

## Course descriptions

### TABLE OF CONTENTS

1. M-VUZde011/15	Andragogy.....	3
2. M-VUZde011/15	Andragogy.....	4
3. M-HISde027/22	Auxiliary Historical Sciences for Teachers.....	5
4. M-VUZde028/24	COMENIUS Choir I.....	8
5. M-VUZde028/24	COMENIUS Choir I.....	9
6. M-VUZde029/24	COMENIUS Choir II.....	10
7. M-VUZde029/24	COMENIUS Choir II.....	11
8. M-HISde004/22	Central Europe in the 19th century.....	12
9. M-HISde005/22	Central Europe in the 20th century.....	15
10. M-HISde002/22	Central Europe in the Middle Ages and Modern Times.....	18
11. M-HISde018/22	Chapters in Church History.....	21
12. M-VUZde025/22	Class management.....	24
13. M-VUZde025/22	Class management.....	28
14. M-VUZde022/22	Cognitive psychology and neurodidactics.....	32
15. M-VUZde022/22	Cognitive psychology and neurodidactics.....	33
16. M-HISst007/16	Didactics of history ( <b>state exam</b> ).....	34
17. M-VUZde023/22	Disorders of child development, learning and behaviour.....	38
18. M-VUZde023/22	Disorders of child development, learning and behaviour.....	42
19. M-HISde009/22	Educational Development in Europe.....	46
20. M-VUZde001/22	Educational diagnostics and evaluation.....	49
21. M-HISde014/22	Everyday life in modern Europe.....	53
22. M-HISde012/22	Everyday life of medieval Slovakia.....	56
23. M-HISde024/22	Excursion II.....	59
24. M-HISde026/22	Historical Audiovisual Sources in the Work of the Teacher.....	61
25. M-HISde010/22	Historiography for Teachers.....	63
26. M-HISst006/16	History ( <b>state exam</b> ).....	66
27. M-HISde020/22	History in film.....	71
28. M-HISde019/22	History of the Military.....	73
29. M-VUZde014/22	Inclusive education.....	76
30. M-VUZde014/22	Inclusive education.....	80
31. M-VUZde021/22	Learning theories and concepts of teaching.....	84
32. M-VUZde021/22	Learning theories and concepts of teaching.....	88
33. M-VUZde004/22	Master thesis seminar.....	92
34. M-VUZde004/22	Master thesis seminar.....	94
35. M-VUZst009/15	Master's thesis defence ( <b>state exam</b> ).....	97
36. M-VUZde002/22	Methodology of educational research.....	99
37. M-VUZde002/22	Methodology of educational research.....	102
38. M-VUZde010/15	Pedeutology.....	105
39. M-VUZde010/15	Pedeutology.....	106
40. M-VUZde017/22	Personal and social development.....	107
41. M-VUZde017/22	Personal and social development.....	111
42. M-HISde013/22	Personalities of Slovak History of the 19th Century.....	115
43. M-HISde003/22	Personality in history.....	118
44. M-VUZde003/22	Philosophical anthropology and axiology.....	121
45. M-VUZde003/22	Philosophical anthropology and axiology.....	123
46. M-HISde016/22	Political Processes in Czechoslovakia after 1948.....	125
47. M-VUZde024/22	Processing and interpretation of statistical data.....	128

48. M-VUZde024/22	Processing and interpretation of statistical data.....	131
49. M-HISde021/22	Protection of cultural and natural heritage.....	134
50. M-VUZde018/22	Psychological analysis of school educational situations.....	137
51. M-VUZde018/22	Psychological analysis of school educational situations.....	141
52. M-VUZde016/22	Religious studies.....	145
53. M-VUZde016/22	Religious studies.....	148
54. M-HISde008/22	Seminar on Theory and Methodology of History Teaching.....	151
55. M-HISde017/22	Slovak political exile in the 20th century.....	155
56. M-VUZde026/22	Strategies for developing student creativity.....	158
57. M-VUZde026/22	Strategies for developing student creativity.....	159
58. M-HISde011/22	Teaching history in the 21st century.....	160
59. M-VUZde005/22	Teaching practice 1 (A).....	163
60. M-VUZde005/22	Teaching practice 1 (A).....	166
61. M-VUZde006/22	Teaching practice 1 (B).....	169
62. M-VUZde006/22	Teaching practice 1 (B).....	172
63. M-VUZde007/22	Teaching practice 2 (A).....	175
64. M-VUZde007/22	Teaching practice 2 (A).....	178
65. M-VUZde008/22	Teaching practice 2 (B).....	181
66. M-VUZde008/22	Teaching practice 2 (B).....	184
67. M-VUZde015/22	Textbook and educational resources creation and evaluation.....	187
68. M-VUZde015/22	Textbook and educational resources creation and evaluation.....	189
69. M-HISde015/22	The Emergence, Development and Disintegration of the Soviet Bloc.....	191
70. M-HISde022/22	The History of Science and Technology.....	194
71. M-HISde001/22	Theory and Methodology of History Teaching.....	197
72. M-VUZde012/22	Training of teachers' social skills.....	201
73. M-VUZde012/22	Training of teachers' social skills.....	202
74. M-HISde025/22	Work with educational media.....	203
75. M-VUZde027/24	Študentská vedecká, odborná a umelecká činnosť 1.....	206

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde011/15			<b>Course title:</b> Andragogy			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 87						
A	ABS	B	C	D	E	FX
51,72	0,0	20,69	16,09	2,3	3,45	5,75
<b>Lecturers:</b>						
<b>Last change:</b> 03.09.2016						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde011/15			<b>Course title:</b> Andragogy			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 87						
A	ABS	B	C	D	E	FX
51,72	0,0	20,69	16,09	2,3	3,45	5,75
<b>Lecturers:</b> Ing. Mgr. Jozef Strakoš, PhD.						
<b>Last change:</b> 03.09.2016						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde027/22	<b>Course title:</b> Auxiliary Historical Sciences for Teachers
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture and seminar /week, a total of 22 hours per semester, combined form; (primarily full-time) Student workload: 2LS (2 credits): 11x 2 hours of direct teaching # 22 hours; 20 hours preparation for mid-term evaluation; 18 hours preparation for seminar paper presentation. Total 60 hours of student work. Learning methods: lecture, discussion of the topic covered; situation analysis method; problem-solving tasks; e-learning.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of continuous assessment of knowledge. The seminar work will be presented during the lecture period at the colloquium in the form of a paper and then handed in in writing. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, you must obtain a minimum of 60% of the marks. The rating is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is familiar with the issues, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).	

**Learning outcomes:**

The course aims to familiarise with the essential characteristics of the auxiliary historical sciences. Students will learn and be able to orient themselves in the specific issues of each science. Based on the acquired knowledge, they will be able to deal professionally with the sources of the auxiliary historical sciences (charters, inscriptions, codices, coats of arms, seals, coins, weights and measures, scales, etc.) and deepen their knowledge through the analysis of these sources. They will be able to evaluate the significance of the auxiliary historical sciences, interpret and compare them, and confront them with specialist literature. Particular emphasis is placed on critical thinking, professional terminology and argumentation. Adequate attention will be given to discussing specific problems in the past.

**Class syllabus:**

- What are the auxiliary historical sciences, their distribution and research methodology?
- Development and evolution of the auxiliary historical sciences in the past.
- The auxiliary historical sciences related to language, writing and written culture (palaeography, diplomatics, epigraphy, codicology).
- The auxiliary historical sciences related to man, time and place (genealogy, chronology, metrology).
- The auxiliary historical sciences related to visual symbols and images in historical sources (numismatics, sphragistics, heraldry).
- The modern auxiliary historical sciences.
- Development of the auxiliary historical sciences in Slovakia. Trends of their research in the world.
- Colloquium of seminar papers 1.
- Colloquium of seminar papers 2.

**Recommended literature:**

Relevant literature:

HLAVÁČEK, I. - KAŠPAR, J. - NOVÝ, R. Vademecum pomocných věd historických. Praha : Svoboda, 1988.

ZEMENE, R. - ZUBÁČKA, I. Kapitoly z pomocných vied historických. Bratislava : FiF UK, 1993.

SZYMAŃSKI, J. Nauki pomocnicze historii. Warszawa : Wydawnictwo Naukowe PWN, 2004.

Recommended literature:

NEMEŠ, J.: Nitriansky kódex a jeho posolstvo. Ružomberok : KU, 2006.

NOVÁK, J.: Paleografická čítanka : pomôcka na čítanie rukopisov z 12.-19. storočia Martin : Slovenská genealogicko-heraldická spoločnosť, 2001.

HLEDÍKOVÁ, Z. – KAŠPAR, J. – EBELOVÁ, I.: Paleografická čítanka. Praha : Karolinum, 2014.

ČOVAN, M.: Historické nápisy zo Šariša do roku 1650 (Corpus inscriptionum Slovaciae 1 / Nápisy na Slovensku 1). Martin : JLF UK, 2016.

KARTOUS, P. - NOVÁK, J. - VRTEĽ, L. Erby a vlajky miest v Slovenskej republike. Bratislava : Obzor, 1991.

VRTEĽ, L.: Osem storočí slovenskej heraldiky. Martin : Matica slovenská, 2003.

NOVÁK, J.: Pečate miest a obcí na Slovensku I, II. Bratislava : FiF UK, 2008.

**Languages necessary to complete the course:**

Slovak, Czech and Polish language

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 16						
A	ABS	B	C	D	E	FX
25,0	0,0	50,0	6,25	12,5	6,25	0,0
<b>Lecturers:</b> doc. Mgr. Jaroslav Nemeš, PhD.						
<b>Last change:</b> 02.11.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KP/M-VUZde028/24			<b>Course title:</b> COMENIUS Choir I.			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 21						
A	ABS	B	C	D	E	FX
95,24	0,0	0,0	0,0	0,0	0,0	4,76
<b>Lecturers:</b> doc. Monika Bažíková, ArtD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KP/M-VUZde028/24			<b>Course title:</b> COMENIUS Choir I.			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 21						
A	ABS	B	C	D	E	FX
95,24	0,0	0,0	0,0	0,0	0,0	4,76
<b>Lecturers:</b> doc. Monika Bažíková, ArtD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KP/M-VUZde029/24			<b>Course title:</b> COMENIUS Choir II.			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. Monika Bažíková, ArtD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KP/M-VUZde029/24			<b>Course title:</b> COMENIUS Choir II.			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. Monika Bažíková, ArtD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde004/22	<b>Course title:</b> Central Europe in the 19th century
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, 22 hours total per semester, combined form; (primarily in person) Student workload: 11x 2 hours of direct teaching = 22 hours; 78 hours of exam preparation. Total 100 hours of student work. Educational methods: discussion on the subject; problem-solving tasks, e-learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 30% of the interim and 70% of the final evaluation. The student will take a test during the semester and an oral examination during the exam period. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to students who obtain less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable about the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).	
<b>Learning outcomes:</b>	

The course enables the student to gain a comprehensive knowledge of the history of Central Europe in the long 19th century. The student learns to navigate social, cultural, national and political issues and to relate them by analogy to the present. Gain the ability to think critically and to evaluate the recent past objectively. It will be able to analyse and assess this historical period, compare developments in individual Central European countries and between Central, Western and Eastern Europe as macro-regions, and reach synthesising conclusions. They will be able to navigate complex issues and historical interpretations, distinguish between them and acquire the ability to think in contexts.

**Class syllabus:**

Students will learn about the history of Central Europe from the end of the 18th to the beginning of the 20th century in a cross-sectional way. It focuses on the key issues of the Central European area in the long 19th century. It brings together interpretations of the turning points, helps to uncover taboo topics and to get to know contemporary society and its personalities. It focuses on these central themes:

- Central Europe in the Enlightenment. The division of Poland. Developments in the individual states.
- The French Revolution of 1789-1799 and its impact on developments in Central Europe.
- The Napoleonic era and German reforms. Developments in the Habsburg monarchy and Poland.
- National movements. The emergence of modern nations. The nation-building process in Central Europe (Germany, Austria, Poles, Hungarians, Czechs, Slovaks, Jews).
- The pre-revolutionary period in the 1830s and 1840s. Romanticism. Biedermeier.
- Revolution 1848-1849. Revolution in Central Europe. Slavonicism. The end of the Revolution and its results in Central Europe.
- Neoabsolutism. Industrialisation and capitalist conjuncture.
- The Polish uprising of 1863 and its consequences.
- The unification of Germany.
- The Habsburg monarchy in the liberal era. The Austro-Hungarian settlement. Other nations.
- Central Europe in the conservative era (Bismarck, Taaffe, Tisza).
- The economic miracle and its negatives.
- Democratisation and nationalisation (Poland, Hungary, Germans and Czechs).
- Badenian reforms and their consequences. Universal suffrage.

**Recommended literature:**

KŘEN, J.: Dvě století střední Evropy. Praha : Argo, 2006.  
MATULA, P.: Stredná Európa na prelome 18. a 19. storočia. Bratislava : UK v Bratislave, 2021.  
WANDY CZ, P. S.: Střední Evropa v dějinách. Praha : Academia, 2004.  
KONTLER, L.: Dějiny Maďarska. Praha : NLN, 2001.  
KOVÁČ, D.: Dejiny Slovenska. Praha : NLN, 2002.  
MELICHAR, V.: Dějiny Polska. Praha : Svoboda, 1975.  
MÜLLER, H. a kol.: Dějiny Německa. Praha : NLN, 1999.  
VEBER, V. a kol.: Dějiny Rakouska. Praha : NLN, 2002.

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 228						
A	ABS	B	C	D	E	FX
19,74	0,0	26,75	25,44	15,79	11,4	0,88
<b>Lecturers:</b> Mgr. Miriam Viršínská, PhD.						
<b>Last change:</b> 02.11.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde005/22	<b>Course title:</b> Central Europe in the 20th century
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours of lecture/week, a total of 22 hours per semester, attendance method 2P (4 credits): 11x 2 hours of direct teaching = 22 hours; 30 hours of preparing for the interim rating; 68 hours of exam preparation. A total of 120 hours of student work. Dialogic form of lecture, feedback - student reflection of the functionality of the received information at the end of the lectures, fixation of the presented information through continuous evaluation (test after 7 lectures), exam in the form of a colloquium aimed at deepening the professional and communication skills of graduates as well as teamwork over analysis and by the processing of controversial topics.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 30% of the interim and 70% of the final assessment. The student takes a test during the semester and an oral exam during the exam period. At least 91 points are required to obtain a final grade of A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be awarded to a student who obtains less than 15 points in any of the four written examinations. Getting at least 60% of the point evaluation is necessary to successfully complete the subject. The rating is given on a scale: A (100-91%, excellent - excellent results, the student is thoroughly and safely oriented in the narrower and wider contexts of the issue, confidently uses the necessary synthesising, summarising and evaluation procedure of the relevant topic in the answers, demonstrates the desirable professional approach of an individual participant in a professional team discussion) B (90-81%, very good - above average standard, the student can orientate himself safely in the narrower and broader connections of the context of the issue, he masters the synthesising procedure when answering the presented Central European problem, sometimes he cannot follow up on the words of the colloquium co-participants with the same precision), C (80-73%, good – normal reliable work, the student knows how to navigate the issue, but cannot apply the acquired knowledge equally successfully in a team professional discussion),	

D (72-66%, satisfactory - acceptable results, the student knows how to navigate the issue only at a basic level, controls rather partial factual data, she/he does not demonstrate the ability to summarise and present them in the necessary broader ("Central European") context,

E (65-60%, sufficient - the results meet the minimum criteria, the student knows how to navigate the issue only with great difficulty, she/ he only has the most basic partial knowledge, her/ his ability to independently summarise any context of the issue raised in the professional colloquium is almost zero),

Fx (59-0%, insufficient –additional work is required, the student does not know how to navigate the issue, does not master the most basic knowledge, does not demonstrate the ability to think critically)

### **Learning outcomes:**

The student recognises, actively analyses, interprets and compares common and different features of development from selected issues of the Central European macro-region in the 20th Century, determines the place and the role of specific Central European development and its components in the context of the development of Europe. Safely identifies and evaluates different types of bonds or intermediate stages between national and general history and the place of Slovakia (Slovak history) in these ties. This type of professional knowledge creates a specific background for the graduate of the course for his expected professional orientation as a teacher (or worker of cultural institutions): a more precise understanding of the complicated development and thus also the complex historical memory of the inhabitants of the region and the resulting difficulties arising in the teaching of history in Slovak schools.

### **Class syllabus:**

The old or the new term "central Europe" in the research of general History - historiographical and political contexts. The political, economic, social and cultural life of the Central European region, its states, nations and different types of communities from the First World War to the collapse of the bipolar world:

- historical and current interpretations of the term Central Europe and the causes of different perceptions of the term
- the birth of contemporary Central Europe: the Versailles system and its influence on the emergence of Central European "nation-states"; complicated results of the new reality
- the national versus minority question in interwar Central Europe and its influence on the political development of Czechoslovakia, Poland, Yugoslavia, Hungary, Austria
- interwar economic, social, and social development of the Central European states between the two wars through the lens of interdisciplinary research
- European powers as a factor in the interwar development of the Central European region and attempts by Central European states to have an independent and "Central European" policy.
- the Central European region at the time of the new collapse of the world balance - the search for a new place for respective Central European nations.
- the balance and outcome of the Second World War in Central Europe, the disintegration and "disappearance" of the Central European region, Central European states in the Soviet bloc
- cultural and political renewal of the concept of "Central Europe" after the collapse of the bipolar world

### **Recommended literature:**

Compulsory:

KŘEN, J.: Dvě století střední Evropy. Praha : Argo, 2006.

TONKOVÁ, M.: Systemizovaná pamäť stredoeurópskeho regiónu - slovenské, české a slovinské dejepisné učebnice ako historický prameň. Nauka. - Wrocław : Tempo, 2014



<p>BENEŠ, Z. – BOCKOVÁ, A. - JESZKE, J. - TONKOVÁ, M. : Dejiny stredoeurópskeho priestoru a kultúrne dedičstvo stredoeurópskych štátov v študijnom (edukačnom) programe stredoeurópskych univerzít. Bratislava : UK 2011</p> <p>Recommended readings:</p> <p>TONKOVÁ, M.: Slovinský a slovenský priestor: náčrt podobností a odlišností otázok historického vývoja územnej legitimacy oboch súčasných štátov v moderných dejinách. In: Slovenské územie v historickom kontexte. - Martin : Matica slovenská, 2017</p> <p>TONKOVÁ, M. : Kulturní vývoj dnešního slovinského území. In: Dějiny Slovinska. Praha 2011</p> <p>HORSKÁ, P.: Kapitalistická industrializace a středoevropská společnost. Praha : Academia, 1970.</p> <p>KOL.: Stredná a juhovýchodná Európa v politike veľmocí. Sondy do vývoja II. Bratislava : Historický ústav SAV, 1994.</p> <p>KŘEN, J.: Čtvrt století střední Evropy. Visegrádské země v globálním příběhu 1992-2017. Praha: Karolinum, 2019</p> <p>RUPNIK, J: Jiná Evropa. Praha : Prostor, 1992.</p> <p>RUPNIK, J: Střední Evropa je jako pták s očima vzadu. Novela Bohemica, 2018</p> <p>WANDYDZ, P.: Cena slobody, Střední Evropa v dějinách. Praha : Academia, 1998.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak and Czech languages</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 195</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>15,38</td><td>0,0</td><td>25,13</td><td>33,85</td><td>14,87</td><td>9,74</td><td>1,03</td></tr> </table>							A	ABS	B	C	D	E	FX	15,38	0,0	25,13	33,85	14,87	9,74	1,03
A	ABS	B	C	D	E	FX														
15,38	0,0	25,13	33,85	14,87	9,74	1,03														
<p><b>Lecturers:</b> prof. Mgr. Pavol Matula, PhD.</p>																				
<p><b>Last change:</b> 10.11.2022</p>																				
<p><b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde002/22	<b>Course title:</b> Central Europe in the Middle Ages and Modern Times
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, a total of 22 hours per semester, combined form; (primarily full-time) Student workload: 2P (3 credits): 11x 2 hours of direct teaching = 22 hours; 30 hours preparation for continuous assessment; 45 hours preparation for the examination. Total of 75 hours of student work. Learning methods: lecture, discussion of the topic covered, situation analysis method, fixation of the information presented through continuous assessment (test), e-learning.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 30% of the interim and 70% of the final assessment - test and oral examination. The student takes the test during the semester and the oral exam during the exam period. The test will be after Topic 9. It will contain 15 questions, and the student will be allowed a maximum of 30 points (2 points per question). The oral examination in the exam period will consist of two questions. One will focus on a problem in the medieval and modern history of Central Europe. The second question will focus on personality. Students may obtain a maximum of 70 marks for the oral examination. The mark is awarded on a scale: A (100-91%, excellent - outstanding. The student is fully oriented to the history of Central Europe in the Middle Ages and early modern periods. The student can acquire information, apply it creatively, and critically evaluate it. B (90-81%, very good - above average standard. The student is familiar with the subject matter. However, his/her ability to analyse and apply knowledge on his/her own is limited. C (80-73%, good - normal reliable work. The student is knowledgeable about the subject matter and can learn, but his/her critical thinking is limited. D (72-66%, satisfactory - acceptable performance. Student reproduces historical knowledge satisfactorily, but his/her knowledge is fragmented, and critical thinking is limited. E (65-60%, satisfactory - results meet minimum criteria. The student can reproduce only basic factual information but cannot summarise the knowledge gained. Does not demonstrate the ability to think critically. Fx (59-0%, insufficient - extra work is required. The student does not know the most basic knowledge and does not orient himself/herself to the subject matter.	
<b>Learning outcomes:</b>	

The course aims to deepen knowledge of the history of Central Europe up to the end of the 18th century. The student will better understand its connections and relationships based on a more profound knowledge of the Central European context. Upon successfully completing the course, the student can create her lectures on the subject to teach pupils and students about the history of Central Europe.

