to world literature,
• masters the conceptual apparatus and has developed theoretical and methodological knowledge of literary science and understands their interdisciplinary overlaps and contexts,

• can adapt the acquired knowledge into didactic processing of the contents of Spanish literature in connection with Romance literature and world literature, it can didactize knowledge content in the field of literature,
• can discuss the chosen topic in the field of literature

Class syllabus:
The concept of world literature, the concept of world literature.
Romance literature in the context of world literature.
Periodization of the development of world literature, periodization of the development of Romance literature and especially of literature in the Spanish language.
The oldest literary texts of Romance literature and their place in world literature.
Medieval literature of Romance countries and the place of Spanish written literature in its context.
Literature of Humanism and the Renaissance of Romance countries and the place of Spanish literature in its context.
Baroque and Classicist literature of Romance countries and the place of Spanish and Hispano-American literature in their context.

Recommended literature:
BOJNIČANOVÁ, R. 2015. Panorama de la literatura española. Bratislava: Univerzita Komenského, 120 p. ISBN 978-80-223-4028-1.
KOBR, J. 2011. Vývoj světové literatury. Hlavní směry a tendence, přehled o spisovatelích. Praha: Orego. 175 s. ISBN 978-80-86741-98-7. (selected chapters)
KOLEKTÍV AUTOROV (edited by Viera Žemberová). Rukoväť literatúry. Bratislava: Slovenské pedagogické nakladateľstvo a Pezolt, 1998. 382 s. ISBN 80-08-01671-X. (vybrané kapitoly z dejín národných literatúr)
FERNÁNDEZ CONTRERAS, R. 1997. „¿Hay que enseñar literatura?“. In Didáctica de la lengua y la literatura para una sociedad plurilingüe del siglo XXI. Actas del IV Congreso SDLL, coord. A. Mendoza Fillola et al., p. 743–746. Barcelona: Universidad de Barcelona. (available online)
MENDOZA FILLOLA, A. 1996. „Observar, comparar, integrar: el tratamiento didáctico de la literatura desde el enfoque intertextual y comparativo“. In: Lenguaje y textos, 8, s. 9–54. (available online)

Languages necessary to complete the course:
Spanish and Slovak or Czech

Notes:

Past grade distribution
Total number of evaluated students: 56

A	ABS	B	C	D	E	FX
33,93	0,0	14,29	14,29	14,29	23,21	0,0

Lecturers: doc. Mgr. Renáta Bojničanová, PhD., prof. PhDr. Zuzana Malinovská, CSc.

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde003/22	Status of the Spanish Literature within the World Literature

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: 2 / 2 **per level/semester:** 26 / 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week lecture + 2 hours per week seminar; total per semester 44 hours
Study method: combined (primary attendance)
Student workload: a total of 150 hours of student work
44 hours of in-person teaching, 22 hours of continuous home preparation for lessons, sub-tasks; 32 hours of preparation of seminar work; 52 hours of exam preparation.
Teaching methods: lecturing, interpretation, discussion of the topic discussed, interview, work with the professional text, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

Number of credits: 6

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in lessons and performance of continuous tasks during the semester, writing seminar work and final examination of the contents of the course.
• For activity in classroom, the student is evaluated continuously, active participation in classroom and performance of ongoing tasks represents 20% of the evaluation, of which 10% participation in the lecture, 10% participation in the seminar.
During the semester, the student is invited to actively participate in discussions and conversations on the topic discussed. During the semester, he/she receives partial tasks, the control and evaluation of which is carried out orally in the classroom.
• The preparation and preparation of the seminar work represents 30 % of the evaluation.
When drawing up the seminar work, the student, in consultation with the teachers, chooses a theme from the contents of the history of Spanish literature in its association with other Romance literature and world literature. The seminar work should include a draft educational procedure for the presentation of the selected topic for the selected level of education and must include a component of the work with literary text. The student at work must prove that he/she can transfer knowledge of the history of literature to the pedagogical process and didact knowledge content from the field of literature. The seminar work shall be submitted in the evaluation week.

• The course ends with a written exam - a test from the 19th and 20th centuries of literature, which represents 50% of the rating.
In the final exam, the student demonstrates the extension and deepening of the knowledge of literature in the Spanish language obtained at the first level of study and is able to compare significant works of authors of literature in Spanish with works of other important authors of Romance literature belonging to the canon of world literature.
It is necessary to obtain at least 60% of the evaluation in order to successfully complete the course.
Credits will not be awarded to a student who does not perform ongoing tasks and does not submit seminar work at the appointed time.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)
A – excellent performance, the student has acquired knowledge at an excellent level and to a sufficient extent, has demonstrated the ability to think critically, argue and participate in discussions, his work during the semester is balanced, he/she regularly performed partial tasks at an excellent level, elaborated and handed over seminar work on time and followed all instructions according to the instructor's assignment.
B – excellent performance, the student has acquired knowledge at the standard level with slight deviations, has demonstrated the ability to think critically, argue in discussions, but his/her activity and the performance of partial tasks are continuously fluctuating, seminar work was prepared and handed over on time, but there are minor formal shortcomings.
C – good performance, the student has acquired knowledge at an average level, his/her activity during the semester is reduced, he can think critically and argue, but he has shortcomings in synthesis and knowledge connection, he elaborated seminar work and handed over in a timely manner, but there are minor formal and content deficiencies.
D – acceptable performance, the student has acquired knowledge at an acceptable level, his/her activity during the semester is reduced, does not show an interest in formulating his/her own ideas and arguing, there is no connection of learned, seminar work elaborated and handed over on time, but there are more pronounced formal and content shortcomings.
E – sufficient performance, the student acquired knowledge meeting sufficient criteria, during the semester manifests lower activity, in the seminar work there are more serious formal and content deficiencies.
FX – unacceptable performance, the student did not sufficient embrace the curriculum and did not perform adequately during the semester.