#### **Class syllabus:**

- The birth of medieval Central Europe.
- The emergence and development of Slavic states in Central Europe in the early and high Middle Ages
- The situation in Central Europe in the late 15th and early 16th centuries. Renaissance. Reformation. The rise of the Habsburgs.
- Germany, Austria, Switzerland, Poland, and Bohemia in the early modern period.
- Central European Habsburg monarchy under Ferdinand I. Economic policy in Central Europe in the 16th century. Tollars as a new type of coin.
- Monarchy under Maximilian II and Rudolf II. The Reformation and its concrete forms. The functioning of the Habsburg monarchy as a unified state. Centre and regions. Nobility.
- The Catholic Church in Central Europe in the 16th-18th centuries.
- Economic and social history of the 17th and 18th centuries in Central Europe. Mercantilism. Ostend society.
- Confessionalization. Disciplinization. The Turkish question and its impact on the internal political situation in Central Europe.
- Central Europe in the 18th century.

#### **Recommended literature:**

##### **Required literature**

EWANS, R.J.W.: Vznik habsburské monarchie (Foundation of the Habsburg Monarchy). Praha: Argo 2003.

KAMENICKÝ, M: Lexikón svetových dejín (Lexicon of World History). Bratislava: SPN, 1997, 2001 a 2003.

KŘEN, Jan: Dvě století střední Evropy (Two centuries of Central Europe). Praha: Argo, 2005, s. 19-71.

##### **Recommended reading**

MÚCSKA, Vincent – DANIŠ, Miroslav – ŠEVČÍKOVÁ, Zuzana: Dejiny európskeho stredoveku. I. Raný stredovek (od. 5. storočia do polovice 11. storočia). (History of the European Middle Ages. I. Early Middle Ages (from the 5th century to the middle of the 11th century). Prešov: Vydavateľstvo Michala Vaška, 2006.

POHL, W. – VOCELKA, K.: Habsburkové. Praha 1996.

WANDY CZ, Piotr S.: Střední Evropa v dějinách od středověku do současnosti. (Central Europe in history from the Middle Ages to the present). Praha: Academia, 1966.

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

Slovak and Czech languages

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 236

A	ABS	B	C	D	E	FX
17,37	0,0	34,75	25,85	16,53	2,97	2,54

**Lecturers:** doc. PhDr. Miroslav Kamenický, CSc.

<b>Last change:</b> 02.11.2022
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde018/22	<b>Course title:</b> Chapters in Church History
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture and seminar /week, a total of 22 hours per semester, combined form; (primarily full-time) Student workload: 2LS (2 credits): 11x 2 hours of direct teaching # 22 hours; 20 hours preparation for mid-term evaluation; 18 hours preparation for seminar paper presentation. Total 60 hours of student work. Learning methods: lecture, discussion of the topic covered; situation analysis method; problem-solving tasks; e-learning.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of continuous assessment of knowledge. The seminar work will be presented during the lecture period at the colloquium in the form of a paper and then handed in in writing. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, you must obtain a minimum of 60% of the marks. The rating is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is familiar with the issues, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).	

**Learning outcomes:**

The course aims to familiarise students with the essential characteristics of church history from antiquity to the present. Students will learn and be able to navigate specific issues in church history. Based on the acquired knowledge, they will be able to deal professionally with ecclesiastical sources of various natures and deepen their knowledge by analysing them. They will be able to evaluate the facts contained in them, interpret them in a broader context, and assess their historical and cultural significance for the present. Particular emphasis is placed on critical thinking and argumentation, using knowledge of professional ecclesiastical terminology. Adequate attention will be given to discussions of religious issues in the past.

**Class syllabus:**

- Methodology of research in church history, its specificity and character.
- Editions of historical documents of ecclesiastical nature. Professional terminology.
- The emergence of ecclesiastical organisation, parishes and bishoprics, and the papacy.
- Active and contemplative life in the ancient, medieval and modern periods.
- Hermits and hermitages, personalities in antiquity and the Middle Ages.
- Monastic orders. Benedictines.
- Knightly, hospitality, canonical and mendicant orders.
- Protestant churches, their origin and characteristics. Personalities of the founders.
- The Council of Trent in the light of historical sources.
- Church education. Jesuits and Piarists, specifics of religious teaching.
- The specifics of the Church's modernity. Analysis of sources.
- Colloquium of seminar papers 1.
- Colloquium of seminar papers 2.

**Recommended literature:**

Relevant literature:

LOPATKOVÁ, Z.: Cirkevné dejiny stredovekého Slovenska. Vysokoškolská učebnica. Trnava: TU, 2013.

KÜNG, H.: Katolícka cirkev. Stručné dejiny. Bratislava : Premedia, 2013.

FRANZEN, A.: Malé dějiny církve. Kostelní Vydrů : Karmelitánské nakladatelství, 2006.

Recommended literature:

NEMEŠ, J. – KOŽIAK, R. et al.: Svätý Vojtech - svätec, doba a kult. Bratislava : Chronos, 2011.

NEMEŠ, J.: Triumf barokovej zbožnosti : posledný biskup humanista v Uhorsku. In: Kultúrne dejiny / Cultural History, 2021, vol. 1, n. 2, pp. 206 – 219.

NEMEŠ, J.: Uhorsko v 16. storočí : prisahy vernosti a poslušnosti cirkevných osôb. In: Studia Historica Nitriensia, 2013, vol. 17, n. 2, pp. 64 – 79.

NEMEŠ, J.: Biskupi a testamenty uhorského duchovenstva v stredoveku. In: Studia Historica Nitriensia, 2020, vol. 24, n. 2, pp. 322 – 338.

NEMEŠ, J.: Prehľad dejín Spoločenosti Ježišovej v Uhorsku a Sedmohradsku v 16. storočí. In: Ružomberský historický zborník I. Ružomberok : FF KU, 2007, pp. 139 – 159.

NEMEŠ, J.: Presadzovanie uhorskej cirkevnej politiky na Tridentskom koncile : 3. zasadajúce obdobie. In: Slovensko a Svätá stolica. Eds. Marta Dobrotková, Mária Kohútová. Trnava : Trnavská univerzita v Trnave, 2008, pp. 128 – 147.

NEMEŠ, J.: Kresťanskí pustovníci v stredoveku. In: Historická revue, 2010, vol. 21, n. 3, pp. 20 – 27.

HAJDUK, A.: Všeobecné cirkevné dejiny. Od začiatku cirkvi po Lutherovu reformáciu. Bratislava : EBF UK, 1999.

VESELÝ, D.: Všeobecné cirkevné dejiny. Novovek 1500 – 2000. Bratislava : EBF UK, 1999.

KVASNICOVÁ, M. – ŠEREGI, M. (eds.): Architektúra kláštorov a rehoľných domov na Slovensku : Dejiny a pamiatková ochrana. Bratislava : Vydavateľstvo Spektrum STU, 2018. Historia Ecclesiastica. All issues of the journal.

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 94

A	ABS	B	C	D	E	FX
29,79	0,0	35,11	14,89	5,32	11,7	3,19

**Lecturers:** doc. Mgr. Jaroslav Nemeš, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde025/22	<b>Course title:</b> Class management
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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.pdf](http://www.odyssea.cz/localImages/tridnicke_hodiny.pdf)

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.pdf](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: 46

A	ABS	B	C	D	E	FX
89,13	0,0	0,0	10,87	0,0	0,0	0,0

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde025/22	<b>Course title:</b> Class management
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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.pdf](http://www.odyssea.cz/localImages/tridnicke_hodiny.pdf)

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.pdf](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: 46

A	ABS	B	C	D	E	FX
89,13	0,0	0,0	10,87	0,0	0,0	0,0

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde022/22			<b>Course title:</b> Cognitive psychology and neurodidactics			
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 20						
A	ABS	B	C	D	E	FX
40,0	0,0	40,0	5,0	5,0	0,0	10,0
<b>Lecturers:</b> doc. Mgr. Zlatica Zacharová, PhD., PaedDr. Anežka Hamranová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde022/22		<b>Course title:</b> Cognitive psychology and neurodidactics				
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 20						
A	ABS	B	C	D	E	FX
40,0	0,0	40,0	5,0	5,0	0,0	10,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISšt007/16	<b>Course title:</b> Didactics of history
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>The state examination (including the defence of the final thesis) is by the internal regulation No.1/2020 Study Regulations of the Faculty of Education of Comenius University and the internal regulation No.5/2021 Study Regulations of Comenius University.</p> <p>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.</p> <p>At the master's degree level of study, 94 credits in the prescribed composition must be obtained for the study part of the study programme. A further 14 credits shall be obtained for the successful defence of the thesis and 12 credits for the subjects of the state examination.</p> <p>According to VP 23/2021 Internal Quality Assurance System of the University of Education in Bratislava, part six, Art. 56, para. 2, the student must demonstrate knowledge and understanding of them, their application, and the ability to creatively solve problems related to the given field of study in broader contexts in new/unknown/simulated environments. They must also demonstrate well-developed learning skills with a high degree of independence and autonomy.</p> <p>In particular, the student is assessed on:</p> <ul style="list-style-type: none"> <li>- The level of acquisition of the necessary knowledge, skills and competencies required for the performance of the indicated occupation;</li> <li>- the level of completion and verbal interpretation of the acquired knowledge/competencies, the ability to analyse, synthesise and generalise them;</li> <li>- the level of the student's competencies (rationality of learning, ability to solve appropriate problem/simulated tasks, level of critical and creative thinking, communicative skills, personal and interpersonal competencies...)</li> </ul> <p>The assessment is awarded on a scale:</p> <p>A (excellent - outstanding results); the graduate of the oral state examination has demonstrated that he/she has thoroughly and comprehensively mastered the content of his/her specialisation in the theoretical field of modern didactics of history and is fully oriented in its issues, has mastered its methods, and thus consistently and at a high level of communication skills analyses, summarises and evaluates, while also being aware of the basic principles and ways of applying them to (teaching) practice of history;</p> <p>B (very good - above average standard); the graduate of the oral state examination in didactics of history has demonstrated that he has mastered the complex content of his specialisation in the theoretical field of didactics of history, he is securely and at an excellent communicative level oriented in the specific narrower and broader contexts of the professional context, however, his application of methodology and transposition is limited;</p>	

C (good - normal reliable work); the graduate of the oral state examination has demonstrated that he/she has mastered the analytical and synthesising approach to the evaluation of the presented knowledge in the didactics of history, he/she has safely, although with partial gaps, mastered the content of his/her specialisation, however, his/her level of knowledge of the theoretical-methodological procedures of knowledge acquisition in the didactics of history and the principles of their transposition into history education does not reach the fully desirable level;

D (satisfactory - acceptable results); the student can orientate himself in the professional issues of didactics of history only at a basic level; he knows a rather partial knowledge and does not show sufficient ability to summarise and present them, linking theoretical knowledge with its practical application in the history-didactic context causes him significant problems;

E (sufficiently - the results meet the minimum criteria); the graduate of the oral state examination reproduces the basic knowledge of didactics of history only with great difficulty, demonstrates only torso knowledge which he/she cannot link, and has only the most basic knowledge which he/she summarises poorly and cannot apply functionally in practice;

Fx (insufficient - additional work required); the student cannot navigate the issues and does not demonstrate mastery of the basic knowledge of this part of his/her speciality as a history teacher.

### **Learning outcomes:**

The state examination aims to verify the student's ability to solve specific tasks in the following contexts: history - didactics of history - history. The student must demonstrate general (transferable) and subject competencies and, within the framework of the acquired theoretical and practical knowledge, can:

- reason and communicate at an appropriate level in context and understand the fundamental problems of transposing historical knowledge, general and disciplinary didactics into the practice of a history teacher,
- compare historical events, deal with controversial topics and apply a multi-perspective approach to the study of historical topics and take a relevant professional position on various historical and didactic issues and problems,
- characterise and define basic didactic concepts with a focus on the specificities of teaching history in lower and upper secondary education,
- design a lesson on the subject of history by the didactic principles and requirements of the relevant pedagogical documentation for each type of school,
- characterise, apply and evaluate didactic methods and strategies recommended for modern history teaching, argue the advantages and pitfalls of their specific application for different target groups of pupils,
- propose adequate criteria for the evaluation of student performance in history and the educational system, understand the functionality of the application of metacognitive cognition, can apply the principles of pedagogical diagnostics also in cases of individual peculiarities of pupils and students,
- elaborate the content and target requirements of the course for different age groups based on the recognition of the importance of interdisciplinary connections in the teaching of history,
- based on reflection on pedagogical practice and didactical analysis of the curriculum in the subject of history, to design diverse teaching models and strategies with the justification of the choice of professional material, methods, procedures and forms of its processing.
- Apply the ability to think analytically and conceptually, creatively and originally approach the application of the knowledge of the specialised field and digital skills in the creation of educational aids (diverse media),
- approach problem-solving tasks in a team in a responsible manner and communicate the organisation, procedures and results of joint work (e.g. in event simulation, role-play, project and problem-based learning, etc.),

- to use their theoretical knowledge of the methodology of historical and pedagogical (empirical) research for the didactic representation of the intentions of their teaching activity,  
The content of the state examination focuses on historical knowledge specifically necessary for the teaching profession, the acquisition of the methodology of historical knowledge and its transposition into history teaching, understanding of the need for innovative approaches to educational programmes, and given the graduate's teaching specialisation, emphasis is also placed on the assessment of the form of presentation of the relevant knowledge.

#### **Class syllabus:**

- didactics of History Teaching as a scientific discipline, didactics and methodology of History Teaching and their object of study, didactic system,
- the relationship between historical science and history, the work of the historian and the history teacher, methods and phases of historical and pedagogical research, the essential functions of history and history,
- history as a school subject, its place in the system of the educational process, the functionality of factuality and functional literacy, updating (selection) of the history curriculum,
- the teaching of history in the past in our area (brief analysis of the concept of history from 1918 to 1993),
- Slovak models of History Teaching, European trends in the teaching of history,
- basic procedures of designing the didactic system in history for all types of schools in Slovakia,
- the specifics of the content, aims and tasks of teaching history in Slovakia and neighbouring countries, the criteria for their development and framework definitions in educational programmes,
- recommended forms, types and strategies of modern history teaching,
- cognitive, conceptual, procedural and metacognitive knowledge developed by history teaching,
- didactic analysis of the history curriculum, methodology of processing a larger thematic unit,
- history textbooks, current problems of textbook production in Slovakia,
- historical source, the primary source of historical knowledge, multiperspectivity in history teaching and interpretation of historical knowledge,
- multimedia aids in Teaching History, the importance of mind maps and symbolic representation of historical, geographical, demographic and other facts,
- history in the museum, archive and gallery, in the spatial territory (contexts of local, national, Central European, European and world history),
- the relationship to the protection of historical, cultural and natural heritage, the system of its defence in Slovakia and the world,
- pedagogical practices in the context of theory and methodology of evaluation and classification of individual and group performance of pupils in the process of history teaching,
- the results of empirical research on pupils' historical consciousness and their relationship to the study of History and History Teaching.

#### **State exam syllabus:**

#### **Recommended literature:**

- BENEŠ, Z., GRACOVÁ, B., PRŮCHA, J.: Sondy a analýzy. Učebnice dějepisu – teorie a multikulturní aspekty edukačního média. Praha : MŠ M a Tv, 2008.
- BOCKOVÁ, A.: Výučba dějepisu ako pedagogický problém. In. Verbum Historiae I., Bratislava : Vydavateľstvo Michala Vaška, 2008.
- BOCKOVÁ, A.: Ako reflektujú slovenskí študenti dejepis a históriu? In: Verbum historiae, 2/2014.
- ČAPEK, R.: Moderní didaktika dějepisu. Lexikon výukových a hodnoticích metod. Praha : Grada, 2015.
- ČAPEK, R.: Líný učitel – Jak učit dobře a efektivně. Bratislava : Raabe, 2018.

FISCHER, R.: Učíme děti myslet a učit se. Praha : Portál, 2004.

HUDECOVÁ, D.: Analýza dějepisných vzdelávacích programů ve vybraných státech Evropy a její výsledky. Praha : Tauris, 2006.

JULÍNEK, S. a kol.: Základy oborové didaktiky dějepisu. Brno : MU v Brně, 2004.

KLÍMA, B. a kol. Mládež a dějiny. Publikace výsledků mezinárodního dotazníkového šetření a výzkumu historického vědomí adolescentů se zaměřením na Českou republiku. Brno : CERM, 2001.

KMEŤ, M.: História a dejepis (Vybrané kapitoly z didaktiky dejepisu). Banská Bystrica : Univerzita Mateja Bela, 2017.

KRATOCHVÍL, V.: Metafora stromu ako model didaktiky dejepisu k predpokladom výučby. Bratislava : Raabe, 2019.

KRATOCHVÍL, V.: Multiperspektivita v 26, učebných figurách. Bratislava : Raabe, 2021.

LABISCHOVÁ, D., GRACOVÁ, B.: Příručka ke studiu didaktiky dějepisu. Ostrava : FF Ostravské univerzity v Ostravě, 2010.

MAZUR, D., DANNER, A. Komiks od roku 1968 do současnosti. Praha : Universum, 2015.

Odporúčania RE výboru ministrov členských štátov o vyučovaní dejepisu v Európe 21. storočia.. Bratislava : Informačná kancelária Rady Európy, 2001.

OTČENÁŠOVÁ, S.: Schválená minulosť. Kolektívne identita v československých a slovenských učebniciach (1918 -1989). Košice 2010.

PETLÁK, E.: Súčasnosť a perspektívy didaktiky. In : Duchoňová, J.-Hošová, D.-Koleňáková, R.Š. (eds.): Inovatívne trendy v odborových didaktikách. Prepojenie teórie a praxe výučbových stratégií kritického a tvorivého myslenia. Nitra : Univerzita Konštantína Filozofa, 2019.

RYBENSKÁ, Klára: Moderní přístupy k výuce dějepisu. Hradec Králové : UHK, 2020.

STUHLÍKOVÁ, I.-JANÍK, T (et.al.): Oborové didaktiky: Vývoj – stav – perspektivy. Brno : MU, 2015.

STRADLING, R.: Vyučovanie európskej histórie dvadsiateho storočia. Bratislava : MCMB, 2002.

STRADLING, R.: Multiperspektíva v dejepisnom vzdelávaní. Bratislava : MCMB, 2007.

SWAINOVÁ, H. ed.: Velké otázky historie. Praha : Abonet ND, 2006.

ZDECHOVANP VÁ, D., BOCKOVÁ, A, (eds.): Kultúrne dedičstvo inovatívnou formou (e-learning). Výukové CD k online kurzu. Bratislava L Strom života, 2012.

ZDECHOVANO VÁ, D., BOCKOVÁ, A., PÁNIK, P.: Inovatívne prístupy v ďalšom vzdelávaní učiteľov v oblasti kultúrneho a prírodného dedičstva. Metodická príručka. Bratislava : Strom života, 2006.

Vybrané učebnice dejepisu od 1. ČSR po r. 1989; súčasné učebnice dejepisu v SR; vybrané európske učebnice dejepisu.

**Languages necessary to complete the course:**

Slovak and Czech languages

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde023/22	<b>Course title:</b> Disorders of child development, learning and behaviour
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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						
<b>Recommended literature:</b> 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 978-80-223-3483-9 BRUNCLÍKOVÁ, Z. (2014). Šikana v integrovanej triede základnej školy. In Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím. Bratislava: Iris. s. 461-469. ISBN 978-80-89726-28-8 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. ISBN 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 PUGNEROVÁ, M., KVITOVÁ, J. (2016). Přehled poruch psychického vývinu. Praha: Grada Publishing. ŘÍČAN, P., KREJČÍŘOVÁ, D. a kol. (2006). Dětská klinická psychologie. 4., přepracované a doplněné vydání. Praha: Grada Publishing. 269 s. ISBN 978-80-2475-4529 periodicals and scientific databases: PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie and others						
<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b> subject with psychological focus, in the study plan marked *)						
<b>Past grade distribution</b> Total number of evaluated students: 488						
A	ABS	B	C	D	E	FX
77,05	0,0	12,91	5,12	1,64	0,82	2,46
<b>Lecturers:</b>						
<b>Last change:</b> 10.11.2022						



**Approved by:** prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde023/22	<b>Course title:</b> Disorders of child development, learning and behaviour
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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						
<b>Recommended literature:</b> 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 978-80-223-3483-9 BRUNCLÍKOVÁ, Z. (2014). Šikana v integrovanej triede základnej školy. In Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím. Bratislava: Iris. s. 461-469. ISBN 978-80-89726-28-8 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. ISBN 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 PUGNEROVÁ, M., KVITOVÁ, J. (2016). Přehled poruch psychického vývinu. Praha: Grada Publishing. ŘÍČAN, P., KREJČÍŘOVÁ, D. a kol. (2006). Dětská klinická psychologie. 4., přepracované a doplněné vydání. Praha: Grada Publishing. 269 s. ISBN 978-80-2475-4529 periodicals and scientific databases: PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie and others						
<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b> subject with psychological focus, in the study plan marked *)						
<b>Past grade distribution</b> Total number of evaluated students: 488						
A	ABS	B	C	D	E	FX
77,05	0,0	12,91	5,12	1,64	0,82	2,46
<b>Lecturers:</b> Mgr. Zuzana Štefanec, PhD.						
<b>Last change:</b> 10.11.2022						

**Approved by:** prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde009/22	<b>Course title:</b> Educational Development in Europe
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar/week, the total for the semester 22 hours, combined form; (primarily present) Student workload: 2P (3 credits): 11 x 2 hours of direct teaching = 22 hours; 5 hours - preparation of a presentation of the chosen topic; 23 hours - solving intermediate tasks; 40 hours - preparation of a seminar paper; Total: 90 hours. Learning methods: continuous individual solving of partial tasks, continuous output through presentations, discussion, situation analysis method, and e-learning.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the intermediate assessment. Over the semester, students present selected topics on the history of education in Europe from antiquity to 1900 (30% of the mark). A discussion on the subject always follows the presentation. Based on the discussion, students will develop their topics into a written seminar paper. This should be a maximum of 15 pages, including notes and a list of literature and sources used. They will hand in the seminar paper no later than two weeks after the end of the seminar. They may receive 60 % of the total mark for the seminar paper. 10 % of the mark is based on their activity in the individual seminars. The grade is awarded on a scale: A (100-91%, excellent - outstanding results. The student produces a presentation of an excellent standard, is active in the seminars, and submits an excellent seminar paper. Has a broad, compact knowledge of the history of education in Europe). B (90-81%, very good - above average standard. The student creates and delivers his/her presentation at a very good level, is active in seminars, and submits a very good seminar paper. He/she is oriented in the subject matter, and he/she is proficient in it. C (80-73%, good - normal reliable work. Student produces a presentation at a good level and is knowledgeable about the subject matter. His/her seminar work is at a standard level, with sporadic errors).	

D (72-66%, satisfactory - acceptable results. The student presents his/her paper at a satisfactory-acceptable level. His/her activity in seminars is not very high. The seminar work is at a satisfactory level.

E (65-60%, satisfactory - the results meet the minimum criteria. The student's presentation meets the minimum standards, and his/her activity in seminars is poor. Seminar work meets the minimum criteria.

Fx (59-0%, insufficient - extra work required. The student's presentation was feeble; the student is not oriented in the subject matter and does not know the most basic knowledge. His seminar paper does not meet even the minimum criteria (e.g. it has no notes, no list of literature used, and it is full of errors).

### **Learning outcomes:**

The course aims to provide students with a basic overview of the history of education in Europe. The student will become familiar with the functioning of school education systems in the past. The student will be able to orientate himself/herself in the historical cross-section of education development from primary to university level. The student can link education development in Europe and Slovakia in different historical epochs. Analyses education based on contemporary sources, evaluates its development and significance and discusses its meaning and mission.

### **Class syllabus:**

- The development of education and scholarship in the early medieval period.
- The emergence of medieval universities.
- Education in the High and Late Middle Ages.
- The impact of the Reformation on education development in the 16th and 17th centuries.
- John Amos Comenius and his importance in the development of modern education.
- Catholic education in the 16th-18th centuries. The Jesuit and Ursuline orders and their place in the history of modern education.
- Protestant education in Europe and Slovakia until 1918.
- The emergence of the technical intelligentsia and the first technological schools. The place of the Mining Academy in Banská Štiavnica (founded in 1735) in the history of higher technical education.
- Significant personalities in the development of modern education and their most important works.
- Students from Slovakia at foreign universities and colleges until 1918.

### **Recommended literature:**

Compulsory readings:

PŠENÁK, J.: Dejiny školstva a pedagogiky (History of education and pedagogy). Žilina: Edis, 2012.

KAMENICKÝ, M.: Banícke školstvo na Slovensku do založenia Baníckej akadémie v Banskej Štiavnici (Mining Education in Slovakia until the Establishment of the Mining Academy in Banská Štiavnica). Bratislava: SAP, 2006.

Recommended reading:

BRŤKOVÁ, M., et al. Kapitoly z dejín pedagogiky (Chapters from the History of Pedagogy) . Bratislava : Pressent, 2000.

DENKOVÁ, Z. – KAMENICKÝ, M.: Vivat Akadémia. Banská Štiavnica: Slovenské banské múzeum, 2013, s. 4-59.

KAMENICKÝ, M.: Počiatky uršulínskej rehole a jej príchod do Bratislavy (The Origins of the Ursuline Order and its Arrival in Bratislava). In: Kresťanstvo v dejinách Slovenska. Editor: Mária Kohútová. Bratislava: Universum, 2003, s. 78-85.

KAMENICKÝ, M. – SZÖGI, L.: Študenti z Bratislavskej stolice na zahraničných univerzitách a vysokých školách do roku 1918. (Students from the Bratislava Region at Foreign Universities and Colleges until 1918). Bratislava: Post Scriptum, 2017.

<b>Languages necessary to complete the course:</b> Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 225						
A	ABS	B	C	D	E	FX
65,78	0,0	22,67	5,78	0,0	1,33	4,44
<b>Lecturers:</b> doc. PhDr. Miroslav Kamenický, CSc.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde001/22	<b>Course title:</b> Educational diagnostics and evaluation
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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 poznávavani 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: 960

A	ABS	B	C	D	E	FX
84,79	0,0	7,19	3,85	1,98	0,73	1,46

**Lecturers:** doc. Mgr. Martin Kuruc, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde014/22	<b>Course title:</b> Everyday life in modern Europe
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, 22 hours total per semester, combined form; (primarily in person) Student workload: 2PS (2 credits): 11 x 2 hours of direct instruction = 22 hours; 20 hours preparation for continuous assessment; 18 hours preparation for the presentation of the seminar paper. 60 hours of student work in total. Educational methods: analysis of texts and explanations; discussion/colloquium on the topic; problem-solving exercises; discussion of the topic; e-learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100 % of the interim evaluation. The student prepares a seminar paper according to the assignment. The student submits the seminar paper at the end of the semester. The student presents the results of the seminar work during the semester. The rating is awarded on a scale: A (excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (very good - above average standard, the student is knowledgeable about the subject matter, but critical thinking is borderline), C (good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (insufficient - extra work is required, the student cannot navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).	
<b>Learning outcomes:</b>	

The student gains in-depth knowledge and understanding of the topic of everyday life. The student acquires knowledge and knowledge of the social, economic, religious, and cultural history of European and Slovak/Hungarian modern history. Understand the importance of the history of everyday life and social and cultural history for the work of the historian. Acquire information about the life of ordinary people in the past and compare it with the present, which contributes significantly to developing their critical thinking. By working in the classroom, the student can navigate more complex problems in historical interpretations. The student develops the communicative skills necessary to present the results of their work. The student develops creativity and critical thinking skills in developing the seminar paper and presentations. By analysing contemporary sources, the student learns to think in the historical context of the time and can apply the results of his/her work in historical practice.

**Class syllabus:**

In each lesson, students will learn about the everyday life of people in the modern period by analysing selected texts and the teacher's interpretation. Through a cross-cutting approach, they will become familiar with topics chosen from the history of everyday life, get to know the society of the time, and become aware of the differences in daily life between members of the privileged and non-privileged classes.

Life at the Habsburg court - everyday life at the court of the monarchs. Maria Theresa and Franz Joseph - dynastic politics, religion, the way of life in court

City life (European capitals - London, Paris, Berlin, Rome) before and after the Industrial Revolution.

Life in the countryside before and after the Industrial Revolution

Life at the Hungarian noble court

Life in the Slovak countryside in the modern period

Dress and fashion

Housing and architecture

Entertainment and culture

Art of Baroque, Classicism, Empire, Art Nouveau

**Recommended literature:**

Compulsory readings:

PODOLAN, Peter – VIRŠINSKÁ, Miriam: Slovenské dejiny IV. Bratislava : LIC, 2015.

Edované pramene (korešpondencia), dobové noviny a časopisy.

BOKES, F. (zost.): Dokumenty k slovenskému národnému hnutiu v rokoch 1848–1918. I. – III. Bratislava, 1962.

Edícia Pramene k dejinám Slovenska a Slovákov.

BLUCHE, F.: Za časů Ludvíka XIV. Král slunce a jeho století. Praha, 2006.

LEVI, A.: Ludvík XIV. Veřejný i soukromý život krále Slunce. Praha, 2007.

FURET, F.: (ed.), Člověk romantismu a jeho svět. Praha, 2010.

MUNCK, T.: Evropa sedmnáctého století. Praha, 2002.

BLACK, J.: Evropa osmnáctého století. Praha, 2005.

RAPPORT, M.: Evropa devatenáctého století. Praha 2011.

Miterrand, F.: Zvrhnutí orlí. Pád Romanovovcov, Habsburgovcov a Hohenzollernovcov. Bratislava, 2013.

VOCELKA, Karl – HELLER, Lynne. Život Habsburků. Praha: Plejáda, 2012.

VOCELKA, Karl – HELLER, Lynne. Soukromý život Habsburků. Praha : Plejáda, 2011.

RADY, Martin: Habsburgovci: Bratislava : Slovart, 2021.

NÁDASKÁ, Katarína: Čím žila slovenská rodina. Bratislava: Fortuna Libri, 2014.

HUPKO, Daniel – JANÁČKOVÁ, Ivana – TIHÁNYI, Jozef: Koniec starých čias. Poslední Pálfiovci na hrade Červený Kameň 1848 – 1948. SNM-Hrad Červený kameň, 2012.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 164

A	ABS	B	C	D	E	FX
66,46	0,0	21,34	7,32	0,0	1,22	3,66

**Lecturers:** Mgr. Miriam Viršínská, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde012/22	<b>Course title:</b> Everyday life of medieval Slovakia
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture and seminar/week, a total of 22 hours per semester, combined form; (primarily full-time) Student workload: 2LS (2 credits): 11x 2 hours of direct teaching # 22 hours; 20 hours preparation for mid-term evaluation; 18 hours preparation for seminar paper presentation. Total 60 hours of student work. Learning methods: lecture, discussion of the topic covered; situation analysis method; problem-solving tasks; e-learning.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of continuous assessment of knowledge. The seminar work will be presented during the lecture at the colloquium as a paper and then handed in in writing. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, you must obtain a minimum of 60% of the marks. The rating is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is familiar with the issues, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).	



**Learning outcomes:**

The course aims to introduce the basic characteristics of the history of everyday life in medieval Slovakia. Students will learn and be able to orient themselves in the specific issues of research methodology in everyday life. Based on the acquired knowledge, they will be able to deal professionally with historical events of different natures and deepen their understanding through their analysis. They will be able to evaluate the facts contained therein, interpret them in a broader context, and assess their historical and cultural significance for the present. After completing the course, they will broaden their knowledge of medieval Slovakia's economic, social and cultural history (Hungary). Particular emphasis is placed on critical thinking about the Middle Ages, using specialist terminology and argumentation. Adequate attention will be given to discussing the problems of everyday life in the past.

**Class syllabus:**

- How to teach about everyday life in the Middle Ages in today's Slovakia.
- The help of auxiliary historical sciences in the research of everyday life.
- The living space of medieval man. Analysis of sources.
- The development of settlement in medieval Slovakia.
- Life in a medieval castle. The castle and the castle estate.
- Life in a medieval village. Church and cemetery. Customary, German and Wallachian law.
- Life of a burgher. Town law, town privileges. Craftsmanship.
- Development of church administration in medieval Slovakia.
- Life in a medieval monastery. Monastic, canonical, knightly and mendicant orders.
- Nationalities in the life of medieval Slovakia (Germans, Cumans, Jews, Gypsies, etc.).
- Medieval architecture and art in Slovakia.
- Education, scholarship and written culture in medieval Slovakia.
- Colloquium of seminar papers 1.
- Colloquium of seminar papers 2.

**Recommended literature:**

Relevant literature:

SOKOLOVSKÝ, L.: Správa stredovekej dediny na Slovensku. Bratislava : AEPress, 2002.

MANNOVÁ, E. a kol.: Krátke dejiny Slovenska. Bratislava : AEPress, 2003.

ŠTEFÁNIK, M. – LUKAČKA, J.: Lexikón stredovekých miest na Slovensku. Bratislava : Historický ústav SAV, 2010.

Recommended literature:

NEMEŠ, J.: Nitriansky kódex a jeho posolstvo. Ružomberok : KU, 2006.

NEMEŠ, J.: Testament ako prameň materiálnej kultúry stredoveku. In: Studia Archaeologica Slovaca Mediaevalia II. Bratislava : Academic Electronic Press, 2000, pp. 114 – 127.

NEMEŠ, J.: Kresťanskí pustovníci v stredoveku. In: Historická revue : vedecko-populárny časopis o dejinách, 2010, vol. 21, n. 3, pp. 20 – 27.

NEMEŠ, J.: Drevené sudy a ich využitie pri skladovaní nápojov a potravín v stredovekom Uhorsku. In: Archaeologia historica, 2018, vol. 43, n. 1, pp. 247 – 263.

KUČERA, M.: Slovenské dejiny I. Bratislava : LIC, 2011.

Domestic and foreign historical journals.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 58						
A	ABS	B	C	D	E	FX
62,07	0,0	18,97	6,9	5,17	5,17	1,72
<b>Lecturers:</b> doc. Mgr. Jaroslav Nemeš, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde024/22	<b>Course title:</b> Excursion II.
<b>Educational activities:</b> <b>Type of activities:</b> excursion <b>Number of hours:</b> <b>per week: per level/semester:</b> 40s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 40S 2credits/40S Moderated discussion on choosing an excursion, organisational work to ensure the practical and professional components of the excursion - teamwork in small groups, ongoing individual and team solutions to partial professional outputs during the excursion ("reports"), and final comprehensive evaluation of all aspects of the excursion.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the interim assessment. Partial outputs are evaluated, both the preparatory work of the excursion and the professional outputs – student individual presentations of reliable cultural, historical and environmental monuments developed continuously and presented during the excursion. After returning, discussion to evaluate the excursion. At least 91 points are required to obtain a final grade of A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. To successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-91%, excellent - excellent results, the student is fully involved in the preparation of the excursion, his professional output is generally usable, and the contribution is demonstrable), B (90-81%, very good - above average standard, the student actively participates in the preparation of the excursion and the solution of all practical and model situations, demonstrates that he orients himself in the issues of his partial report), C (80-73%, good – usual reliable work, the student moves safely in the field of organisational questions of the excursion and reproduction of the information obtained), D (72-66%, satisfactory - acceptable results, the student is less familiar with the topic of the planned excursion, does not demonstrate the ability to apply the acquired knowledge), E (65-60%, sufficient - the results meet the minimum criteria, the student is minimally involved in the preparation of the field trip, only with great difficulty during the final evaluation and presents the possible conclusions of the field trip for practice	

Fx (59-0%, insufficient – additional work is required, the student does not know how to navigate the issues of the visited places of the excursion even during the excursion, his cooperation with the team during the preparation of the excursion was non-existent)						
<b>Learning outcomes:</b> By completing the preparatory work of the excursion and throughout its entire course, the student should acquire the first concrete organisational skills with the solution of thematic (professional) and practical issues of securing events of the relevant type for their future students, learn to concretely evaluate their possible contribution and ways of effective and functional solutions to potential problems.						
<b>Class syllabus:</b> Thematic professional historical excursion realised in various border historical regions of Central and South-Eastern Europe, especially with an ethnically mixed population, i.e. in areas where the area's past is perceived controversially. During the preparation, the student is made aware of these factors. During the excursion and in the individual reports, he has to deal with their role, power and influence on the present day of the visited region. In practice, he thus solves questions that he will regularly encounter in his role as a teacher.						
<b>Recommended literature:</b> Relevant literature is recommended every year at the beginning of the semester according to the specific thematic focus of the field trip.						
<b>Languages necessary to complete the course:</b> Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 102						
A	ABS	B	C	D	E	FX
97,06	0,0	1,96	0,98	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Pavol Makyna, PhD., prof. Mgr. Pavol Matula, PhD., Mgr. Miriam Viršínská, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde026/22	<b>Course title:</b> Historical Audiovisual Sources in the Work of the Teacher
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, 22 hours total per semester, combined form; (primarily in person) Student workload: 11x 2 hours of direct teaching = 22 hours; 38 hours preparation of the seminar paper; 10 hours preparation for the seminar paper presentation. Total 60 hours of student work. Educational methods: discussion on the subject topic; working in small groups, problem-solving tasks, e-learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the intermediate assessment. Seminar paper on a selected topic - processed according to the assignment, which is handed in before the beginning of the examination period. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to students who obtain less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable about the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).	

**Learning outcomes:**

By completing the course, the student will gain a basic knowledge of auditory, visual and audiovisual historical sources and the various methodologies used in teaching recent history. The student will be able to appropriately select and use specific contemporary audio, photographic or film footage as part of future teaching in primary and secondary schools.

**Class syllabus:**

The course introduces the student to different historical audiovisual sources and teaches them how to optimally select and appropriately incorporate a particular one into the teaching process. The course will concentrate on the following focal topics:

- The history of the emergence and development of audiovisual sources
- The specificities of audiovisual sources
- Historical audiovisual sources in the teaching of history
- Photography and its interpretation
- Contemporary sound recordings and how to work with them
- Contemporary film footage versus documentary film
- The distorted past, editing and manipulation of audiovisual sources
- Choosing an audiovisual source for teaching purposes
- Working with time

**Recommended literature:**

BAČOVÁ D. – ONUŠKOVÁ, M.: Edukačné médiá a ich využívanie v spoločenskovedných predmetoch v základnej a strednej škole. Bratislava : Metodicko-pedagogické centrum, 2015.