Learning outcomes:
The aim of the course is to acquire knowledge of the history of Hispanic literature and to be able to determine their place within Romance literature, as well as to be able to apply this knowledge to the teaching process so as to make it possible to realize their importance in the context of world literature.
Educational outcomes:
Student after successful completion of the course
• obtains a synthetic insight into the development of Spanish and Hispano-American literature in connection with the context of Romance literature and world literature of the 19th and 20th centuries,

• can explain the literary development of Spanish-written literature in relation to other Romance literature and can justify the contribution of authors and works of literature to world literature,
• can compare significant works of Hispanic literature authors in Spanish with those of other important authors of Romance literature belonging to the canon of world literature,
• masters the conceptual apparatus and has developed theoretical and methodological knowledge of literary science and understands their interdisciplinary overlaps and contexts,
• can design an educational procedure for different levels of education from the content of the history of Spanish literature in its association with other Romance literature and world literature,
• can discuss the chosen topic in the field of literature.

Class syllabus:
The place of Spanish literature in the context of Romance literature and world literature of the 19th and 20th centuries.
Preromantism and Romanticism in literature written in Spanish, its relationship to other Romance literature and its place in the context of world literature.
Realism and realistic tendencies in Spanish literature, its relationship to other Romance literature and its place in the context of world literature.
Dominant trends in the development of Spanish and Hispano-American literature of the late 19th century and early 20th century, the context of Romance literature and world literature.
The developmental tendencies of Hispanic literature during the 20th century. Important works of authors of Spanish written literature and their contribution to world literature.

Recommended literature:
BOJNIČANOVÁ, R. 2015. El Romanticismo en las literaturas de España. Bratislava. UK. 194 s. ISBN 987-80-223-3926-1.
KOBR, J. 2011. Vývoj světové literatury. Hlavní směry a tendence, přehled o spisovatelích. Praha: Orego. 175 s. ISBN 978-80-86741-98-7. (selected chapters)
KOLEKTÍV AUTOROV (edited by Viera Žemberová). 1998. Rukoväť literatúry. Bratislava: Slovenské pedagogické nakladateľstvo a Pezolt. 382 s. ISBN 80-08-01671-X. ((selected chapters from the history of national literatures)
FERNÁNDEZ CONTRERAS, R. 1997. „¿Hay que enseñar literatura?“. In Didáctica de la lengua y la literatura para una sociedad plurilingüe del siglo XXI. Actas del IV Congreso SDLL, coord. A. Mendoza Fillola et al., p. 743–746. Barcelona: Universidad de Barcelona. (available online)
SDLL, coord. A. Mendoza Fillola et al., s. 743–746. Barcelona: Universidad de Barcelona. (available online)
FORBELSKÝ, J. 1999. Španělská literatura 20. století. Praha : Karolinum. 243 s. ISBN 80-7184-806-9.
MENDOZA FILLOLA, A. 1996. „Observar, comparar, integrar: el tratamiento didáctico de la literatura desde el enfoque intertextual y comparativo“. In: Lenguaje y textos, 8, s. 9–54. (available online)

Languages necessary to complete the course:
Spanish and Slovak or Czech

Notes:

Past grade distribution
Total number of evaluated students: 51

A	ABS	B	C	D	E	FX
37,25	0,0	27,45	19,61	7,84	1,96	5,88

Lecturers: prof. PhDr. Zuzana Malinovská, CSc., doc. Mgr. Renáta Bojničanová, PhD.

Last change: 30.10.2025
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde026/22	Strategies for developing student creativity

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

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

Last change:

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde026/22	Strategies for developing student creativity

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

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

Last change:

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde005/22	Teaching practice 1 (A)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 2t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (A), will complete within 2 weeks 30 hours of practice in the approbation subject (A), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of pedagogical practice 1A is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (A) in primary and secondary schools. During the practicum the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing the pedagogical practice 1 A, the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing the pedagogical practice 1 A, the student can apply the requirements of school documentation when designing a teaching unit, can process the preparation for the lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.
Final colloquium of Teaching practice 1 (A):
The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6

National curriculum for ISCED 2 and ISCED 3
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:
Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:
The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution
Total number of evaluated students: 1076