KATRINÁK L.: Fotografia ako kultúrno-historický prameň (súčasný teoretický prístup). In: Kultúrne dejiny, roč. 9, Supplement, 2018, s. 136-148.

KRATOCHVÍL, V.: Fotografia ako historický obrazový prameň, História. Revue o dejinách spoločnosti, 2003, č. 1, s. 44-45.

KRATOCHVÍL, V.: Dokumentárny film ako školský historický prameň. Metodické podnety. Prešov : Vydavateľstvo Michala Vaška, 2008.

KRATOCHVÍL, V.: Historický prameň a jeho funkcie vo výučbe dejepisu, Historická revue : časopis o dejinách spoločnosti, 1999 10, č. 1, s. 29-30.

**Languages necessary to complete the course:**

Slovak language

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

Total number of evaluated students: 34

A	ABS	B	C	D	E	FX
58,82	0,0	32,35	5,88	2,94	0,0	0,0

**Lecturers:** prof. Mgr. Pavol Matula, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde010/22	<b>Course title:</b> Historiography for Teachers
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours of seminar/week, /22 hours per semester, attendance method 2S (2 credits): 11x 2 hours of direct teaching = 22 hours; 38 hours of preparation for continuous assessments and seminar work. A total of 60 hours of student work. Inputs of the lecturer to the relevant group topic and subsequent moderated oral discussions on the issues of the chapters; ongoing individual student presentations of selected seminar topics combined with discussion by other students of the group.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: 100% of the interim assessment. The final written forms of the three ongoing seminar students' outputs can be submitted during the exam period. At least 91 points are required to obtain a final grade of A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. To successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-91%, excellent - excellent, outstanding results, the student fully orients himself in both contexts of the issues of the seminar, he can assess the continuously emerging concepts of the academic interpretation of History and in the educational process of (school)History; own discussions and his written outputs presents according to the results of documented scientific knowledge, while in discussions as well as in individual written outputs he synthesises his knowledge in an argumentative and self-confident way), B (90-81%, very good - above average standard, the student demonstrates that he is fully oriented in both contexts of the issues of the seminar, his argumentation of the results of Historiography and the results of School History is, however, sometimes not fully precise in individual written outputs), C (80-73%, good – usual reliable work, the student moves safely in the field of reproducing the information obtained about the development of concepts of historical interpretation of the past, but only with difficulty applies and synthesises the acquired knowledge when solving model situations),	

D (72-66%, satisfactory - acceptable results, the student is oriented only in the fundamental causal issues of both contexts but does not demonstrate the ability to independently apply the acquired knowledge to the practical conditions of his future specialisation),

E (65-60%, sufficient - the results meet the minimum criteria, the student navigated the professional issues of both contexts of the seminar only with great difficulty and clumsily, and even in the written outputs, he could not formulate his synthesising view of how methods of learning about history were created in the past and in the present time (current History)

Fx (59-0%, insufficient – additional work is required, the student does not know how to navigate the issue, did not manage to apply the most basic information of the seminar)

### **Learning outcomes:**

The graduate of the course will primarily acquire the essential abilities and practical skills of distinguishing between professional historical literature and its ideological imitations; the experience of comparing different work methods of historians of the past will also help him to understand more deeply the specific historical processes of the past, as well as the relationship between the past and the present. In parallel, he followed the ties and links past-present on the specific development of History as an educational discipline.

The results targeted in this way will help the graduate of the course in the performance of his future teaching function - primarily in building his self-confident background for understanding the causes of the constantly existing diverse evaluation of specific historical events. At the same time, his deepened communication skills trained on difficult issues create the basis for precisely formulated answers to the same questions arising from the student environment of his future profession. By mastering the historical development of the methodology of interpreting history in the educational process, the graduate completes one of the key goals of the content of his specialisation.

### **Class syllabus:**

- "Historiography" as the science of the development of historical works methods and the science of the philosophy of history and "history as "school history"- an educational discipline. Fundamental problems of historical periodisation.
- The first successful systematic attempts to determine the philosophy of historical development and the methods of the historian's work - Jewish, ancient Greek and Roman historiography. Historical education of pupils in antiquity.
- Historiography at the turn of antiquity and the Middle Ages. A new philosophy of history (Christianity) at a time of parallel knowledge of classical methods of historical work - historical achievements of the period.
- Medieval historian – his world and his way of working. Similarities and differences between the historiography of the European West and East. Medieval "school history" and history.
- New views on the nature of historical development and the historian's work methods during the times of Humanism and the Renaissance.
- Historiography as a means of promoting Enlightenment ideas. Enlightenment ahistoricism and Enlightenment history textbooks.
- The birth of modern scientific disciplines and the place of modern historical research in their context; Liberal and conservative historiography of the 19th century, the birth of systematic teaching of history (university) and history (primary and secondary) education.
- The development of new methods and topics of historical research in the 20th century. The specific status of the Annales school
- Historiography and History at the turn of the century - growth or decline in importance?
- Basic problems of the development of Slovak Historiography and Slovak school history

### **Recommended literature:**

Compulsory:



KUTNAR, F. – MAREK, J.: Přehledné dějiny českého a slovenského dějepisectví. Praha: NLN, 1997

TONKOVÁ, M.: Prítomnosť minulosti - cesty modernej historiografie a cesty výučby moderného dejepisu. In: HOP/Historie-Otázky-Problémy. - Roč. 2, č. 2 (2010)

TONKOVÁ, M.: Dejepis a učitelia histórie v začiatkoch moderného slovenského vzdelávacieho systému . In : Verbum historiae 2/2018

Recommended readings:

TONKOVÁ, M.: Civics and Civic Education in the Slovak Republic, its Traditions and Current Situation and Model in Relation to History Teaching. In: Prace Historyczne : Zeszyty Naukowe Uniwersytetu Jagiellońskiego. - Č. 142 (2015)

TONKOVÁ, M.: Slovenská historiografia o úlohe osobnosti a osobnostiach v dejinách. In: Verbum historiae I. Bratislava, 2008

AVENARIUS, A.: Základné problémy slovenských dejín a historiografie. In: Krátke dejiny Slovenska. Bratislava : AEP, 2006.

BRAUDEL, F.: Dynamika kapitalismu. Praha : Argo, 1999.

HUDEK, A.: Najpolitickéjšia veda. Slovenská historiografia v r. 1948-1968. Bratislava : HÚ SAV, 2012.

IGGERS, G. G.: Dějepisectví ve 20. století. Praha : NLN, 2002.

LE GOFF, J.: Středověká imaginace. Praha : Argo, 1998. (chapters: Foreword, The Long Middle Ages, Do political histories still form the axis of history?)

LE GOFF, J.: Život v znamení histórie. Bratislava : Kalligram, 2003.

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 154

A	ABS	B	C	D	E	FX
45,45	0,0	26,62	22,08	3,9	1,3	0,65

**Lecturers:** doc. Mgr. Jaroslav Nemeš, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISšt006/16	<b>Course title:</b> History
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>The state examination (including the defence of the final thesis) is by the internal regulation No.1/2020 Study Regulations of the Faculty of Education of Comenius University and the internal regulation No.5/2021 Study Regulations of Comenius University.</p> <p>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.</p> <p>At the master's degree level of study, 94 credits in the prescribed composition must be obtained for the study part of the programme. A further 14 credits shall be obtained for the successful defence of the thesis and 12 credits for the subjects of the state examination.</p> <p>According to VP 23/2021 Internal Quality Assurance System of the University of Education in Bratislava, part six, Art. 56, para. 2, the student must demonstrate knowledge and understanding of them, their application, and the ability to creatively solve problems related to the given field of study in broader contexts in new/unknown/simulated environments. They must also demonstrate well-developed learning skills with a high degree of independence and autonomy.</p> <p>Thus, a successful graduate of the Oral State Examination in History demonstrates competency-primarily by:</p> <ul style="list-style-type: none"> <li>- as a level of mastery of the necessary knowledge, competence in the understanding of the various historical disciplines, trends and trends with a key emphasis on the teaching orientation of the required knowledge of history for the practice of the indicated profession;</li> <li>- as a level of analysing, completing, generalising and verbal interpretation of the acquired knowledge;</li> <li>- as a level of competence to master the methodology of interpreting scientific history in the educational process;</li> <li>- as a level of understanding of the meaning of all continuously emerging concepts of interpretations of historical processes, basing their assessment on the results of documented scientific cognition.</li> </ul> <p>The assessment is awarded on a scale of:</p> <p>A (excellent - outstanding results); the graduate of the oral state examination has demonstrated that he/she has thoroughly and comprehensively mastered the content of his/her specialisation in the theoretical field of historical sciences and the methodology of acquiring historical knowledge and is entirely oriented in its issues so that he/she consistently and at a high level of communication skills analyses, summarises and evaluates the nature of the presented historical processes and the methodology of acquiring knowledge about the past, while at the same time he/she is also aware of the basic principles and ways of transferring them to the (teacher's) practice of history teaching;</p> <p>B (very good - above average standard); the graduate of the oral state examination in history has demonstrated that he/she has mastered the complex content of his/her specialisation in the</p>	

theoretical field of historical sciences in the analysis and summarisation of the presented historical processes, safely and at an excellent communication level he/she is oriented in the specific narrower and broader contexts of the professional context of the presented methods, however, his/her application of the methodology of obtaining knowledge about the past in historical science, or their transposition into the problems of history is limited;

C (good - normal reliable work); the graduate of the oral state examination has demonstrated that he/she has mastered both the analytical and synthesising approach to the evaluation of the presented historical knowledge; he/she has safely, although with partial gaps, mastered the content of his/her specialisation. However, his/her level of understanding of the theoretical-methodological procedures of knowledge acquisition in historical science and the principles of their transposition into history education does not fully reach the desirable level;

D (satisfactory - acceptable results); the student can orientate himself in the specialist issues of history only at a basic level, he knows rather partial factual data, he does not show sufficient ability to summarise them and present them in essential contexts, linking theoretical knowledge with its practical application in the historical context causes him significant problems;

E (sufficiently - the results meet the minimum criteria); the graduate of the oral state examination reproduces basic historical factual information only with great difficulty, knows only its most essential material, summarises the acquired knowledge poorly and is unable to apply it functionally in practice;

Fx (insufficiently - additional work is required); the student cannot orientate himself/herself in the issue and does not prove that he/she has mastered the basic knowledge of this part of his/her professional specialisation of history teaching.

### **Learning outcomes:**

Systematically built a knowledge of the content of all basic subjects of the state examination together with knowledge of the principles of the primary form of their internal content structures, communicated at a desirable level of the future employee in the teaching sphere on institutions, organisations dealing with adequate work (protection of historical, cultural and environmental heritage, museum institutions). Fully mastered methodology of professional interpretation of scientific history with increased emphasis on the specifics of this interpretation in the educational process. Complete understanding of the nature of the continuously emerging transformations in the concepts of interpretation of history (the organic development of science as a whole, the nature of science).

Knowledge of the key factography of the prehistoric and ancient history of the world and Slovak provenance, with emphasis on the historical development of European civilisation, is presented as an assessment of the present overlap of contemporary cultural phenomena through the lens of their relevance to the teacher's study of history.

Ability to analyse the essential characteristics of the medieval world and its specifics from the demise of the West Roman Empire to the discovery of America (476-1492), the basic categories of organisation and mindset of medieval society in light of the latest results of historical scholarship, basic generalisation and evaluation of the cultural significance of medieval European society for the present, with appropriate attention to the history of Islam and non-European civilisations.

A cross-cutting but contextually formed orientation in the period of general modern history (1492-1789), safely characterising issues of fundamental change in society and the paradigms of its newly forming principles of organisation and functioning in economic and cultural affairs. Including new phenomena (overseas discoveries, the price revolution, structural economic and social transformations, the religious situation, and the phenomenon of absolutism) overlays the future history teacher's thinking about the present.

Summarising the knowledge of the political, economic, and social developments of the European and non-European world between 1789 and 1914 as a secure orientation to the fundamental

issues of general modern history, analytical perspectives on key processes and phenomena of fundamental transformations of modernising societies from the French Revolution of 1789-1799 to the beginning of World War I. Particular emphasis on highlighting phenomena directly influencing the development of society up to the present day.

An introductory survey of the essential features, trends, and periodisation milestones of modern 20th-century history, reflected through the lens and goals of the future teaching profession of graduate students who will thus be able to interpret the reasons for the differing assessments of relevant historical processes, features, and trends in the various schools of history of the present day. The interconnections between the social, economic and political history of the 20th century, specifically in a European context, but also a reminder of the growing importance of the non-European space. The student learns about, actively analyses, interprets, identifies and compares the commonalities and differences of these developments in different parts of the world in the context of the increasing globalisation trends of the 20th century.

Knowledge of the essential characteristics of the medieval history of Slovakia from the arrival of the Slavs to the Battle of Mohács (1526), the primary characteristic categories and structures of medieval society living in Slovakia. Synthesising orientation in the political, economic, social, ecclesiastical, and cultural issues of medieval Slovak history and the ability to interpret and evaluate its links to the present safely.

Knowledge of the essential features of the political, economic and social development of Slovakia and its inhabitants in modern Hungary between 1526 and 1780, i.e. from the Battle of Mohács to the end of the reign of Maria Theresa, i.e. of the key transformations of society at an essential stage in the process of national consciousness of the Slovak ethnic group in the context of Hungarian history. Comprehensive knowledge of Slovak history of the long 19th century (1780-1918) as an orientation in its social, cultural, national and political problems in the context of and in comparison with the development of this period in other countries and with an emphasis on the analysis of the existing contradictory interpretations of the major historical problems of the epoch.

Comprehensively constructed knowledge of 20th century Slovak history (1918-1992) and secure student orientation to the social, cultural, national, and political problems of the period in connection and analogy to the present, with student ability to analyse even the more complex issues of modern and contemporary Slovak history, including an evaluation of their current interpretations.

**Class syllabus:**

History of Slovakia:

- Arrival of Slavs to our territory. The arrival of the Slavs to the Slavs. Incorporation of Slovakia into the Hungarian state, the development until 1301.
- Political and economic development in the 14th - 15th centuries, the emergence and importance of cities in Slovak history
- Culture, art, education and the role of the Church in medieval Slovakia, Academia Istropolitana.
- The reign of the Jagels, feudal anarchy at the turn of the 15th - 16th century. The Doge's Revolt, the Battle of Mohács.
- Reformation and Counter-Reformation, cultural development, universities in Slovakia in the 16th-17th centuries. Estates uprisings in the 17th century until the Peace of Satmar (1711).
- Development of the Habsburg monarchy in the 18th century. The reign of Charles III, Maria Theresa and Joseph II. Napoleonic Wars, Metternich's absolutism. The Bernolákov generation. The second generation of Slovak revivalists in the 1820s and 1830s. Social activity. The Štúr movement in the 1830s and 1840s. Revolution of 1848/49.
- Slovak politics from the 1860s to 1918. Memorandum, Matica slovenská, Hungarianization, Slovaks in the USA.
- Slovaks and the First World War, domestic and foreign resistance, and the establishment of the Czechoslovak Republic.

- Internal and foreign policy of the 1st Czechoslovak Republic (1918-1938). The democratic political system, political parties, borders, and international status of the 1st Czechoslovak Republic. Efforts for the autonomy of Slovakia. Culture, education and social issues.
- First Slovak Republic (1939-1945). The authoritarian political system, radicals and moderates, Salzburg negotiations, persecutions, discrimination against Jews and Roma, the international status of Slovakia, and participation in the war. Culture, education and social issues.
- Domestic and foreign resistance during the Second World War. London-Moscow. SNP. Significance of the Slovak and Czech-Slovak anti-fascist resistance in the European context.
- Slovakia on the road to Sovietization. The Košice government programme, the three Prague Agreements, and the 1946 elections. The communist regime in 1948-1968. The founding period, persecutions, political trials, socialism.
- Revival process and normalisation 1968 - 1989. Metamorphosis of society. Anti-Communist resistance and exile. The fall of communism and the first steps in democracy.
- Cultural, educational and social issues between 1945 and 1989.

#### General History:

- Prehistoric development of Central Europe. Chronology and distribution (Palaeolithic, Mesolithic, Neolithic, Eneolithic, Bronze Age, Hallstatt, Late Iron Age, Roman Age, migration of peoples).
- Ancient empires (Sumer, Assyria, Babylon, Hittites, Egypt).
- The Aegean Peninsula in antiquity. Minoan and Mycenaean culture. Ancient Greece. Alexander of Macedon and his time.
- The rise, rise and fall of the Roman Empire.
- Europe in the period of the migration of peoples (Germans, Huns, Slavs). The Byzantine Empire in the period 395-568. The Visigothic Empire in the Iberian Peninsula. The Ostrogothic Empire on the Apennine Peninsula. The Frankish Empire.
- The Byzantine Empire. The Orthodox Church. Kievan Rus. Bulgaria, Serbia in the Middle Ages. Historical development of Christianity since Gregory I. Great (590) to the Council of Trent (1545). The struggle for investiture. Crusades.
- The development of England, France and the Holy Roman Empire in the Middle Ages.
- The Reformation, its causes and its leaders. Martin Luther, John Calvin, Ulrich Zwingli. The Church of England. Religious wars.
- The great overseas discoveries, their causes and consequences. The price revolution.
- The Romanesque style. Gothic. Renaissance. Humanism. Baroque culture. Education, cities and commerce.
- The political and economic development of the leading European states (Great Britain, France, Spain, the German area, Russia, and the Habsburg Monarchy) between 1618 and 1914.
- Major European revolutions in 1789-1914 and their characteristics.
- The expansion of science and technology in the period 1618-1914. The most influential scientists and their discoveries.
- Causes, introductory course and consequences of the First World War.
- Europe and the world after the First World War. Common inter-war problems of the so-called successor states and ways of solving them.
- Main political trends and movements in 20th century Europe (communism, fascism).
- Soviet Russia 1917-1989 and its influence on world development.
- the USA as a new world power 1918-1989. Milestones of American development and their global impact.
- The main features of the interwar period are the world economic, political and social developments of the interwar period.
- Causes, course and consequences of the Second World War.
- The formation of the Soviet bloc. Primary stages and crises in its development 1944-1989.

<ul style="list-style-type: none"> <li>- Decolonization and the main changes in Asia and Africa in the second half of the 20th century.</li> <li>- The Cold War and its major political crises and military conflicts.</li> <li>- The disintegration of the Soviet satellite system - external and internal causes.</li> <li>- The European states of the West from the Second World War to the end of the bipolar world.</li> <li>- Western and European integration in the context of 20th-century globalisation trends.</li> <li>- The rise of science and technology in the 20th century. The most influential scientists and their discoveries. Fundamental aspects of the development of art and culture.</li> <li>- Main trends in the world and modern Slovak history.</li> </ul>
<b>State exam syllabus:</b>
<p><b>Recommended literature:</b></p> <p>ČAPLOVIČ, D. – LUKAČKA, J. – ČIČAJ, V. – KOVÁČ, D. – LIPTÁK, Ľ.: Slovenské dejiny. Bratislava : AEP, 2000.</p> <p>HOBSBAWM, E.: Věk extrémů. Praha : Argo, 1997.</p> <p>HRADSKÁ, K. – KAMENEC, I. a kol.: Slovenská republika 1939 – 1945. Bratislava : VEDA, 2015.</p> <p>HROCH, M. a kol.: Encyklopedie dějin novověku 1492 – 1815. Praha : Libri, 2005.</p> <p>KAMENICKÝ, M. a kol.: Lexikón svetových dejín. Bratislava : SPN, 2003.</p> <p>KENNEDY, P.: Vzestup a pád velmocí. Ekonomické proměny a vojenské konflikty v letech 1500 – 2000. Praha : NLN, 1998.</p> <p>KOHÚTOVÁ, M.: Vybrané kapitoly z dejín novoveku. Trnava : FF TU, 2008.</p> <p>MATULA, P.: Dejiny Slovenska 1780 – 1847. Bratislava, 2013.</p> <p>MÚCSKA, Vincent a kol.: Dejiny európskeho stredoveku I. Raný stredovek (od 5. storočia do polovice 11. storočia). Prešov : Vydavateľstvo Michala Vaška, 2006.</p> <p>PEČENKA, M. – LUŇÁK, P. a kol.: Encyklopedie moderní historie. Praha : Libri, 1999.</p> <p>RAPPORT, M.: Evropa devatenáctého století. Praha : Vyšehrad, 2011.</p> <p>ŠKVARNA, D. a kol.: Lexikón slovenských dejín. Bratislava : SPN, 2006.</p> <p>ROBERTS, J. M.: Přehledné dějiny světa. Plzeň : Beta-Dobrovský, 2002.</p> <p>WOOLF, A.: Dejiny sveta od praveku po súčasnosť. Bratislava : Foni Book, 2019.</p> <p>KUČERA, M.: Slovenské dejiny I. Bratislava : LIC, 2011.</p> <p>BADA, M.: Slovenské dejiny II. Bratislava : LIC, 2017.</p> <p>PODOLAN, P. – VIRŠINSKÁ, M.: Slovenské dejiny III. Bratislava : LIC, 2014.</p> <p>LETZ, R.: Slovenské dejiny IV. Bratislava : LIC, 2010.</p> <p>LETZ, R.: Slovenské dejiny V. Bratislava : LIC, 2012.</p> <p>LETZ, R.: Slovenské dejiny VI. Bratislava : LIC, 2021.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak and Czech languages</p>
<b>Last change:</b> 10.11.2022
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde020/22	<b>Course title:</b> History in film
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, 22 hours total per semester, combined form; (primarily in person) Student workload: 11 x 2 hours of direct teaching = 22 hours; 20 hours of preparation for the mid-term evaluation; 18 hours of preparation for the presentation of the seminar thesis; 60 hours of student work in total. Educational methods: discussion on the subject topic; working in small groups, problem-solving tasks, e-learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the intermediate assessment. Seminar paper on a selected topic - processed according to the assignment, which is handed in before the beginning of the examination period. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to students who obtain less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable about the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).	