A	ABS	B	C	D	E	FX
80,95	0,0	12,45	2,51	1,39	0,93	1,77

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde005/22	Teaching practice 1 (A)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 2t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (A), will complete within 2 weeks 30 hours of practice in the approbation subject (A), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of pedagogical practice 1A is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (A) in primary and secondary schools. During the practicum the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing the pedagogical practice 1 A, the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing the pedagogical practice 1 A, the student can apply the requirements of school documentation when designing a teaching unit, can process the preparation for the lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.
Final colloquium of Teaching practice 1 (A):
The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:
Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
National curriculum for ISCED 2 and ISCED 3
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:
Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:
The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution
Total number of evaluated students: 1076

A	ABS	B	C	D	E	FX
80,95	0,0	12,45	2,51	1,39	0,93	1,77

Lecturers: doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Eva Faithová, PhD., Mgr. Ivana Dendys, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., Mgr. Lucia Hlavatá, PhD., Ing. Eva Tóblová, PhD., PaedDr. Eva Smetanová, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde006/22	Teaching practice 1 (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 2t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (B), will complete within 2 weeks 30 hours of practice in the approbation subject (B), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 1 (B) is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (B) in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 1 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 1 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.
Final colloquium of Teaching practice 1 (B):
The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
National curriculum for ISCED 2 and ISCED 3
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Language required for the course:
Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Notes: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 1026

A	ABS	B	C	D	E	FX
77,58	0,0	13,74	4,68	1,07	1,56	1,36

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde006/22	Teaching practice 1 (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 2t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (B), will complete within 2 weeks 30 hours of practice in the approbation subject (B), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 1 (B) is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (B) in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 1 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 1 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.
Final colloquium of Teaching practice 1 (B):
The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
National curriculum for ISCED 2 and ISCED 3
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Language required for the course:
Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Notes: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 1026

A	ABS	B	C	D	E	FX
77,58	0,0	13,74	4,68	1,07	1,56	1,36

Lecturers: doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Ivana Dendys, PhD., Mgr. Dominika Weissová, PhD., Mgr. Lucia Hlavatá, PhD., Ing. Eva Tóblová, PhD., PaedDr. Eva Smetanová, PhD., PaedDr. Matteo Verga

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde007/22	Teaching practice 2 (A)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 3t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the apprenticeship methodologist (A), complete 45 hours of practice, including 10 hours of tutorials, 20 hours of outcomes and 15 hours of analysis with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 2 (A) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (A). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 2 (A), the student is able to orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (A), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.
Final colloquium of teaching practice 2 (A):
The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (A) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 883

A	ABS	B	C	D	E	FX
80,52	0,0	14,84	2,94	0,91	0,34	0,45

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde007/22	Teaching practice 2 (A)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 3t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the apprenticeship methodologist (A), complete 45 hours of practice, including 10 hours of tutorials, 20 hours of outcomes and 15 hours of analysis with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 2 (A) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (A). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 2 (A), the student is able to orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (A), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.
Final colloquium of teaching practice 2 (A):
The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (A) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
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KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 883

A	ABS	B	C	D	E	FX
80,52	0,0	14,84	2,94	0,91	0,34	0,45

Lecturers: Mgr. Ľubica Horváthová, PhD., Mgr. Ivana Dendys, PhD., Mgr. Lucia Hlavatá, PhD., PaedDr. Eva Smetanová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde008/22	Teaching practice 2 (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 3t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-praxis seminar with the apprenticeship methodologist (B), complete 45 hours of practice, including 10 hours of exercises, 20 hours of outcomes and 15 hours of analyses with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 2 (B) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (B). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 2 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.
Final colloquium of teaching practice 2 (B):
The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (B) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 826

A	ABS	B	C	D	E	FX
77,12	0,0	16,71	3,75	1,69	0,12	0,61

Lecturers: doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Ivana Dendys, PhD., Mgr. Dominika Weissová, PhD., Mgr. Lucia Hlavatá, PhD., PaedDr. Eva Smetanová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., Ing. Eva Tóblová, PhD.

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde008/22	Teaching practice 2 (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 3t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-praxis seminar with the apprenticeship methodologist (B), complete 45 hours of practice, including 10 hours of exercises, 20 hours of outcomes and 15 hours of analyses with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 2 (B) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (B). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 2 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.
Final colloquium of teaching practice 2 (B):
The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (B) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 826

A	ABS	B	C	D	E	FX
77,12	0,0	16,71	3,75	1,69	0,12	0,61

Lecturers:

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde011/22	Text Analysis in Spanish Language 1.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 11 hours of continuous home preparation for lessons; 17 hours preparation of the seminar work and its presentation in the form of a power-point presentation.
Teaching methods: working with professional text, working with artistic text, critical text analysis and comparison, controlled self-study; discussion on the topic discussed, debate, interview, colloquium