**Learning outcomes:**

By completing the course, the student will gain a basic knowledge of history through film and the different perspectives in which key historical events and personalities are interpreted in film. The student will be able to critically analyse film as a historical source. The student will acquire the ability to appropriately select and use works of film to supplement future instruction in elementary and secondary schools.

**Class syllabus:**

This course introduces the student to a view of history through works of film. It will enable the student to view historical developments and ground-breaking events differently. The film can be used in the pedagogical activities of future teachers in primary and secondary schools. A series of film screenings will present a selection of foreign and domestic cinematography dealing with various historical themes. The course will concentrate on the following focal themes:

- Film as a phenomenon of modern times
- Film and the teaching of history
- Advantages and disadvantages of a feature film for teaching
- Choosing a film for teaching purposes
- Facts and fiction, how to work with them
- Feature film versus documentary
- Using the dramatic and emotional levels of fiction film
- The filmmakers' perspective
- Working with time

**Recommended literature:**

ČINÁTL, K. – PINKAS, J.: Dějiny ve filmu. Film ve výuce dějepisu. Praha : Ústav pro studium totalitních režimů, 2014.

HOMPSONOVÁ, K. – BORDWELL, D.: Dějiny filmu: přehled světové kinematografie. Praha : NLN, 2007.

KOPAL, P. – BLAŽEK, P.: Film a dějiny. Praha : Casablanca, 2004.

KOPAL, P. (ed.): Film a dějiny 2. Praha : Casablanca, 2009.

FEIGELSON, K. – KOPAL, P. (ed.): Film a dějiny 3. Praha : Casablanca, 2012.

**Languages necessary to complete the course:**

Slovak and Czech languages

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

Total number of evaluated students: 76

A	ABS	B	C	D	E	FX
40,79	0,0	42,11	14,47	1,32	0,0	1,32

**Lecturers:** prof. Mgr. Pavol Matula, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde019/22	<b>Course title:</b> History of the Military
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture and seminar /week, a total of 22 hours per semester, combined form; (primarily full-time) Student workload: 2PS (2 credits): 11 x 2 hours of direct instruction # 22 hours; 20 hours preparation for continuous 18 hours preparation for presentation of seminar work. Total 60 hours of student work. Learning methods: lecture, discussion of the topic covered; method of situation analysis; problem-solving; e-learning.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the intermediate assessment. The student works on the term paper during the semester. The student submits the term paper at the end of the teaching part of the semester. To obtain the final grade of A, a minimum of 91 points is required, and a minimum of 81 points is required for a grade of B points, for a grade C at least 73 points, for a grade D at least 66 points and a grade E at least 60 points. To pass the course, it is necessary to obtain at least 60% of the marks. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the subject matter, he/she is proficient in it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is familiar with the subject, mastery of the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student knows his/her way around the issue, learns, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is partial, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, does not demonstrate the ability to think critically)	

**Learning outcomes:**

The course aims to introduce the fundamental aspects of the history of world warfare, the types of military weapons, equipment, tactics, strategy, logistics and training. Students will learn and be able to navigate the specific issues of military history from antiquity to World War I. They will be able to define the significance of the military based on the knowledge they have acquired in general history. They will be able to analyse contemporary sources from the history of the army. They can evaluate the facts contained therein and interpret them in the broader context of the history of society. Understand the significance of the military in the context of the history of violence and peace efforts.

**Class syllabus:**

- How to teach about wars in the subject of history.
- Warfare in the ancient oriental world (Sumer, Babylon, Egypt, Hittites, Mitanni, Persia, Israel...)
- Warfare in Ancient Greece. Sparta, Athens, Thebes, Macedonia.
- Warfare in ancient Rome. Roman legions, legion structure, fortification system, Limes Romanus.
- Militaries in the period of the Migration of Peoples. Byzantium, Arabs, Germans, Slavs, Avars, Bulgarians.
- Medieval military. Crusaders. Strategy and tactics. Medieval castles and defence of cities.
- Nomadic communities - Tartars and Turks and their military doctrine. Defence of Europe from the Ottoman danger.
- Military in the 16th and 17th centuries. Conquistadors, landsknechts, the 30th year war. Russia, Poland, and the Cossacks. Colonial conquests.
- The 18th century warfare. The emergence of standing armies, reforms, training, tactics and strategy. The importance of Turenne's reforms.
- The Napoleonic Wars and 19th century militaries. Modernisation of weaponry and tactics. Carl von Clausewitz and his military doctrine. Specifics of the armies of the USA, Great Britain, Habsburg Monarchy, France, Italy, Russia, and Ottoman Empire.
- World War I and its military specifics. Aviation, tanks and navy.

**Recommended literature:**

Compulsory readings:

SEGEŠ, V. – KLUBERT, T. – MEDVECKÝ, M.: Encyklopédia vojen. Od najstarších čias po súčasnosť. Bratislava : Ikar, 2020.

Kol. Vojenské dejiny od praveku do roku 1648. Stredná Európa. Praha : Ottovo nakladateľstvo, 2013.

Recommended readings:

CLAUSEWITZ C.: O válce. Praha : Bonus A., 1996.

Kol. autorov: Vojenské dejiny Slovenska. Bratislava : MO SR, 1995, 1996.

HROCHOVÁ, V. – HROCH, M.: Křižáci ve Svaté zemi. Praha : Mladá fronta, 1996.

JOINVILLE, J.: Paměti křižákovy. Praha : SNKLU, 1956.

KOSIARZ, E: Námořné bitky. Bratislava : Pravda, 1984.

KOVAŘÍK, J.: Napoleonova tažení. I. – III. Praha : Akcent, 2001 – 2004.

KOVAŘÍK, J.: Války bez konce. Třebíč : Akcent, 2014.

MATLOFF, M.: Dejiny americkej armády. Praha : Baronet, 1999.

PETERSON, S.: Římske légie. Praha : Fighters Publications, 2006.

WESTWELL, Ian: I. svetová vojna. Bratislava : Fortuna libri, 2009.

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 44						
A	ABS	B	C	D	E	FX
56,82	0,0	18,18	2,27	6,82	13,64	2,27
<b>Lecturers:</b> prof. PhDr. Róbert Letz, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde014/22	<b>Course title:</b> Inclusive education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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](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 inkluzívne 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](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: Človek v tísi Slovesko 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](https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf)

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

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

KRIGLEROVÁ, E. G. ed., (2015). Klukaté cesty k inklúzii na Slovensku. Bratislava: CVEK, 85 s. [http://cvek.sk/wp-content/uploads/2015/12/Klukate-cesty.indd\\_.pdf](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 inkluzívnej pedagogiky: Dítě 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:**

<b>Past grade distribution</b>						
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
<b>Lecturers:</b>						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde014/22	<b>Course title:</b> Inclusive education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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](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 inkluzívne 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](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: Človek v tísi Slovesko 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](https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf)

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

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

KRIGLEROVÁ, E. G. ed., (2015). Klukaté cesty k inklúzii na Slovensku. Bratislava: CVEK, 85 s. [http://cvek.sk/wp-content/uploads/2015/12/Klukate-cesty.indd\\_.pdf](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 inkluzívnej pedagogiky: Dítě 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:**

<b>Past grade distribution</b>						
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
<b>Lecturers:</b>						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde021/22	<b>Course title:</b> Learning theories and concepts of teaching
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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.

ROVNANOVÁ, 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:**

<b>Past grade distribution</b>						
Total number of evaluated students: 969						
A	ABS	B	C	D	E	FX
58,2	0,0	22,29	10,73	4,02	2,37	2,37
<b>Lecturers:</b> Ing. Eva Tóblová, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

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

ROVNANOVÁ, 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:**

<b>Past grade distribution</b>						
Total number of evaluated students: 969						
A	ABS	B	C	D	E	FX
58,2	0,0	22,29	10,73	4,02	2,37	2,37
<b>Lecturers:</b> Ing. Eva Tóblová, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde004/22	<b>Course title:</b> Master thesis seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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						
<b>Learning outcomes:</b> 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.						
<b>Class syllabus:</b> 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.						
<b>Recommended literature:</b> 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., MORAVČÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského, ISBN 978-80-223-2951-4 (dostupné na: <a href="http://www.e-metodologia.fedu.uniba.sk/index.php/autori/zoznam.php">http://www.e-metodologia.fedu.uniba.sk/index.php/autori/zoznam.php</a> ) 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.						
<b>Languages necessary to complete the course:</b> Slovak language (in the case of language subject approbations also the target language)						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 888						
A	ABS	B	C	D	E	FX
65,43	0,0	20,27	9,23	2,36	1,69	1,01
<b>Lecturers:</b>						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde004/22	<b>Course title:</b> Master thesis seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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						
<b>Learning outcomes:</b> 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.						
<b>Class syllabus:</b> 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.						
<b>Recommended literature:</b> 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., MORAVČÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského, ISBN 978-80-223-2951-4 (dostupné na: <a href="http://www.e-metodologia.fedu.uniba.sk/index.php/autori/zoznam.php">http://www.e-metodologia.fedu.uniba.sk/index.php/autori/zoznam.php</a> ) 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.						
<b>Languages necessary to complete the course:</b> Slovak language (in the case of language subject approbations also the target language)						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 888						
A	ABS	B	C	D	E	FX
65,43	0,0	20,27	9,23	2,36	1,69	1,01
<b>Lecturers:</b> Mgr. Pavol Makyna, PhD., doc. Mgr. Jaroslav Šrank, PhD., Mgr. Miroslava Repiská, PhD., Mgr. Michal Bizoň, PhD., Dr. habil. Tamás Karáth, PhD., Dr. Franz Schörkhuber, doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.						
<b>Last change:</b> 10.11.2022						

**Approved by:** prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.



## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZšt009/15	<b>Course title:</b> Master`s thesis defence
<b>Number of credits:</b> 14	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>Prerequisite subjects: none</p> <p>Prerequisites for successful completion of the course:</p> <p>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.</p> <p>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.</p> <p>The student receives 14 credits for the successful defence of the diploma thesis (credits counted in the VUZ study plan).</p> <p>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:</p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- Demonstration of the ability to communicate conclusions, findings and rationale clearly and unambiguously to both expert and lay audiences;</li> <li>- 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.</li> </ul> <p>The rating is awarded on a scale:</p> <p>A 100 - 91% (excellent - outstanding results),</p> <p>B 90 - 81% (very good - above average standard),</p> <p>C 80 - 73% (good - normal reliable operation),</p> <p>D 72 - 66% (satisfactory - acceptable results),</p> <p>E 65 - 60% (sufficient - results meet minimum criteria),</p> <p>Fx 59% or less (insufficient).</p> <p>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.</p>	

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.
<p><b>Learning outcomes:</b></p> <p>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.</p> <p>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</p>
<p><b>Class syllabus:</b></p> <p>Brief outline of the course:</p> <ol style="list-style-type: none"> <li>1. Contribution of the thesis to the field of study, depending on its nature and degree of study. The evaluation of the thesis takes into account whether the 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;</li> <li>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;</li> <li>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;</li> <li>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;</li> <li>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;</li> <li>6. Linguistic and stylistic level of the work and formal editing;</li> <li>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.</li> <li>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.</li> </ol>
<b>State exam syllabus:</b>
<p><b>Recommended literature:</b></p> <p>Recommended reading: according to the focus of the thesis topic</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language, in case of language specialisations also the language of the respective subject specialisation</p>
<b>Last change:</b> 10.11.2022
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde002/22	<b>Course title:</b> Methodology of educational research
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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 výskumu. Brno: Paido. ISBN 978-80-7315-0785  
 ŠVEC, Š. (2009). Metodologie věd o výchově: kvantitativně-scientické a kvalitativně-humanitní přístupy v edukačním výskumu. 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: 834

A	ABS	B	C	D	E	FX
56,71	0,0	22,66	11,27	4,44	2,28	2,64

**Lecturers:** prof. PaedDr. Dušan Kostrub, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde002/22	<b>Course title:</b> Methodology of educational research
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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 výskumu. Brno: Paido. ISBN 978-80-7315-0785  
 ŠVEC, Š. (2009). Metodologie věd o výchově: kvantitativně-scientické a kvalitativně-humanitní přístupy v edukačním výskumu. 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: 834

A	ABS	B	C	D	E	FX
56,71	0,0	22,66	11,27	4,44	2,28	2,64

**Lecturers:** prof. PaedDr. Dušan Kostrub, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde010/15		<b>Course title:</b> Pedeutology				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 36						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 03.09.2016						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde010/15			<b>Course title:</b> Pedeutology			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 36						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 03.09.2016						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde017/22	<b>Course title:</b> Personal and social development
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 24s <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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](https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf)

LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVÍČOVÁ, 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 webových stránkach Štátneho pedagogického ústavu: Štátny pedagogický ústav - ŠPÚ ([statpedu.sk](http://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: 227

A	ABS	B	C	D	E	FX
93,83	0,0	0,0	0,44	0,0	0,0	5,73

**Lecturers:** Mgr. Miroslava Lemešová, PhD.

<b>Last change:</b> 10.11.2022
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde017/22	<b>Course title:</b> Personal and social development
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 24s <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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.						
<b>Class syllabus:</b> 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.						
<b>Recommended literature:</b> 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 <a href="https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf">https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf</a> LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVÍČOVÁ, 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 webových stránkach Štátneho pedagogického ústavu: Štátny pedagogický ústav - ŠPÚ ( <a href="http://statpedu.sk">statpedu.sk</a> ) 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						
<b>Languages necessary to complete the course:</b> Slovak and Czech language						
<b>Notes:</b> 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.						
<b>Past grade distribution</b> Total number of evaluated students: 227						
A	ABS	B	C	D	E	FX
93,83	0,0	0,0	0,44	0,0	0,0	5,73
<b>Lecturers:</b>						

<b>Last change:</b> 10.11.2022
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde013/22	<b>Course title:</b> Personalities of Slovak History of the 19th Century
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, 22 hours total per semester, combined form; (primarily in person) Student workload: 2PS (2 credits): 11 x 2 hours of direct instruction = 22 hours; 20 hours preparation for continuous assessment; 18 hours preparation for the presentation of the seminar paper. 60 hours of student work in total. Educational methods: analysis of texts and explanations; discussion/colloquium on the topic; problem-solving exercises; discussion of the topic; e-learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100 % of the interim evaluation. The student prepares a seminar paper according to the assignment. The student submits the seminar paper at the end of the semester. The student presents the results of the seminar work during the semester. The rating is awarded on a scale: A (excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (very good - above average standard, the student is knowledgeable about the subject matter, but critical thinking is borderline), C (good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (insufficient - extra work is required, the student cannot navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).	
<b>Learning outcomes:</b> The student acquires in-depth knowledge and knowledge about essential personalities of the Slovak national movement in the 19th century. He/she receives information about their participation in the	

political, cultural and national life of Slovaks. The student will be able to analyse and evaluate the contribution and involvement of these personalities in the Slovak national movement in the context of Hungarian history. The student strengthens the communication skills necessary for presenting his/her work results. When creating, the student develops creativity, originality and the ability to critical thinking. By analysing contemporary sources, the student learns to think in historical terms and can compare and evaluate the stature of personalities in Slovak history. The student can select and evaluate information from available sources (archives, digital collections, literature).

**Class syllabus:**

In each lesson, students will be introduced to the life and work of selected personalities through analysing their texts. Among the personalities of Slovak history of the 19th century, attention will be focused on the most significant personalities of the Slovak national movement in the 19th century.

Anton Bernolák

Juraj Fándly

Ján Kollár

P. J. Šafárik

Ľudovít Štúr

J. M. Hurban

K. Kuzmány

Š. M. Daxner

J. Francisci

S. H. Vajanský

Š. Moyses

Elena Maróthy Šoltésová

Andrej Hlinka

**Recommended literature:**

Compulsory readings:

PODOLAN, Peter – VIRŠINSKÁ, Miriam: Slovenské dejiny III. Bratislava : LIC, 2015. Selected documents by personality from various contemporary sources.

Published correspondence of individual personalities, contemporary newspapers, and magazines.

Dokumenty k slovenskému národnému hnutiu v rokoch 1848 – 1918. I. – III. Zost. F. BOKES. Bratislava, 1962.

LETZ, Róbert: Andrej Hlinka vo svetle dokumentov. Bratislava : PostScriptum, 2014. Pramene k dejinám Slovenska a Slovákov IX. - XII. Bratislava: LIC.

Recommended readings:

VIRŠINSKÁ, M.: Cirkevná a kňazsko-kazateľská činnosť. In: J. M. Hurban : Prvý predseda SNR. Bratislava, 2017, s. 127-142.

FRANCISCI, J.: Vlastný životopis. Črty z doby moysesovskej. Bratislava 1956.

HUČKO, J.: Michal Miloslav Hodža. Bratislava 1970.

DAXNER, Š. M.: V službe národa. Bratislava 1958.

Kol. Jozef Miloslav Hurban – prvý predseda slovenskej národnej rady. Bratislava NR : SR, 2017.

GOLIAN, Ján – MOLDA, Rastislav: (Ne)obyčajný život farára. Banská Bystrica: S4HS, 2018.

LETZ, Róbert – MULÍK, Peter: Pohľady na osobnosť Andreja Hlinku. Martin : MS, 2009.

HOLEC, Roman: Andrej Hlinka. Otec národa? Bratislava : Marenčin, 2020.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 145						
A	ABS	B	C	D	E	FX
64,14	0,0	24,83	3,45	0,0	2,76	4,83
<b>Lecturers:</b> Mgr. Miriam Viršínská, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde003/22	<b>Course title:</b> Personality in history
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, the total for semester 22 hours, combined; (primarily full-time) Student workload: 2PS (4 credits): 11 x 2 hours of direct instruction = 22 hours; 40 hours of midterm preparation, 38 hours preparation for presentation of seminar work. 100 hours of work in a total of 100 student hours. Learning methods: problem-based discussion/colloquium on the subject; problem-based problem solving; e-learning.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 50% of the interim and 50% of the final evaluation. The student takes the test during the semester and develops a project focused on a specific historical figure for the final assessment. The project is designed didactically-historically. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to students who obtain less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student is familiar with the subject matter, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable and proficient in the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student knows his/her way around the issue, has learned, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is partial, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, does not demonstrate the ability to think critically)	

**Learning outcomes:**

Students will acquire knowledge about the role and place of personality in history. They will learn to orient themselves in the basic categories and criteria that apply to historic personalities. They will be able to find relevant information about personalities in archives, libraries, specialised research centres and internet databases. They will learn to analyse and critically evaluate the life and work of personalities and prepare high-quality projects on them. They can make closer links between general and national history through them.