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in lessons, participation in the discussion, writing seminar work and presenting it in the form of a power-point presentation in the classroom.
Student results are evaluated 100% in the form of an interim evaluation.
• For actively participating in lessons, the student receives 40% of the evaluation.
During the semester, the student is invited to actively participate in discussions and conversations on the topic discussed. The student is obliged to actively participate in the discussion on the analyzed literary text, must independently formulate opinions and questions, must be able to express an evaluation opinion on the presented topic.
• The preparation of the seminar work represents 30 % of the evaluation.
During the semester, the student prepares seminar work consisting in the analysis of selected text of older Spanish literature, preferably poetry. The final form of the seminar work is presented by the student in the evaluation week, after incorporating all the comments and notes and possible suggestions for corrections, which were expressed in the discussion after its presentation in the classroom.
• A power-point presentation represents 30% of the rating.
During the semester, the student is given the task of producing in writing an analysis of the selected literary text of the texts and presenting it in the form of a power-point in the classroom. The analysis shall include the didactic aspect of the presentation of the text and shall include issues encouraging

discussion. Originality and creative approach in the development of the intended task shall be evaluated.
It is necessary to obtain at least 60% of the evaluation in order to successfully complete the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to expand knowledge in the field of literature theory, with a primary focus on literary stylistics and verse theory and poetic texts. Another objective is to acquire skills in the application of theoretical knowledge into the teaching process by designing a didactically oriented interpretation of literary text.
Educational outcomes:
Student after successful completion of the course
• can apply knowledge of literary theory to specific literary texts and is able to develop his own professionally valuable interpretations of literary texts,
• can transfer knowledge of literature theory and analysis of literary text to the pedagogical process and didact knowledge content from these areas,
• is able to propose an educational procedure for different levels of education when explaining and analysing the literary text in Spanish,
• can create didactic tasks using literary text in spanish language teaching,
• is able to solve the intended task creatively and originally,
• is able to conduct a discussion and debate on a selected topic, has the ability to speak publicly,
• has the ability to professionally present the results of its own study or practice.

Class syllabus:
Historical poetics of literature of older developmental periods.
The poetics of the lyrics of literature of the Middle Ages, the Renaissance, the Baroque and classicism.
The specifics of the poetic text.
Analysis of stylistic devices of a literary work. Analysis of a poem - versology.
Application of knowledge from literature theory to specific texts from literature written in Spanish, focusing on older developmental periods of literature.
Application of knowledge from text analysis to the educational process – didactization of literary text.

Recommended literature:
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
HARPÁŇ, M. 1994. Teória literatúry. 3. vyd., Bratislava: Tigra, 2004. 283 s. ISBN 80-88869-36-6.
LÁZARRO CARRETER, F., CORREA CALDERÓN, E. 2006. Cómo se comenta un texto literario. 37th edition, Madrid: Cátedra, 1974. 205 p. ISBN 84-376-0024-3.
MENDOZA FILLOLA, A. 2008. La utilización de materiales literarios en la enseñanza de lenguas extranjeras. Alicante: Biblioteca Virtual Miguel de Cervantes.
NARANJO PITA, M. 1999. La poesía como instrumento didáctico en el aula de español como lengua extranjera. Madrid: Edinumen. 1999. ISBN 84-89756-12-0.

RODRÍGUEZ, A. N. 2012. "Análisis comparativo: una propuesa didáctica". In: Letras, Vol. 54 (87), pp. 85-125. (available online)

Languages necessary to complete the course:
Spanish and Slovak

Notes:

Past grade distribution
Total number of evaluated students: 16

A	ABS	B	C	D	E	FX
87,5	0,0	0,0	6,25	6,25	0,0	0,0

Lecturers: doc. Mgr. Renáta Bojničanová, PhD.

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde011/22	Text Analysis in Spanish Language 1.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 11 hours of continuous home preparation for lessons; 17 hours preparation of the seminar work and its presentation in the form of a power-point presentation.
Teaching methods: working with professional text, working with artistic text, critical text analysis and comparison, controlled self-study; discussion on the topic discussed, debate, interview, colloquium

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in lessons, participation in the discussion, writing seminar work and presenting it in the form of a power-point presentation in the classroom.
Student results are evaluated 100% in the form of an interim evaluation.
• For actively participating in lessons, the student receives 40% of the evaluation.
During the semester, the student is invited to actively participate in discussions and conversations on the topic discussed. The student is obliged to actively participate in the discussion on the analyzed literary text, must independently formulate opinions and questions, must be able to express an evaluation opinion on the presented topic.
• The preparation of the seminar work represents 30 % of the evaluation.
During the semester, the student prepares seminar work consisting in the analysis of selected text of older Spanish literature, preferably poetry. The final form of the seminar work is presented by the student in the evaluation week, after incorporating all the comments and notes and possible suggestions for corrections, which were expressed in the discussion after its presentation in the classroom.
• A power-point presentation represents 30% of the rating.
During the semester, the student is given the task of producing in writing an analysis of the selected literary text of the texts and presenting it in the form of a power-point in the classroom. The analysis shall include the didactic aspect of the presentation of the text and shall include issues encouraging

discussion. Originality and creative approach in the development of the intended task shall be evaluated.
It is necessary to obtain at least 60% of the evaluation in order to successfully complete the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to expand knowledge in the field of literature theory, with a primary focus on literary stylistics and verse theory and poetic texts. Another objective is to acquire skills in the application of theoretical knowledge into the teaching process by designing a didactically oriented interpretation of literary text.
Educational outcomes:
Student after successful completion of the course
• can apply knowledge of literary theory to specific literary texts and is able to develop his own professionally valuable interpretations of literary texts,
• can transfer knowledge of literature theory and analysis of literary text to the pedagogical process and didact knowledge content from these areas,
• is able to propose an educational procedure for different levels of education when explaining and analysing the literary text in Spanish,
• can create didactic tasks using literary text in spanish language teaching,
• is able to solve the intended task creatively and originally,
• is able to conduct a discussion and debate on a selected topic, has the ability to speak publicly,
• has the ability to professionally present the results of its own study or practice.

Class syllabus:
Historical poetics of literature of older developmental periods.
The poetics of the lyrics of literature of the Middle Ages, the Renaissance, the Baroque and classicism.
The specifics of the poetic text.
Analysis of stylistic devices of a literary work. Analysis of a poem - versology.
Application of knowledge from literature theory to specific texts from literature written in Spanish, focusing on older developmental periods of literature.
Application of knowledge from text analysis to the educational process – didactization of literary text.

Recommended literature:
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
HARPÁŇ, M. 1994. Teória literatúry. 3. vyd., Bratislava: Tigra, 2004. 283 s. ISBN 80-88869-36-6.
LÁZARRO CARRETER, F., CORREA CALDERÓN, E. 2006. Cómo se comenta un texto literario. 37th edition, Madrid: Cátedra, 1974. 205 p. ISBN 84-376-0024-3.
MENDOZA FILLOLA, A. 2008. La utilización de materiales literarios en la enseñanza de lenguas extranjeras. Alicante: Biblioteca Virtual Miguel de Cervantes.
NARANJO PITA, M. 1999. La poesía como instrumento didáctico en el aula de español como lengua extranjera. Madrid: Edinumen. 1999. ISBN 84-89756-12-0.

RODRÍGUEZ, A. N. 2012. "Análisis comparativo: una propuesa didáctica". In: Letras, Vol. 54 (87), pp. 85-125. (available online)

Languages necessary to complete the course:
Spanish and Slovak

Notes:

Past grade distribution
Total number of evaluated students: 16

A	ABS	B	C	D	E	FX
87,5	0,0	0,0	6,25	6,25	0,0	0,0

Lecturers: doc. Mgr. Renáta Bojničanová, PhD.

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde016/22	Text Analysis in Spanish Language 2.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar; total per semester 22 hours
Organizational form: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 11 hours of continuous home preparation for lessons; 17 hours preparation of the semester task – analysis of selected text of Spanish literature of the 19th and 20th centuries and its presentation in the form of a power-point presentation, preferential prose.
Teaching methods: working with professional text, working with artistic text, critical text analysis and comparison, controlled self-study; discussion on the topic discussed, debate, interview, colloquium

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in lessons, participation in the discussion, writing seminar work and presenting it in the form of a power-point presentation in the classroom.
Student results are evaluated 100% in the form of an interim evaluation.
• For actively participating in lessons, the student receives 40% of the assessment.
During the semester, the student is invited to actively participate in discussions and conversations on the topic discussed. The student is obliged to actively participate in the discussion on the analyzed literary text, must independently formulate opinions and questions, must be able to express an evaluation opinion on the presented topic and propose solutions to improve the presented topic.
• The preparation of the seminar work represents 30 % of the evaluation.
During the semester, the student prepares seminar work consisting in the analysis of selected text of Spanish literature of the 19th and 20th centuries, preferring prose. The seminar work takes the form of a power-point presentation in writing. The final form of the seminar work is presented by the student in the evaluation week, after incorporating all the comments and notes and possible suggestions for corrections, which were expressed in the discussion after its presentation in the classroom.
• A power-point presentation represents 30% of the rating.

During the semester, the student is given the task of producing in writing an analysis of the selected literary text of the texts and presenting it in the form of a power-point in the classroom. The analysis shall include the didactic aspect of the presentation of the text and shall include issues encouraging discussion. Originality and creative approach in the development of the intended task shall be evaluated.
It is necessary to obtain at least 60% of the evaluation in order to successfully complete the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to expand knowledge in the field of literature theory, with a primary focus on literary stylistics and lyrics in prose. Another objective is to acquire skills in the application of theoretical knowledge into the teaching process by designing a didactically oriented interpretation of literary text.
Educational outcomes:
Student after successful completion of the course
• can apply knowledge of literary theory to specific literary texts and is able to develop his own professionally valuable interpretations of literary texts,
• can transfer knowledge of literature theory and analysis of literary text to the pedagogical process and didact knowledge content from these areas,
• is able to propose an educational procedure for different levels of education when explaining and analysing the literary text in Spanish,
• can create didactic tasks using literary text in spanish language teaching,
• is able to solve the intended task creatively and originally,
• is able to conduct a discussion and debate on a selected topic, has the ability to speak publicly,
• has the ability to professionally present the results of its own study or practice.

Class syllabus:
Historical poetics of literature of more recent development periods.
Poetics of texts of the period of literature of Romanticism, Realism, Modernity and literary trends and currents of the 20th century.
The theory of literary species and genres.
Formal and content aspect of the literary work.
Macrostructure and text microstructure.
Analysis of stylistic devices of a work of art.
Application of knowledge from literature theory to specific texts from literature written in Spanish, focusing on literature of the 19th and 20th centuries.
Application of knowledge from text analysis to the educational process – didactization of literary text.