**Class syllabus:**

The course introduces students to the phenomenon of personality in history.

It introduces the importance of personality in history within national and general history. It concentrates on the issue of how to teach about personalities within the subject of history at primary and secondary schools. The course focuses on the following focal topics:

- Where to find information about personalities
- What is a historical personality
- What makes a personality a personality (historical-philosophical reflection on the role of personality in history)
- An attempt at typology and personality (interdisciplinarity, the intersection between historiography, philosophy, psychology and sociology)
- Personality in general and national history, the question of the personalisation of history
- Personality and power
- Personality and culture
- Slovak personalities in the world
- World personalities in Slovakia
- How to teach about personalities in schools
- Personalities in history textbooks

**Recommended literature:**

Compulsory readings:

MACKOVÁ, M.: Paradigma osobnosti v slovenskom kultúrnom priestore. Bratislava : Eurokódex, 2015.

MAŤOVČÍK, A. – PARENIČKA, P.: Biografistika. Martin : Slovenská národná knižnica, 2005.

PARENIČKA, Pavol: Cvičenia z biografistiky. Žilina : EDIS, 2017.

Recommended readings:

ADERHOLD, K. (ed.): Tvorcovia svetových dejín. Zv. 1. – 4. Bratislava : SPN, Mladé letá, 2002 – 2004.

BÁRTA, M. – KOVÁŘ, M.: Lidé a dějiny. K roli osobnosti v historii v multidisciplinární perspektivě. Praha : Academia, 2017.

DRAPELA, V. J.: Přehled teorií osobnosti. Praha : Portál, 1997.

DÜLMEN, van Richard: Historická antropologie: Vývoj – Problémy – Úkoly. Praha : DOKOŘÁN, 2002.

FERENČUHOVÁ, B. a kol.: Biografia a historiografia. Slovenský, český a francúzsky pohľad. Bratislava : Prohistoria, 2012.

GREGUŠ, C.: Slovenskí rodáci svetu. Trnava : SSV, 1999.

HALL, C. S. – Lindzey, G.: Psychológia osobnosti. Bratislava : SPN, 2002.

MAŤOVČÍK, A. (red.): Biografický lexikón Slovenska. Zv. 1 – 5. Martin : SNK, 2002 – 2013.

ORTEGA, Y – GASSET, J.: Vzpoura davů. Praha : Naše vojsko, 1993.

PECKA, D.: Člověk a dějiny. Praha : Vyšehrad, 1969. SMÉKAL, Vladimír: Pozvání do psychologie osobnosti: člověk v zrcadle vědomí a jednání. Brno : Barrister&Principal, 2007.

**Languages necessary to complete the course:**

Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 227						
A	ABS	B	C	D	E	FX
66,08	0,0	28,63	2,64	2,2	0,0	0,44
<b>Lecturers:</b> prof. PhDr. Róbert Letz, PhD., Mgr. Filip Lopuch						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde003/22	<b>Course title:</b> Philosophical anthropology and axiology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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-axiological 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. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde003/22	<b>Course title:</b> Philosophical anthropology and axiology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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-axiological 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. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde016/22	<b>Course title:</b> Political Processes in Czechoslovakia after 1948
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Two hours lecture/week, 22 hours total per semester, combined; (primarily full-time) Student workload: 2PS (2 credits): 11 x 2 hours of direct instruction = 22 hours; 38 hours of seminar paper preparation; 10 hours of seminar paper presentation preparation. Total 60 hours of student work. Learning methods: discussion/colloquium on the subject; problem-solving, e-learning, project methods.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the intermediate assessment. The student will prepare a seminar paper on political trials. This work must be based on relevant historical literature (at least ten sources) and include a didactic-historical dimension. To obtain the final grade of A, a minimum of 91 points is required, and a minimum of 81 points is required for a grade of B points, for a grade C at least 73 points, for a grade D at least 66 points and a grade E at least 60 points. Credit will not be awarded to students who fail any of the four written examinations and score less than 15 points. To pass the course, a minimum of 60% of the grade. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student is familiar with the subject matter, he/she has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is familiar with the subject, mastery of the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student knows his/her way around the issue, learns, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is partial, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - results meet the minimum criteria, the student can orient only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the problem, does not know the most basic knowledge, and does not demonstrate the ability to think critically)	

**Learning outcomes:**

The course will teach students about one of the most important phenomena of post-1948 history - the fabricated political trials. They will learn about the causes that led to the emergence of trials and the functioning of the power mechanisms they were a part of. They will learn to recognise the nature of totalitarian regimes and be able to discuss the values of democracy. They will be able to analyse the manufactured trial as a social, political and propaganda phenomenon in the domestic and wider international context of the so-called Soviet bloc. They will acquire the ability to think critically and evaluate the recent past objectively.

**Class syllabus:**

Students will learn about the history of Slovakia in the 20th century in a cross-sectional way. It focuses on the key issues of the national history of the 20th century. It will help uncover taboo topics and understand contemporary society and its personalities. It concentrates on these central themes:

- What is the political trial, and what historical sources does it draw on
- Political trial as part of the power mechanism of non-democratic regimes
- An attempt to typologize and categorise political trial
- The image of the enemy in a political trial
- The mechanism of trial formation
- Justice and power
- The most important political trials in the Slovak, Czech-Slovak and Eastern European context
- Reactions of the society to the trials, reactions at home and abroad
- The issue of rehabilitation of victims
- The fate of the actors involved in the trials, their argumentation
- The role of propaganda in the construction of trials - how to teach about trials in schools

**Recommended literature:**

Compulsory readings:

KINČOK, Branislav: Politické procesy na Slovensku v rokoch 1948 – 1954. Bratislava : ÚPN, 2019.

LETZ, R. – MATULA, P. (eds.): Dokumenty k procesu s Viliamom Žingorom a spol. Bratislava : ÚPN, 2009.

LETZ, R. (ed.): Dokumenty k procesu s katolíckymi biskupmi Jánom Vojtaššákom, Michalom Buzalkom a Pavlom Gojdičom. Bratislava : ÚPN, 2007.

Recommended readings:

HALAMOVÁ, V.: Politické procesy v Československu 1949 – 1953. Ostrava : Moravapress, 2014.

IVANOV, M.: Milada Horáková. Justiční vražda. Praha : XYZ, 2018.

JABLONICKÝ, J.: Podoby násilia. Bratislava : Kalligram, 2000.

KAPLAN, K.: Zpráva o zavraždění generálního tajemníka. Praha : Mladá fronta, 1992.

KAPLAN, K.: Nekrvavá revoluce. Praha : Mladá fronta, 1993.

KAPLAN, K. – PALEČEK, P.: Komunistický režim a politické procesy v Československu. Brno : Barrister & Principal, 2001.

Kol.: Zločiny komunizmu na Slovensku 1948 – 1989. 1. a 2. diel. Prešov : Vydavateľstvo M. Vaška, 2001.

MANDZÁK, D. A. (ed.): Dokumenty k procesu s Augustinom A. Machalkom a spol. Bratislava : ÚPN, 2009.

PEŠEK, J.: Odvrátená tvár totality. Bratislava : HÚ SAV, 1998.

PEŠEK, J, LETZ, R.: Štruktúry moci na Slovensku 1948 – 1989. Prešov : Vydavateľstvo M. Vaška, 2004.

**Languages necessary to complete the course:**

Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 168						
A	ABS	B	C	D	E	FX
88,1	0,0	10,12	0,6	0,6	0,0	0,6
<b>Lecturers:</b> prof. PhDr. Róbert Letz, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde024/22	<b>Course title:</b> Processing and interpretation of statistical data
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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						
<b>Recommended literature:</b> Recommended reading: CHAJDIK, 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						
<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Lilla Koreňová, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde024/22	<b>Course title:</b> Processing and interpretation of statistical data
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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						
<b>Recommended literature:</b> Recommended reading: CHAJDIK, 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						
<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Lilla Koreňová, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde021/22	<b>Course title:</b> Protection of cultural and natural heritage
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Two hours lecture and seminar/week, 22 hours total per semester, combined; (primarily full-time); 2PS (2 credits): 11 x 2 hours of direct teaching # 22 hours; 20 hours of preparation for mid-term assessment; 18 hours of preparation for seminar paper presentation. Total 60 hours of student work; Discussion of the topic covered; incident method; experiential methods; e-learning; monologue methods.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student works on a seminar paper during the semester, which is handed in at the end of the teaching part of the semester. In the seminar paper, the student/learner will prepare documents for such registration of a potential, movable or immovable cultural monument, where he/she will also give a brief history of the development of this type of monument and describe its uniqueness within the national history of Slovakia and Central Europe. At the end of the class, he/she will present his/her proposal in about 15 minutes in front of his/her classmates and the teacher. The seminar paper comprises 60% of the total grade. Presentation of the project, participation in discussions and problem solving during the semester comprise 40% of the total grade. A final grade of A requires a score of at least 91%, a grade of B requires a score of at least 81%, a grade of C requires a score of at least 73%, a grade of D requires a score of at least 66%, and a grade of E requires a score of at least 60%. To pass the course, a minimum of 60% marks is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding results, the student is familiar with the subject matter, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable and proficient in the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the issue, has learned, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice),	

E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice),

Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, does not demonstrate the ability to think critically)

**Learning outcomes:**

The student learns the key terminology in the course Protection of cultural and natural heritage and knows the importance of institutions dealing with this issue. The student/learner perceives the protection of cultural heritage as an integral part and interconnectedness of the human and natural environment. Knows the basic history of national parks and the development of tangible and intangible monuments in Slovakia. Can elaborate a brief proposal for inscription among the monuments and the reasons for inscription on the UNESCO World Heritage List. The student is familiar with the primary literature on particular topics and knows the importance of promotion and education of cultural and natural heritage. The course graduate can identify the essential architectural elements and therefore knows their terminology.

**Class syllabus:**

The course deals with the protection of cultural and natural monuments with emphasis on the territory of Slovakia. The individual categories of cultural heritage emphasise the starting point of the environment from which they draw spiritually and materially and in which they have developed historically.

- Introduction to the course "Protection of Monuments and Cultural Heritage". Familiarisation with the course, the course's organisational structure, and the assessment method.

- Organisations and institutions involved in the education and protection of monuments and cultural heritage in Slovakia, Europe and globally.

- Terms, glossaries and terminology used in the conservation of monuments.

- Castles and chateaux on the territory of Slovakia. Origin, development, transformation, disappearance, research and protection of these buildings.

- Development of towns in Slovakia - individual phases and periods of development of towns in the territory of Slovakia.

- The folk culture of Slovakia - traditions, customs, folklore, folk architecture, crafts...

- Regions of Slovakia - The most important monuments in individual historical regions of Slovakia and their development depending on the cultural and natural environment.

- Discussion with an employee of the Monuments Office of the Slovak Republic.

- Excursion.

- Natural monuments and their protection in Slovakia

**Recommended literature:**

Compulsory:

ZDECHOVANOVÁ, D. – BOCKOVÁ, A. – PÁNIK, P. (eds.): Inovatívne prístupy v ďalšom vzdelávaní učiteľov v oblasti kultúrneho a prírodného dedičstva. Metodická príručka. Bratislava : Strom života, 2006.

KAČÍREK, Ľ.: Kultúrne dedičstvo Slovenska. Bratislava : Muzeológia a kultúrne dedičstvo, o. z., 2016.

Recommended readings:

BEŇUŠKOVÁ, Z.: Ľudová kultúra. Bratislava : DAJAMA, 2010.

BOCKOVÁ, A. – BENEŠ, Z. – JESZKE, P. – TONKOVÁ, M.: Dejiny stredoeurópskeho priestoru a kultúrne dedičstvo stredoeurópskych štátov v študijnom (edukačnom) programe stredoeurópskych univerzít. In: Quo vadis, univerzitné vzdelávanie, veda a výskum na pedagogických fakultách? : v odboroch pripravujúcich učiteľov, logopédov, špeciálnych

pedagógov, sociálnych pracovníkov, liečebných a sociálnych pedagógov [elektronický zdroj]  
 Bratislava : Univerzita Komenského, 2011.  
 DVOŘÁKOVÁ, Viera: Svetové kultúrne dedičstvo UNESCO. Bratislava : DAJAMA, 2009.  
 DVOŘÁKOVÁ, V. – KOLLÁR, D.: Najkrajšie mestá. Bratislava : DAJAMA, 2007.  
 KOLLÁR, D. – NEŠPOR, J.: Hrady – najkrajšie zrúcaniny. Bratislava : DAJAMA, 2007.  
 KOLLÁR, D. – NEŠPOR, J.: Hrady a zámky. Bratislava : DAJAMA, 2008.  
 KRESÁNEK, P.: Slovensko – Ilustrovaná encyklopédia pamiatok: historická architektúrapamiatky výtvarného umenia, pamätihodnosti. Bratislava : Simplicissimus encyklopedia. 2014.  
 REŽNÁ, N. a kol.: Parky a záhrady. Bratislava : DAJAMA, 2010.  
 Audiovisual sources, documentary films.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 32

A	ABS	B	C	D	E	FX
93,75	0,0	0,0	6,25	0,0	0,0	0,0

**Lecturers:** Mgr. Pavol Makyna, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde018/22	<b>Course title:</b> Psychological analysis of school educational situations
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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., MINAROVÍČOVÁ, 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., MINAROVÍČOVÁ, 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:**

<b>Last change:</b> 10.11.2022
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde018/22	<b>Course title:</b> Psychological analysis of school educational situations
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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., MINAROVÍČOVÁ, 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., MINAROVÍČOVÁ, 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:**

<b>Last change:</b> 10.11.2022
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde016/22	<b>Course title:</b> Religious studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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). Repetitóriium 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 svetových náboženstiev. 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						
<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b>						
<b>Past grade distribution</b> 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
<b>Lecturers:</b> Mgr. Michal Bizoň, PhD.						
<b>Last change:</b> 27.02.2024						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde016/22	<b>Course title:</b> Religious studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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). Repetitóriium 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 svetových náboženstiev. 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. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde008/22	<b>Course title:</b> Seminar on Theory and Methodology of History Teaching
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar/week; total 22 hours per semester, full-time student workload: 2S (2 credits): 11 x 2 hours of direct instruction = 22 hours; 28 hours of seminar work on the subject matter with defence. Total 50 hours of student work. Educational methods: E-U-R (evocation-awareness-reflection); analysis and review of texts, iconic texts and educational materials; brainstorming; instruction; creation of educational aids, project method; problem-based learning method; teamwork; discussion of the subject task; chain discussion; SWOT analysis	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100 % of the intermediate verbal and scored marks. During the semester, the student reflects the content of the course's thematic focus by presenting the solved tasks and applying the E-U-R method. In the mid-term and final evaluation of the student's work output, the student receives feedback using verbal and team evaluation scores. SWOT analysis is applied in the final assessment. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D and at least 60 points for a grade of E. Credit will not be awarded to students who obtain less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student has a broad, compact knowledge in the specialised field of the discipline and can creatively and originally apply them in theoretical and practical contexts, is oriented in the current state of knowledge of borderline scientific disciplines, conceptually thinks in the creation of methodological (educational) materials, responsibly works independently and in groups, can actively acquire information and professionally communicate them and creatively apply them in solving problem tasks. He/she knows the latest trends in modern didactics of history and can consider the suitability of their application to history practice within the educational field of Human and Society. B (90-81%, very good - above average standard, the student is oriented in the issue, knows it, can independently acquire new knowledge, and solve professional tasks, but his/her critical,	

constructive thinking is borderline when analysing and assessing the planes of normative and reflective didactics),

C (80-73%, good - normal reliable work, although the student can orient himself in the problem, independently search and analyse information, can learn, but he cannot think critically and constructively enough, evaluate the issues solved, and apply the acquired knowledge creatively and conceptually in broader theoretical and practical contexts),

D (72-66%, satisfactory - acceptable results, the student can orientate himself in the problem at a basic level, his knowledge is fragmented and incomplete, and at a lower level of satisfaction, he also applies transferable knowledge of the field and related disciplines, in the area of factual, conceptual, procedural and metacognitive knowledge he shows more serious deficiencies),

E (65-60%, sufficient - the results meet the minimum criteria, the student can orient himself in the problem only with great difficulty, he knows only the most basic knowledge, he does not demonstrate the ability to think critically and does not apply the acquired knowledge in a systematic way to the solution of practical tasks),

Fx (59-0%, insufficient - additional work is required, the student cannot orient himself/herself in the problem, does not master the most basic knowledge, does not demonstrate the ability to argue and think critically)

### **Learning outcomes:**

By solving the continuously assigned tasks at the seminar, the student acquires the necessary competencies for the creative work of a history teacher. By completing the course, he/she will be able to evaluate historical events more comprehensively and process larger thematic units into more comprehensible, diverse "images" of the past - appropriate for understanding pupils of different age categories and mental maturity. Using concrete examples, it analyses the relationship between historical science and history and applies the transfer of theory to school practice.

### **Class syllabus:**

By analysing the topics, the student will gain knowledge about the theoretical and practical transformations of history educational practice and the possibilities of applying modern methods and strategies recommended for teaching and learning of pupils in primary and secondary schools. Through the creative activity, the student will gain intellectual, practical, and emotional experience and insight into the process of modernising history teaching.

The course content focuses on the following focal topics and activities:

- Discussion of the "big questions of history - the past for the future", the selection and updating of the history curriculum with emphasis on the aspect of interdisciplinary connections.
- The selection and interpretation of examples highlighting the specificities and peculiarities of history education in terms of the difficulty of acquiring historical knowledge. The teacher as a motivator of pupils' learning.
- Analysis and comparison of documents for teaching history from 1918 to 1993 on the territory of Czechoslovakia. Creation of reviews from a contemporary perspective.
- Graphical representations of models of history teaching in Slovakia since 1993 and current perspectives of history education.
- Analysis and discussion of the recommendations of the RE to the Ministers of Education of the Member States on the teaching of history in the 21st century.
- Didactical analysis of the curriculum and the functionality of linking local, national, and transnational history. Methodology of historical cognition, developing factual, conceptual, and procedural knowledge. Didactic analysis of the curriculum applied to a specific history curriculum.
- Creation of a timeline/axis with the graphic marking of contextual connections within the larger thematic unit being studied.



- Application of the method of multiperspectivity as one of the most challenging methods of history teaching (on a selected topic).
- Effectiveness of educational aids (techniques) in fixing knowledge (mind maps, historical and geographical maps, multimedia aids, infographics, etc.). Creation of concrete demonstrations (according to the choice of the activity) and argumentative justification of their functionality.
- Identifying the positives and negatives of the assessment process of pupils' performance in history lessons.
- Historical memory, myths and stereotypes - "the presence of the past", students' attitude towards history and the subject of History. Analysis of available findings of empirical research.

### **Recommended literature:**

Required reading:

BOCKOVÁ, A.: Ako reflektujú slovenskí študenti dejepis a históriu? In: Verbum historiae, 2/2014.

BOCKOVÁ, A.: Výučba dejepisu ako pedagogický problém (pohľad na funkčnosť dejepisného vzdelávania a funkčnosť faktografie). In: Verbum historiae 1. Prešov : Vydavateľstvo M. Vaška, 2009.

ČAPEK, R.: Moderní didaktika dějepisu. Lexikon výukových a hodnoticích metod. Praha : Grada, 2015.

HUMAJ, R. – BOHUNICKÁ, J: Z histórie spoločnosti. Bratislava: Raabe, 2018.

JANČURA, M. – BOJKOVÁ, A. (ed.): Dejiny tvoríš ty! História, škola, verejný priestor. Košice: Univerzita Pavla Jozefa Šafárika, 2019.

RYBENSKÁ, Klára: Moderní přístupy k výuce dějepisu. Hradec Králové : UHK, 2020.

Recommended reading:

BAUMANN, E.: Koncepcia historickej empatie ako inovatívny prístup v didaktike dejepisu. In : Duchoňová, J.-Hošová,D.-Koleňáková, R.Š: (eds.): Inovatívne trendy v odborových didaktikách. Prepojenie teórie a praxe výučbových stratégií kritického a tvorivého myslenia. Nitra : Univerzita Konštantína Filozofa, 2019.