Recommended literature:
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
HARPÁŇ, M. 1994. Teória literatúry. 3. vyd., Bratislava: Tigra, 2004. 283 s. ISBN 80-88869-36-6.

LÁZARRO CARRETER, F. – CORREA CALDERÓN, E. 2006. Cómo se comenta un texto literario. 37th edition, Madrid: Cátedra, 1974. 205 pp. ISBN 84-376-0024-3.
MENDOZA FILLOLA, A. 1996. "El intertexto del lector: un análisis desde la perspectiva de la enseñanza de la Literatura". In: Signa: Revista de la Asociación Española de Semiótica, 5, p. 265–288. Accessible online.
MENDOZA FILLOLA, A. 2008. La utilización de materiales literarios en la enseñanza de lenguas extranjeras. Alicante: Biblioteca Virtual Miguel de Cervantes.
RODRÍGUEZ, A. N. 2012. "Análisis comparativo: una propuesa didáctica". In: Letras, Vol. 54 (87), pp. 85-125. (available online)

Languages necessary to complete the course:
Spanish, Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 12

A	ABS	B	C	D	E	FX
50,0	0,0	0,0	41,67	8,33	0,0	0,0

Lecturers: doc. Mgr. Renáta Bojničanová, PhD.

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde016/22	Text Analysis in Spanish Language 2.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and extent of teaching: 2 hours per week seminar; total per semester 22 hours
Organizational form: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 11 hours of continuous home preparation for lessons; 17 hours preparation of the semester task – analysis of selected text of Spanish literature of the 19th and 20th centuries and its presentation in the form of a power-point presentation, preferential prose.
Teaching methods: working with professional text, working with artistic text, critical text analysis and comparison, controlled self-study; discussion on the topic discussed, debate, interview, colloquium

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in lessons, participation in the discussion, writing seminar work and presenting it in the form of a power-point presentation in the classroom.
Student results are evaluated 100% in the form of an interim evaluation.
• For actively participating in lessons, the student receives 40% of the assessment.
During the semester, the student is invited to actively participate in discussions and conversations on the topic discussed. The student is obliged to actively participate in the discussion on the analyzed literary text, must independently formulate opinions and questions, must be able to express an evaluation opinion on the presented topic and propose solutions to improve the presented topic.
• The preparation of the seminar work represents 30 % of the evaluation.
During the semester, the student prepares seminar work consisting in the analysis of selected text of Spanish literature of the 19th and 20th centuries, preferring prose. The seminar work takes the form of a power-point presentation in writing. The final form of the seminar work is presented by the student in the evaluation week, after incorporating all the comments and notes and possible suggestions for corrections, which were expressed in the discussion after its presentation in the classroom.
• A power-point presentation represents 30% of the rating.

During the semester, the student is given the task of producing in writing an analysis of the selected literary text of the texts and presenting it in the form of a power-point in the classroom. The analysis shall include the didactic aspect of the presentation of the text and shall include issues encouraging discussion. Originality and creative approach in the development of the intended task shall be evaluated.
It is necessary to obtain at least 60% of the evaluation in order to successfully complete the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to expand knowledge in the field of literature theory, with a primary focus on literary stylistics and lyrics in prose. Another objective is to acquire skills in the application of theoretical knowledge into the teaching process by designing a didactically oriented interpretation of literary text.
Educational outcomes:
Student after successful completion of the course
• can apply knowledge of literary theory to specific literary texts and is able to develop his own professionally valuable interpretations of literary texts,
• can transfer knowledge of literature theory and analysis of literary text to the pedagogical process and didact knowledge content from these areas,
• is able to propose an educational procedure for different levels of education when explaining and analysing the literary text in Spanish,
• can create didactic tasks using literary text in spanish language teaching,
• is able to solve the intended task creatively and originally,
• is able to conduct a discussion and debate on a selected topic, has the ability to speak publicly,
• has the ability to professionally present the results of its own study or practice.

Class syllabus:
Historical poetics of literature of more recent development periods.
Poetics of texts of the period of literature of Romanticism, Realism, Modernity and literary trends and currents of the 20th century.
The theory of literary species and genres.
Formal and content aspect of the literary work.
Macrostructure and text microstructure.
Analysis of stylistic devices of a work of art.
Application of knowledge from literature theory to specific texts from literature written in Spanish, focusing on literature of the 19th and 20th centuries.
Application of knowledge from text analysis to the educational process – didactization of literary text.

Recommended literature:
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
HARPÁŇ, M. 1994. Teória literatúry. 3. vyd., Bratislava: Tigra, 2004. 283 s. ISBN 80-88869-36-6.

LÁZARRO CARRETER, F. – CORREA CALDERÓN, E. 2006. Cómo se comenta un texto literario. 37th edition, Madrid: Cátedra, 1974. 205 pp. ISBN 84-376-0024-3.
MENDOZA FILLOLA, A. 1996. "El intertexto del lector: un análisis desde la perspectiva de la enseñanza de la Literatura". In: Signa: Revista de la Asociación Española de Semiótica, 5, p. 265–288. Accessible online.
MENDOZA FILLOLA, A. 2008. La utilización de materiales literarios en la enseñanza de lenguas extranjeras. Alicante: Biblioteca Virtual Miguel de Cervantes.
RODRÍGUEZ, A. N. 2012. "Análisis comparativo: una propuesa didáctica". In: Letras, Vol. 54 (87), pp. 85-125. (available online)

Languages necessary to complete the course:
Spanish, Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 12

A	ABS	B	C	D	E	FX
50,0	0,0	0,0	41,67	8,33	0,0	0,0

Lecturers: doc. Mgr. Renáta Bojničanová, PhD.

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde023/22	Text Analysis in Spanish Language 3.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours seminar per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: total of 50 hours of student work: 22 hours of in-person teaching, 11 hours continuous home preparation for lessons; 17 hours preparation of seminar work Teaching methods: explanation, analysis of texts, written tasks, controlled self-study.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students will be awarded credits based on a 100% interim evaluation: 22% active attendance, work and discussion in the classroom; 44% performance of interim tasks; 34 % seminar work.
It is necessary to obtain at least 60% of the evaluation in order to successfully complete the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to deepen theoretical knowledge of linguistic disciplines, to learn the principles of text linguistics and to acquire the ability to apply them in the analysis of texts, as well as the development of skills in the creation of their own texts.
Educational outcomes:
After completing the course, the student
• obtains theoretical foundations in the field of text analysis using knowledge from text linguistics and stylistics,
• is able to apply the acquired knowledge in practice and will be able to develop its own expertly valuable analyses of texts of different styles,
• adopts stylistic procedures necessary for the creation of different types of text.

Class syllabus:

Text analysis. Methodological foundations.
Standards of textuality.
Coherence – semantic and pragmatic aspects.
Cohesion – grammatical, lexical aspects.
Text structure, connectors, succession thema/rhema.
Stylistic analysis of selected texts (storytelling, artistic description, essay, review, short story, etc.).
Application of knowledge to specific texts of different functional styles in Spanish. Language, rhetorical and stylistic knowledge in various professional situations. Changes of the register.

Recommended literature:

MARIMON LLORCA, C. 2008. Análisis de textos en español. Teoría y práctica. Alicante: Universidad de Alicante 176 s. ISBN: 978-84-7908-994-8. (selected parts; digitised book available online)
VERA LUJÁN, A. a kol. 2010. Guía y práctica del comentario de textos. Editorial Universitaria Ramón Areces (available online)

Languages necessary to complete the course:
Spanish and Slovak

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers: PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/M-ESPde023/22	Text Analysis in Spanish Language 3.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours seminar per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: total of 50 hours of student work: 22 hours of in-person teaching, 11 hours continuous home preparation for lessons; 17 hours preparation of seminar work Teaching methods: explanation, analysis of texts, written tasks, controlled self-study.

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Students will be awarded credits based on a 100% interim evaluation: 22% active attendance, work and discussion in the classroom; 44% performance of interim tasks; 34 % seminar work.
It is necessary to obtain at least 60% of the evaluation in order to successfully complete the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to deepen theoretical knowledge of linguistic disciplines, to learn the principles of text linguistics and to acquire the ability to apply them in the analysis of texts, as well as the development of skills in the creation of their own texts.
Educational outcomes:
After completing the course, the student
• obtains theoretical foundations in the field of text analysis using knowledge from text linguistics and stylistics,
• is able to apply the acquired knowledge in practice and will be able to develop its own expertly valuable analyses of texts of different styles,
• adopts stylistic procedures necessary for the creation of different types of text.

Class syllabus:

Text analysis. Methodological foundations.
Standards of textuality.
Coherence – semantic and pragmatic aspects.
Cohesion – grammatical, lexical aspects.
Text structure, connectors, succession thema/rhema.
Stylistic analysis of selected texts (storytelling, artistic description, essay, review, short story, etc.).
Application of knowledge to specific texts of different functional styles in Spanish. Language, rhetorical and stylistic knowledge in various professional situations. Changes of the register.

Recommended literature:

MARIMON LLORCA, C. 2008. Análisis de textos en español. Teoría y práctica. Alicante: Universidad de Alicante 176 s. ISBN: 978-84-7908-994-8. (selected parts; digitised book available online)
VERA LUJÁN, A. a kol. 2010. Guía y práctica del comentario de textos. Editorial Universitaria Ramón Areces (available online)

Languages necessary to complete the course:
Spanish and Slovak

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers: PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 30.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde015/22	Textbook and educational resources creation and evaluation

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment).
During the semester, the student's task is to solve continuously assigned tasks and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated with points. The maximum possible number of points for all assignments combined is 30. The rating is awarded on a scale:
A minimum of 28 points is required for a final grade A (excellent - outstanding results), a minimum of 25 points for a grade B (very good - above average standard), a minimum of 22 points for a grade C (good - normal reliable work), a minimum of 20 points for a grade D (satisfactory - acceptable results) and a minimum of 18 points for a grade E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students who score 17 points or less. To pass the course, a minimum score of 60% is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:
After completing the course, students will be able to explain the functions and individual elements of the textbook structure, describe the system of its creation and the current textbook policy in the Slovak Republic. They will be able to analyse, critically reflect on and discuss the elements of quality of a particular textbook defined in individual assignments. Students will be able to explain the background to the creation of various educational resources and define the specifics of the creation and use of digital educational resources in teaching.
They will be able to search for digital educational content in its central repositories and open educational resources. Students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills while solving, presenting and discussing the results of ongoing assignments. Students will be able to use the acquired knowledge and skills creatively in the study of other didactic disciplines and in their future teaching practice.