BOCKOVÁ, A.: Empirický prieskum. Metodika stáže. Bratislava : Univerzita Komenského, 2021.

BOCKOVÁ, A.: Konfrontácie vo výučbe súčasných dejín. In: I mlčení je lež. Ostrava : Občanské sdružení Pant, 2009.

BURIAN, V.: Trendy, ktoré možno zatrasú školami. In: Dobrá škola, roč. 7, 2015, č. 3.

HAVELKOVÁ, Lenka – HANUS, Martin: Rozvoj mapových dovedností ve výuce dějepisu. In: Geografické rozhledy, 2015, 24 (5), s. 14-15.

JANČURA, M., BOJKOVÁ, A. (ed): Dejiny tvoríš ty! História, škola, verejný priestor. Košice: Univerzita Pavla Jozefa Šafárika, 2019.

KMEŤ, M.: História a dejepis (Vybrané kapitoly z didaktiky dejepisu). Banská Bystrica : Univerzita Mateja Bela, 2017.

LABISCHOVÁ, D.-GRACOVÁ, B.: Příručka k didaktice dějepisu, Ostrava : Ostravská univerzita v Ostrave, 2010.

NÁVOJSKÝ, A.: Dejepis. In: Globálne vzdelávanie ZŠ. Metodická príručka pre učiteľky a učiteľov 2. stupňa ZŠ. Biológia, dejepis, výtvarná a hudobná výchova umením, geografia, občianska náuka. Bratislava: Človek v ohrození, o. z. 2014.

Odporúčania RE ministrom školstva členských štátov pre výučbu dejepisu v 21. storočí. Bratislava : Informačná kancelária RE, 2001.

SLÁDKOVÁ, K.: Virtuálna cesta Myjavou. In : Myjavský región v didaktických variáciách.

Diplomová práca. Bratislava : Pedagogická fakulta UK v Bratislave, 2021. Dostupné na internete: <https://www.fedu.uniba.sk/sucasti/katedry/katedra-historie/dejepis-pre-21-storocie/>

STRADLING, R.: Multiperspektíva v dejepisnom vzdelávaní. Bratislava : Metodické centrum mesta Bratislavy, 2007.  
 TUREK, I.: Kľúčové kompetencie. Bratislava : Metodicko-pedagogické centrum v Bratislave, 2003.  
 Metodický pokyn č. 21/2011- na hodnotenie a klasifikáciu žiakov stredných škôl.  
 Metodický pokyn č. 22/2011- na hodnotenie a klasifikáciu žiakov základných škôl.  
 Učebnice dejepisu pre základné školy, gymnáziá a stredné školy;  
 Inovovaný Štátny vzdelávací program pre vzdelávaciu oblasť Človek a spoločnosť - dejepis,  
 dostupný na: [www.statpedu.sk](http://www.statpedu.sk)

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 217

A	ABS	B	C	D	E	FX
50,23	0,0	35,48	10,6	0,92	0,0	2,76

**Lecturers:** Mgr. Ivana Dendys, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde017/22	<b>Course title:</b> Slovak political exile in the 20th century
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture and seminar/week, a total of 22 hours per semester, combined; (primarily full-time) Student workload: 2PS (2 credits): 11 x 2 hours direct instruction = 22 hours; 38 hours seminar preparation 38 hours of preparation for the seminar paper; 10 hours of preparation for the presentation of the seminar paper. Total 60 hours of student work. Learning methods: discussing the topic, problem-solving exercises, e-learning, and project methods.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the intermediate assessment. The student writes a seminar paper on Slovak political exile in the 20th century. The thesis must be based on relevant historical literature (at least ten sources) and include a historical-didactic dimension. To obtain a final grade of A, a minimum of 91 points is required, a grade of B at least 81 points, a grade of C at least 73 points, a grade of D at least 66 points and at least 60 points for an E grade. Credit shall not be awarded to students with less than 15 points in any of the four written examinations. Successfully passing the course requires a minimum of 60% of the course grade. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student is familiar with the subject matter, he/she has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is familiar with the subject, mastery of the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student knows his/her way around the issue, learns, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his knowledge is partial, he does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - results meet the minimum criteria, the student can orient only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student cannot navigate the problem, does not know the most basic knowledge, and does not demonstrate the ability to think critically.	

**Learning outcomes:**

In the course, students will learn about a significant but little-treated phenomenon of the Slovak political exile. They will learn about the causes that led to the emergence of the exile and its waves of 1938/1939, 1945, 1948 and 1968. They will acquire knowledge that will enable them to navigate the complex issues of exile, its currents and personalities. They will be able to orient themselves in exile magazine and book production. They will be able to classify the phenomenon of the Slovak exile in a broader European and world context and compare it with the exiles of other nations.

**Class syllabus:**

The course introduces students to basic information about the Slovak political exile in the 20th century. It focuses on the key issues of this phenomenon, international contexts. It characterises the individual exile waves (1938-1939, 1945, 1948, 1968) and their personalities. It focuses on the following key themes:

- What is exile, the definition of the terms: migration, emigration and exile
- Since when can we talk about the Slovak political exile?
- Causes of exile and its intensity, countries where exile was directed
- The exile wave of 1938 and 1939 and its personalities, inclusion in the context of anti-fascist resistance
- The exile wave of 1945 and its personalities, inclusion in the context of post-war exiles from Central Europe
- The exile wave of 1948 and its personalities, Placement in context
- The significance of the exile waves in relation to the anti-communist resistance
- The 1968 exile wave and its personalities
- The interrelationships of the individual exile waves
- The church-oriented exile and its centres Rome, Cleveland, Cambridge (Ontario)
- Attitudes and evaluations of the exile by the domestic political regimes
- An assessment of the significance of the Slovak exile in the 20th century
- A review of the Slovak exile in the 20th century.
- How to teach about exile.

**Recommended literature:**

Compulsory readings:

JASEK, P. (ed.): Politický exil z krajín strednej a východnej Európy. Motívy, stratégie, aktivity a perspektívy na Východe a Západe, 1945 – 1989. Bratislava : ÚPN, 2017.

ŠPETKO, J.: Slovenská politická emigrácia v 20. storočí. Praha : Danubius, 1994.

Recommended readings:

BERNADIČ, J. M.: O emigrantoch a utečencoch. Bratislava : Postscriptum, 2008.

BRAXÁTOR, F.: Slovenský exil 68. Bratislava : LÚČ, 1992.

CABADAJ, P.: Slovenský literárny exil. Martin : Matica slovenská, 2002.

CHOVAN-REHÁK, J. a kol.: Slovenský povojnový exil. Martin : Matica slovenská, 1998.

JASEK, P. (ed.): Svetový kongres Slovákov v zápase proti komunistickému režimu. Bratislava : ÚPN, 2018.

KAPLAN, K.: Poúnorový exil 1948-49. Liberec : Dialog, 2007.

KRATOCHVÍL, J.: Český a slovenský exil 20. století. Brno : Meadow Art, 2003.

LIČKO, M.: Ako chutí cudzina. Bratislava : Kalligram, 1999.

PEŠEK, J.: Slovenský poválečný exil. Bratislava : Historický ústav SAV, 2011.

REPKA, V.: Rozhovory z diaľky. Martin : Matica slovenská, 2000.

ŠPETKO, J.: Líšky kontra ježe. Slovenská politická emigrácia 1948 – 1989. Bratislava : Kalligram, 2002.

**Languages necessary to complete the course:**

Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 115						
A	ABS	B	C	D	E	FX
86,96	0,0	8,7	1,74	0,87	0,87	0,87
<b>Lecturers:</b> prof. PhDr. Róbert Letz, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde026/22			<b>Course title:</b> Strategies for developing student creativity			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Barbora Jaslovská, PhD., Mgr. Peter Ostradický, PhD., Mgr. Adriana Poliaková, PhD., doc. Mgr. Martin Kuruc, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde026/22		<b>Course title:</b> Strategies for developing student creativity				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Barbora Jaslovská, PhD., Mgr. Peter Ostradický, PhD., Mgr. Adriana Poliaková, PhD., doc. Mgr. Martin Kuruc, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde011/22	<b>Course title:</b> Teaching history in the 21st century
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar/week, total per semester 22 hours, attendance method 2S (2 credits): 11x 2 hours of direct teaching = 22 hours; 38 hours of preparation for the interim assessment; A total of 60 hours of student work. Connection of theoretical system analysis of current links between Historiography and Teaching History with a practical exercise of the possibilities of classical and newly emerging methods of school interpretation of History: moderated discussions on particular topics and the presented specific outputs of the seminar participants, systematically increased attention paid to student evaluations of works presented by their colleagues and mutual presentation of the most successful works of the participants of one group of the seminar to the participants of the other group, feedback also provided by individual contacts of the respective student's works with the lecturer.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the interim assessment. The final forms of the students' three ongoing seminar outputs are submitted during the examination period. At least 91 points are required to obtain a final grade of A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. To successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-91%, excellent – excellent, outstanding results, the student actively demonstrates an entire analytical perception of all parts of the issue - i.e. questions of selecting and making historical topics available for history teaching education and presents his perception precisely and interestingly in his outputs assigned by the lecturer), B (90-81%, very good – above average standard, the student actively demonstrates his successful analytical skills in assessing selection questions and making historical topics accessible in School history, his argumentation regarding the possible paths of History Teaching in the 21st century, however, is sometimes not fully precise), C (80-73%, good – usual reliable work, the student moves safely in the area of reproducing the information obtained, but only with difficulty applies and synthesises the acquired knowledge when solving model situations of own outputs),	



D (72-66%, satisfactory - acceptable results, the student orients himself in the basic causal issues of both contexts, he rarely participates in discussions, his ability to independently present the issues of choosing historical topics for historical education and the issue of their functional accessibility is only superficial and considerably limited,

E (65-60%, sufficient - the results meet the minimum criteria, the student navigated the professional issue only with great difficulty and in a rigid manner, did not participate in the discussion on his initiative and could not formulate his view on solving specific questions of his future specialisations),

Fx (59-0%, insufficient – additional work is required, the student does not know how to navigate the issue, did not master most of the most basic information of the seminar, or the required outputs are also missing)

### **Learning outcomes:**

Graduates of the course can actively and systematically transpose specific historical topics representing national and transnational issues of European history (mainly Central European areas issues) to the current topics of history teaching while searching, analysing and comparing the existing modern domestic and foreign multimedia means of their teaching by simultaneously submitting and formally presenting their proposals for the inclusion of possible new topics in the teaching of history in the Slovak Republic and show ways of their practical teaching through the modern methodology and possible technologies. The outcome of the course should therefore be the completion of the professional training of the future teacher so that he moves with confidence in both levels of the professional side of his profession – in academic and school history.

### **Class syllabus:**

The relationship between historiography and history. Are the goals of academic and school historiography different?

- Current functionality of history. Common European and national problems of History Teaching
- From the "New History" in the historiography of the second half of the 20th century to the consequences: the history of the turn of the 20th/21st century. What is more important, "past" or "memory"? On specific examples of selected historical teaching topics.
- Chances and limits of digitised teaching of history (Digital technologies in reality.)
- "Edutainment" as a path or goal of modern history teaching - chances and limits (modulation computer games, possibilities of historical overlaps of pop music, literature, natural sciences)
- Possibilities of counterfactual history in History teaching
- Specifying the forms of student outputs, final presentations of works

### **Recommended literature:**

Compulsory:

CENTKOWSKI, J.: O formování evropského modelu školní historické výchovy. In: Historie a škola III. Praha : Ústav pro informace ve vzdělávání, 2006.

TONKOVÁ, M.: Dejepis na Slovensku v čase kultúrnej transformácie : problém historickej vedy i problém teórie vyučovania. In: Verbum historiae 2/2014.

TONKOVÁ, M.: Predstavy a realita - skúsenosti s digitalizáciou dejepisného učiva a dejepisnej výučby v Slovenskej republike In: Sborník prací Pedagogické fakulty

Masarykovy univerzity, řada společenských věd, roč. 25, č. 2, Brno 2011

Recommended readings:

TONKOVÁ, M.: Prítomnosť minulosti: slovenské učebnice dejepisu ako prameň pre výskum histórie a historickej pamäti – možnosti prípadových štúdií. In: Verbum historiae 1/2019.

COWLEY, R.. (ed.): Co by bylo, kdyby. Praha : Academia 2005.

FERRO, M.: Jak se vyprávějí dějiny dětem po celém světě. Praha : Academia 2019.

LIPTÁK, Ľ.: Historické pojmy. In: Storočie dlhšie ako sto rokov, Bratislava : Kalligram 1999, 2011. LIPTÁK, Ľ.: Čo sú slovenské dejiny? Konflikt politiky a vedy. In: Storočie dlhšie ako sto rokov, Bratislava : Kalligram 1999, 2011. Multimedia aids and teaching multimedia resources: The Map as History – a multimedia Atlas <a href="https://www.the-map-as-history.com/">https://www.the-map-as-history.com/</a> ; videá MŠ VVaŠ SR viki(iedu.sk); historical videogames: Attentat 1942 (2017), Kingdom Come/Deliverance (2018). Učebnice dejepisu SR pre ZŠ a gymnáziá vydané po r. 1989						
<b>Languages necessary to complete the course:</b> Slovak and Czech languages						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 123						
A	ABS	B	C	D	E	FX
85,37	0,0	13,82	0,81	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Miriam Viršínská, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde005/22	<b>Course title:</b> Teaching practice 1 (A)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 2t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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.

<p>Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.</p> <p>Final colloquium of Teaching practice 1 (A):</p> <p>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.</p>																				
<p><b>Recommended literature:</b></p> <p>Recommended reading:</p> <p>ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4</p> <p>DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6</p> <p>IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7</p> <p>KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4</p> <p>KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8</p> <p>KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6</p> <p>National curriculum for ISCED 2 and ISCED 3</p> <p>Pedagogical documentation according to subject specialization.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak, English and Czech (in the case of language subject approbations also the target language)</p>																				
<p><b>Notes:</b></p> <p>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).</p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 1007</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>80,64</td><td>0,0</td><td>12,61</td><td>2,68</td><td>1,49</td><td>0,99</td><td>1,59</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	80,64	0,0	12,61	2,68	1,49	0,99	1,59
A	ABS	B	C	D	E	FX														
80,64	0,0	12,61	2,68	1,49	0,99	1,59														
<p><b>Lecturers:</b></p>																				
<p><b>Last change:</b> 10.11.2022</p>																				
<p><b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde005/22	<b>Course title:</b> Teaching practice 1 (A)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 2t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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.

<p>Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.</p> <p>Final colloquium of Teaching practice 1 (A):</p> <p>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.</p>																				
<p><b>Recommended literature:</b></p> <p>Recommended reading:</p> <p>ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4</p> <p>DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitelů. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6</p> <p>IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7</p> <p>KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4</p> <p>KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8</p> <p>KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6</p> <p>National curriculum for ISCED 2 and ISCED 3</p> <p>Pedagogical documentation according to subject specialization.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak, English and Czech (in the case of language subject approbations also the target language)</p>																				
<p><b>Notes:</b></p> <p>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).</p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 1007</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>80,64</td><td>0,0</td><td>12,61</td><td>2,68</td><td>1,49</td><td>0,99</td><td>1,59</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	80,64	0,0	12,61	2,68	1,49	0,99	1,59
A	ABS	B	C	D	E	FX														
80,64	0,0	12,61	2,68	1,49	0,99	1,59														
<p><b>Lecturers:</b> 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.</p>																				
<p><b>Last change:</b> 10.11.2022</p>																				
<p><b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.</p>																				



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde006/22	<b>Course title:</b> Teaching practice 1 (B)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 2t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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.

<p>Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.</p> <p>Final colloquium of Teaching practice 1 (B):</p> <p>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.</p>																				
<p><b>Recommended literature:</b></p> <p>Recommended reading:</p> <p>ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4</p> <p>DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitelů. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6</p> <p>IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7</p> <p>KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4</p> <p>KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8</p> <p>KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6</p> <p>National curriculum for ISCED 2 and ISCED 3</p> <p>Pedagogical documentation according to subject specialization.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Language required for the course:</p> <p>Slovak, English and Czech (in the case of language subject approbations also the target language)</p>																				
<p><b>Notes:</b></p> <p>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).</p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 958</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>76,72</td><td>0,0</td><td>14,3</td><td>5,01</td><td>1,15</td><td>1,67</td><td>1,15</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	76,72	0,0	14,3	5,01	1,15	1,67	1,15
A	ABS	B	C	D	E	FX														
76,72	0,0	14,3	5,01	1,15	1,67	1,15														
<p><b>Lecturers:</b></p>																				
<p><b>Last change:</b> 10.11.2022</p>																				
<p><b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde006/22	<b>Course title:</b> Teaching practice 1 (B)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 2t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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.

<p>Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.</p> <p>Final colloquium of Teaching practice 1 (B):</p> <p>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.</p>																				
<p><b>Recommended literature:</b></p> <p>Recommended reading:</p> <p>ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4</p> <p>DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6</p> <p>IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7</p> <p>KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4</p> <p>KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8</p> <p>KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6</p> <p>National curriculum for ISCED 2 and ISCED 3</p> <p>Pedagogical documentation according to subject specialization.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Language required for the course:</p> <p>Slovak, English and Czech (in the case of language subject approbations also the target language)</p>																				
<p><b>Notes:</b></p> <p>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).</p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 958</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>76,72</td><td>0,0</td><td>14,3</td><td>5,01</td><td>1,15</td><td>1,67</td><td>1,15</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	76,72	0,0	14,3	5,01	1,15	1,67	1,15
A	ABS	B	C	D	E	FX														
76,72	0,0	14,3	5,01	1,15	1,67	1,15														
<p><b>Lecturers:</b> doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Ivana Dendys, PhD., Mgr. Dominika Weisssová, PhD., Mgr. Lucia Hlavatá, PhD., Ing. Eva Tóblová, PhD., PaedDr. Eva Smetanová, PhD., prof. György Domokos, PhD.</p>																				
<p><b>Last change:</b> 10.11.2022</p>																				
<p><b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde007/22	<b>Course title:</b> Teaching practice 2 (A)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 3t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitel'a. 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. Učiteľské 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. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde007/22	<b>Course title:</b> Teaching practice 2 (A)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 3t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitel'a. 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. Učiteľské 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:** 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. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde008/22	<b>Course title:</b> Teaching practice 2 (B)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 3t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitel'a. 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. Učiteľské 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 Weisssová, PhD., Mgr. Lucia Hlavatá, PhD., PaedDr. Eva Smetanová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde008/22	<b>Course title:</b> Teaching practice 2 (B)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 3t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitel'a. 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. Učiteľské 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. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde015/22	<b>Course title:</b> Textbook and educational resources creation and evaluation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b>	

<p><b>Brief outline of the course:</b></p> <p>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.</p>																				
<p><b>Recommended literature:</b></p> <p>Recommended reading:</p> <p>GAVORA, P., et al. How to develop students' reading comprehension. Nitra: Enigma, 2008.</p> <p>KNECHT, P., JANIK, T. et al. Textbooks from the perspective of pedagogical research. Brno: Paido, 2008.</p> <p>MAŇÁK, J., KNECHT, P. Textbook evaluation. Brno: Paido, 2007.</p> <p>MAŇÁK, J., KLAPKO, D. Textbooks under the magnifying glass. Brno: Paido, 2006.</p> <p>NOGOVÁ, M. et al. The procedure of creating and publishing textbooks. Bratislava : ŠPÚ, 2005.</p> <p>PŠENÁKOVÁ, I. Creation of didactic interactive materials and criteria of their quality evaluation. Trnava: Faculty of Education, Trnava University of Technology, 2021</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>slovak and czech</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 76</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>93,42</td><td>0,0</td><td>1,32</td><td>1,32</td><td>0,0</td><td>0,0</td><td>3,95</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	93,42	0,0	1,32	1,32	0,0	0,0	3,95
A	ABS	B	C	D	E	FX														
93,42	0,0	1,32	1,32	0,0	0,0	3,95														
<p><b>Lecturers:</b> Ing. Mgr. Jozef Strakoš, PhD.</p>																				
<p><b>Last change:</b> 10.11.2022</p>																				
<p><b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde015/22	<b>Course title:</b> Textbook and educational resources creation and evaluation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b>	