Class syllabus:

Brief outline of the course:
Textbook as a specific type of teaching aid. Functions and structure of a textbook. Textbook production system and textbook policy in the Slovak Republic. Analysis and evaluation of textbook quality. Basis for the development of teaching texts, textbooks and other educational resources. Specifics of creation and use of digital educational resources in teaching. Use of central repositories of digital educational content and open educational resources.

Recommended literature:
Recommended reading:
GAVORA, P., et al. How to develop students' reading comprehension. Nitra: Enigma, 2008.
KNECHT,P. , JANIK,T. et al. Textbooks from the perspective of pedagogical research. Brno: Paido, 2008.
MAŇÁK,J., KNECHT, P. Textbook evaluation. Brno: Paido, 2007.
MAŇÁK, J., KLAPKO, D. Textbooks under the magnifying glass. Brno: Paido, 2006.
NOGOVÁ, M. et al. The procedure of creating and publishing textbooks. Bratislava : ŠPÚ, 2005.
PŠENÁKOVÁ, I. Creation of didactic interactive materials and criteria of their quality evaluation. Trnava: Faculty of Education, Trnava University of Technology, 2021

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 76

A	ABS	B	C	D	E	FX
93,42	0,0	1,32	1,32	0,0	0,0	3,95

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde015/22	Textbook and educational resources creation and evaluation

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment).
During the semester, the student's task is to solve continuously assigned tasks and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated with points. The maximum possible number of points for all assignments combined is 30. The rating is awarded on a scale:
A minimum of 28 points is required for a final grade A (excellent - outstanding results), a minimum of 25 points for a grade B (very good - above average standard), a minimum of 22 points for a grade C (good - normal reliable work), a minimum of 20 points for a grade D (satisfactory - acceptable results) and a minimum of 18 points for a grade E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students who score 17 points or less. To pass the course, a minimum score of 60% is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:
After completing the course, students will be able to explain the functions and individual elements of the textbook structure, describe the system of its creation and the current textbook policy in the Slovak Republic. They will be able to analyse, critically reflect on and discuss the elements of quality of a particular textbook defined in individual assignments. Students will be able to explain the background to the creation of various educational resources and define the specifics of the creation and use of digital educational resources in teaching.
They will be able to search for digital educational content in its central repositories and open educational resources. Students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills while solving, presenting and discussing the results of ongoing assignments. Students will be able to use the acquired knowledge and skills creatively in the study of other didactic disciplines and in their future teaching practice.

Class syllabus:

Brief outline of the course:
Textbook as a specific type of teaching aid. Functions and structure of a textbook. Textbook production system and textbook policy in the Slovak Republic. Analysis and evaluation of textbook quality. Basis for the development of teaching texts, textbooks and other educational resources. Specifics of creation and use of digital educational resources in teaching. Use of central repositories of digital educational content and open educational resources.

Recommended literature:
Recommended reading:
GAVORA, P., et al. How to develop students' reading comprehension. Nitra: Enigma, 2008.
KNECHT,P. , JANIK,T. et al. Textbooks from the perspective of pedagogical research. Brno: Paido, 2008.
MAŇÁK,J., KNECHT, P. Textbook evaluation. Brno: Paido, 2007.
MAŇÁK, J., KLAPKO, D. Textbooks under the magnifying glass. Brno: Paido, 2006.
NOGOVÁ, M. et al. The procedure of creating and publishing textbooks. Bratislava : ŠPÚ, 2005.
PŠENÁKOVÁ, I. Creation of didactic interactive materials and criteria of their quality evaluation. Trnava: Faculty of Education, Trnava University of Technology, 2021

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 76

A	ABS	B	C	D	E	FX
93,42	0,0	1,32	1,32	0,0	0,0	3,95

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde012/22	Training of teachers´social skills

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 120

A	ABS	B	C	D	E	FX
91,67	0,0	1,67	2,5	0,0	0,0	4,17

Lecturers: doc. Mgr. Martin Kuruc, PhD.

Last change: 22.04.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde012/22	Training of teachers´social skills

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 120

A	ABS	B	C	D	E	FX
91,67	0,0	1,67	2,5	0,0	0,0	4,17

Lecturers: doc. Mgr. Martin Kuruc, PhD.

Last change: 22.04.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde027/24	**Course title:** Študentská vedecká, odborná a umelecká činnosť 1
Educational activities: **Type of activities:** **Number of hours:** **per week:** **per level/semester:** **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements:	
Learning outcomes:	
Class syllabus:	
Recommended literature:	
Languages necessary to complete the course:	
Notes:	
Past grade distribution Total number of evaluated students: 4	

ABS	M
100,0	0,0

Lecturers:
Last change: 20.02.2025
Approved by: prof. PaedDr. Dušan Kostrub, PhD.