<p><b>Brief outline of the course:</b></p> <p>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.</p>																				
<p><b>Recommended literature:</b></p> <p>Recommended reading:</p> <p>GAVORA, P., et al. How to develop students' reading comprehension. Nitra: Enigma, 2008.</p> <p>KNECHT, P., JANIK, T. et al. Textbooks from the perspective of pedagogical research. Brno: Paido, 2008.</p> <p>MAŇÁK, J., KNECHT, P. Textbook evaluation. Brno: Paido, 2007.</p> <p>MAŇÁK, J., KLAPKO, D. Textbooks under the magnifying glass. Brno: Paido, 2006.</p> <p>NOGOVÁ, M. et al. The procedure of creating and publishing textbooks. Bratislava : ŠPÚ, 2005.</p> <p>PŠENÁKOVÁ, I. Creation of didactic interactive materials and criteria of their quality evaluation. Trnava: Faculty of Education, Trnava University of Technology, 2021</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>slovak and czech</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 76</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>93,42</td><td>0,0</td><td>1,32</td><td>1,32</td><td>0,0</td><td>0,0</td><td>3,95</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	93,42	0,0	1,32	1,32	0,0	0,0	3,95
A	ABS	B	C	D	E	FX														
93,42	0,0	1,32	1,32	0,0	0,0	3,95														
<p><b>Lecturers:</b> Ing. Mgr. Jozef Strakoš, PhD.</p>																				
<p><b>Last change:</b> 10.11.2022</p>																				
<p><b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde015/22	<b>Course title:</b> The Emergence, Development and Disintegration of the Soviet Bloc
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, total per semester 22 hours, attendance method 2P (2 credits): 11x 2 hours of direct teaching = 22 hours; 10 hours of preparation for the interim assessment; 28 hours of preparation for the exam. A total of 60 hours of student work. Dialogic form of lectures, feedback - student reflection of the functionality of the information obtained at the end of the lectures, fixation of the presented information through two ongoing partial outputs), an exam in the form of a colloquium aimed at deepening the professional and communication skills of graduates and teamwork in the analysis of controversial topics.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 40% of the interim and 60% of the final assessment. The student prepares two partial outputs during the semester and takes an oral exam during the exam period. At least 91 points are required to obtain a final grade of A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be awarded to a student who receives less than 15 points from any of the two written examinations. To successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-91%, excellent – excellent, outstanding results, the student is thoroughly and safely oriented in the narrower and broader contexts of the issue, his individual written outputs precisely analysed and compared the relevant topic in the colloquium interview he demonstrates the desired professional and the communication approach B (90-81%, very good – above average standard, the student can orientate himself safely in the narrower and wider context of the issue, his individual written outputs are successful although not fully precise, he manages communication well in a team interview), C (80-73%, good – usual reliable work, the student knows how to navigate the issue, but cannot apply the acquired knowledge equally successfully in a team professional discussion), D (72-66%, satisfactory - acceptable results, the student knows how to orientate himself in the issue at a gapped basic level, controls rather partial factual data, written outputs are not adequate to the requirements of the context),	

E (65-60%, sufficient – the results meet the minimum criteria, the student knows how to navigate the issue only with great difficulty, he only has the most basic partial knowledge, his ability to independently summarise the presentation of any context in the professional colloquium is almost zero),

Fx (59-0%, insufficient – additional work is required, the student does not know how to navigate the issue, does not master the most basic knowledge, or lacks the required ongoing outputs)

### **Learning outcomes:**

The course aims to shed light on one of the most influential and the most complicated phenomena of the 20th Century development - the application of the totalitarian doctrine of communist socialism in the satellite states of the USSR in its essential milestones from the final operations of the Second World War to the collapse of the USSR. A graduate of the course can define the main problems and aspects of this development, from political and economic to the history of everyday life and is more precisely aware of the connection between the growth of this phenomenon and the development in Slovakia. This type of professional knowledge will create a specific background for his expected professional orientation as a teacher: it will enable him to move professionally in one of the most complicated and emotionally burning topics and, simultaneously, the least covered topics of Slovak History Teaching.

### **Class syllabus:**

- Political, economic and social analysis of the Soviet bloc development in the years 1944 – 1989: from its origin to internal degradation:
- Allied system of the USSR - the USSR and the formation of the so-called people's democracies at the beginning of the Cold War, the internal post-war development of the USSR and the consequences for the formation of stronger ties between the countries of the allied system, questions about the internal routing of countries under Soviet influence
- Stalinism and the first wave of crises in the countries of the communist bloc (Soviet state and society in 1948-1953). What is "Sovietization": the Soviet model in the countries of Central and Eastern Europe and the Yugoslav question.
- The welfare state of the second half of the 20th century in the practice of communist socialism – social and economic development of the Soviet bloc countries during the 1950s and 1960s, their standard features and specifics.
- The Yugoslav model of communism and its influence in the bloc.
- The Soviet bloc at the beginning of the third industrial revolution: the political and economic development of the USSR during the L. I. Brezhnev's time as a development from attempts to reform the system to the onset of neoconservatism; the consequences of neo-Stalinism (Brezhnevism) on the bloc countries (a new internal division of the "united" countries of the bloc).
- The collapse of the USSR and the collapse of the Soviet bloc - economic, social, political and ethical issues

### **Recommended literature:**

Compulsory:

MOULIS, V. – VALENTA, J. - VYKOUKAL, J.: Vznik, krize a rozpad sovětského bloku. Ostrava: Amosium 1991.

TONKOVÁ, M.: Nad súčasnými otázkami o komunistických koncepciách a predstavách o integrácii východnej Európy po druhej svetovej vojne) In: Integrované a dezintegrované procesy v strednej Európe v 20. storočí. - Bratislava : Veda SAV, 2008.

TONKOVÁ, M.: Balkánske krajiny v čase prvých povojnových parlamentných volieb. In: Prvé povojnové voľby v strednej a juhovýchodnej Európe. - Bratislava : Veda, 1998

Recommended readings:

VYKOUKAL, J. – LITERA, B. – TEJCHMAN, M.: Východ. Praha : Libri, 2000.



TONKOVÁ, M.: Zápas o interpretáciu komunistickej doktríny počas formovania a upevňovania politickej moci komunistických strán v balkánskom regióne. In: Stredná a juhovýchodná Európa v politike veľmocí: Sondy do vývoja 2. - Bratislava : Historický ústav SAV, 1994.

TONKOVÁ, M.: Balkánske krajiny v období formovania východného bloku. In: Stredná a juhovýchodná Európa: Sondy do vývoja v 40. rokoch. Bratislava : Historický ústav SAV, 1992.

Kol: Cesty k trhovému hospodárstvu. Bratislava : Ekonomický ústav SAV, 1993

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 53

A	ABS	B	C	D	E	FX
56,6	0,0	33,96	7,55	0,0	0,0	1,89

**Lecturers:** PhDr. Mária Tonková, CSc.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde022/22	<b>Course title:</b> The History of Science and Technology
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Two hours lecture and seminar/week, 22 hours total per semester, combined; (primarily full-time); 2PS (2 credits): 11x 2 hours of direct teaching # 22 hours; 20 hours of preparation for mid-term assessment; 18 hours of preparation for seminar paper presentation. Total 60 hours of student work; discussion of the topic; problem-solving, e-learning; project methods.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student works on a seminar paper during the semester, which is handed in at the end of the teaching part of the semester. The student will summarise the knowledge from the history of science and technology that he/she has acquired during the semester and propose a potential technical monument in Slovakia for the list of protected properties. The student will prepare documents for such a listing, including a brief history of the development of this type of monument and a description of its uniqueness within the industrial history of Slovakia and Central Europe. At the end of the class, he/she will present his/her proposal in front of his/her classmates and the teacher. The seminar paper will comprise 60% of the overall grade. Presentation of the project, participation in discussions and problem-solving exercises during the semester comprise 40% of the total grade. A final grade of A requires a score of at least 91%, a grade of B requires a score of at least 81%, a grade of C requires a score of at least 73%, a grade of D requires a score of at least 66%, and a grade of E requires a score of at least 60%. To pass the course, a minimum of 60% marks is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding results, the student is familiar with the subject matter, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable and proficient in the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the issue, has learned, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice),	

<p>E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice),</p> <p>Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, does not demonstrate the ability to think critically)</p>
<p><b>Learning outcomes:</b></p> <p>Within the course, the student will learn key facts from the history of science and technology through Slovak technical monuments and their possible use in the pedagogical process at primary or secondary school. The student will be able to analyse the contribution of a potential technical monument and will know its unique position within the Slovak and Central European territories. He/she can also prepare expert material for assessing the registration among the monuments and knows the importance of the presentation of the monument to the general public.</p>
<p><b>Class syllabus:</b></p> <p>The course focuses on deepening the knowledge of monuments of technical character in Slovakia in the context of the history of science and technology. The student will get acquainted with the basic facts of the history of science and technology. As a future teacher, the student can communicate the acquired knowledge to pupils. The course will concentrate on the following key topics:</p> <ul style="list-style-type: none"> <li>- Introduction to the study of the history of science and technology. Essential milestones of historical development and categorisation of technical monuments.</li> <li>- Mills. Water, steam and haban mills in Slovakia.</li> <li>- Mining monuments. Development of the mining industry in Slovakia and technical monuments of metallurgical character.</li> <li>- Bridges. Bridge structures, their architecture and transport monuments in Slovakia.</li> <li>- Breweries and distilleries. Brewery and distillery monuments in the context of technical development in Slovakia and Central Europe.</li> <li>- Sugar refineries and saltworks. Sugar and salt processing plants as technical monuments of Slovakia.</li> <li>- Smelters. Ironworks monuments and their significance in the history of Slovakia.</li> <li>- Factories. Factory buildings of various orientations as jewels of Slovak technology.</li> <li>- Other Slovak technical monuments of various kinds. Observatories, granaries, power stations, etc.</li> </ul>
<p><b>Recommended literature:</b></p> <p>Compulsory:</p> <p>MLYNKA, L., HABERLANDOVÁ, K.: Technické pamiatky. Bratislava : Dajama, 2007.</p> <p>Recommended readings:</p> <p>ŠULLOVÁ, Z. (ed.): Zbierky dejín techniky I. Košice: Slovenské technické múzeum, 2015.</p> <p>ŠULLOVÁ, Z. (ed.): Zbierky dejín techniky I. Košice: Slovenské technické múzeum, 2016.</p> <p>ŠULLOVÁ, Z. (ed.): Múzeá vedy a techniky : zbierky dejín vedy a techniky III. : unikáty v zbierkach dejín techniky. Košice: Slovenské technické múzeum, 2017.</p> <p>BARTOŠÍKOVÁ, T. (ed.): Technické pamiatky – zbierky, výskum a nové využitie. Bratislava: Pamiatkový úrad SR, 2018.</p> <p>SARVAŠ, A. - LIPTÁK, M. -BEŇÁK, M.: Čierne diery: priemyselné pamiatky a zabudnuté miesta Slovenska. Bratislava: Čierne diery, 2018.</p> <p>Audiovisual sources, documentary films.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 57						
A	ABS	B	C	D	E	FX
98,25	0,0	0,0	0,0	0,0	0,0	1,75
<b>Lecturers:</b> Mgr. Pavol Makyna, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde001/22	<b>Course title:</b> Theory and Methodology of History Teaching
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week; total 22 hours per semester, combined; (primarily full-time) Student workload: 2P (4 credits): 11 x 2 hours of direct instruction = 22 hours; 18 hours of preparation for ongoing discussion of the topic; 60 hours of exam preparation. Total 100 hours of student work. Learning methods: lecture; explanation; E-U-R (evocation-awareness-reflection); analysis of educational documents; discussion of the topic; SWOT analysis.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 30% of the interim and 70% of the final evaluation. During the semester, the student analyses and reflects on the content of each thematic and problem-oriented lecture, continuously discusses, formulates, and asks questions, applying the E-U-R method. The final assessment is practised after the oral examination. The student (after generating the topic/question) presents theoretical and practical knowledge of the field and discusses the key aspects of school history and the field of didactics. SWOT analysis is applied in the mid-term and final assessment. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to students who obtain less than 15 points in the four written examinations. A score of at least 60% is required to pass the course. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student has profound knowledge in the specialised field of the discipline, understands the theories, methods and strategies of education and can integrate knowledge and apply it in theoretical and practical contexts, he is oriented in the current state of knowledge of history, didactics and borderline disciplines, he thinks conceptually, can actively acquire information and creatively (originally) apply it in solving problem tasks, knows the results of current empirical research in the field and responsibly solves problems independently and in teams, and can communicate professional conclusions and justifications of the problems solved, B (90-81%, very good - above average standard, the student is oriented in the issue, has mastery of it, can independently acquire new knowledge and solve professional tasks, but his critical, constructive thinking is borderline in analysing and assessing the planes of normative and reflexive didactics),	

C (80-73%, good - normal reliable work, although the student can orient himself in the problem, independently search and analyse information, can learn, but he cannot think critically and constructively enough, evaluate the issues solved, and apply the acquired knowledge creatively and conceptually in broader theoretical and practical contexts),

D (72-66%, satisfactory - acceptable results, the student can orientate himself in the problem at a basic level, his knowledge is fragmented and incomplete and at a lower level of satisfaction, he also applies transferable knowledge of the field and related disciplines, in the area of factual, conceptual, procedural and metacognitive knowledge he shows more serious deficiencies),

E (65-60%, sufficient - the results meet the minimum criteria, the student can orient himself in the problem only with great difficulty, he knows only the most basic knowledge, he does not demonstrate the ability to think critically and does not apply the acquired knowledge in a systematic way to the solution of practical tasks),

Fx (59-0%, insufficient - extra work is required, the student cannot navigate the problem, does not master the most basic knowledge, and does not demonstrate the ability to argue and think critically).

### **Learning outcomes:**

By completing the course, the student will be able to place the theoretical knowledge of didactics in the broader contexts of the conceptualisation of history in the past and present. Following the bachelor's studies, the student will be familiar with a wider range of diversified methods, strategic approaches and forms of modern history teaching and the possibilities of their application. The student can apply the principles of creating and designing pedagogical and didactic environments in his/her work; he/she knows the methodology of using empirical research in teaching history and can evaluate students' attitudes towards history and the study of history.

### **Class syllabus:**

Students will become familiar with selected issues in the theory and methodology of history, identify the requirements for teacher education, and gain knowledge about the application of methods and strategies recommended for teaching and learning in primary and secondary schools. They will gain an overview of the transformations of history teaching in Slovakia in European dimensions and can follow its conceptual changes.

The course content focuses on the following key topics:

- "The big questions of history - about the past for the future." The perception of interdisciplinary (interdisciplinary) contexts in the teaching of history,
- The specifics and peculiarities of history education in terms of the difficulty of acquiring historical knowledge, the personality of the teacher in the process of delivering content and the student learning process,
- A retrospective view of the teaching of history from 1918 to 1993 on the territory of Czechoslovakia, comparison and analysis of textbooks used in the school system of history education of the period in question,
- Models of teaching history in Slovakia since 1993 and current perspectives of history education, transformations of content and procedural aspects of teaching and learning.
- The European dimension in the teaching of history and the main trends in European didactics of history,
- Didactical analysis of the curriculum and the functionality of linking local, national, and transnational history. Methodology of historical cognition, development of factual, conceptual, and procedural knowledge,
- Methodology of teaching larger thematic units.
- "Multiperspectivity" as one of the most challenging methods of history teaching.
- Effectiveness of educational aids (techniques) in fixing knowledge (concept maps, historical and geographical maps, multimedia aids, infographics, etc.).

- Evaluation and assessment of pupils in history lessons, identification of problems.
- Historical memory, myths, and stereotypes - "the present of the past", students' attitude towards history itself and the subject of History. Conclusions of empirical research.

### **Recommended literature:**

Required reading:

BENEŠ, Z.-GRACOVÁ, B.-PRŮCHA, J.: Sondy a analýzy. Učebnice dějepisu – teorie a multikulturní aspekty edukačního média. Praha, 2008.

BOCKOVÁ, A.: Výučba dejepisu ako pedagogický problém (pohľad na funkčnosť dejepisného vzdelávania a funkčnosť faktografie). In: Verbum historiae 1. Prešov : Vydavateľstvo M. Vaška, 2009.

ČAPEK, R.: Moderní didaktika dějepisu. Lexikon výukových a hodnoticích metod. Praha : Grada, 2015.

FISCHER, R.: Učíme děti myslet a učit se. Praha, 2004.

KMEŤ, M.: História a dejepis (Vybrané kapitoly z didaktiky dejepisu). Banská Bystrica : Univerzita Mateja Bela, 2017.

KRATOCHVÍL, V.: Metafora stromu ako model didaktiky dejepisu k predpokladom výučby. Bratislava : Raabe, 2019.

LABISCHOVÁ, D.-GRACOVÁ, B.: Příručka k didaktice dějepisu, Ostrava : Ostravská univerzita v Ostrave, 2010.

Recommended reading:

BOCKOVÁ, A.: Empirický prieskum. Metodika stáže. Bratislava : Univerzita Komenského, 2021.

BOCKOVÁ, A.: Ako reflektujú slovenskí študenti dejepis a históriu? In: Verbum historiae, 2/2014.

BOCKOVÁ, A.: Dejepisné vzdelávanie je hodnototvorný proces. In: Vita historiae dedicata, Bratislava : Univerzita Komenského, 2018.

BOCKOVÁ, A.: Obrazy priestorovej perspektívy slovenského územia v učebniciach dejepisu. In : Letz, R. a kol: Slovenské územie v historickom kontexte. Bratislava : Matica slovenská, 2017.

KÁZMEROVÁ, Ľ.: Premeny v školstve a vzdelávaní na Slovensku (1918 -1945), Bratislava : HÚ SAV, 2012.

KLÍMA, B. a kol: Mládež a dejiny. Brno : Masarykova univerzita, 2001.

LETZ, R.-MAKYNA, P. a kol.: Rok 1918 v historickej pamäti Slovenska a strednej Európy. Bratislava : Matica slovenská, 2020.

OTČENÁŠOVÁ, S.: Schválená minulosť. Kolektívne identita v československých a slovenských učebniciach (1918 – 1989). Košice : UPJŠ, 2010.

PETLÁK, E.: Súčasnosť a perspektívy didaktiky. In : Duchoňová, J.-Hošová,D.-Koleňáková, R.Š: (eds.): Inovatívne trendy v odborových didaktikách. Prepojenie teórie a praxe výučbových stratégií kritického a tvorivého myslenia. Nitra : Univerzita Konštantína Filozofa, 2019.

RÖTLING, Gustáv: Hodnotenie učebnej činnosti žiakov. Banská Bystrica: Metodické centrum, 1997.

STRADLING, R.: Vyučovanie európskej histórie dvadsiateho storočia. Bratislava : Metocké centrum mesta Bratislavy, 2002.

STRADLING, R.: Multiperspektíva v dejepisnom vzdelávaní. Bratislava : Metodické centrum mesta Bratislavy, 2007.

SWAINOVÁ, H. (ed.): Velké otázky historie. Praha : Národní divadlo, 2006.

TUREK, I.: Kľúčové kompetencie. Bratislava : Metodicko-pedagogické centrum v Bratislave, 2003.

ZDECHOVANOVÁ, D., BOCKOVÁ, A., PÁNIK, P. (eds.): Inovatívne prístupy v ďalšom vzdelávaní učiteľov v oblasti kultúrneho a prírodného dedičstva. Metodická príručka. Bratislava: Strom života, 2006.

Učebnice dejepisu pre základné školy, gymnáziá a stredné školy

Inovovaný Štátny vzdelávací program pre vzdelávaciu oblasť Človek a spoločnosť - dejepis, dostupný na: [www.statpedu.sk](http://www.statpedu.sk)

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 236

A	ABS	B	C	D	E	FX
38,98	0,0	31,36	15,68	7,2	2,97	3,81

**Lecturers:** Mgr. Ivana Dendys, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde012/22			<b>Course title:</b> Training of teachers' social skills			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 24s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 120						
A	ABS	B	C	D	E	FX
91,67	0,0	1,67	2,5	0,0	0,0	4,17
<b>Lecturers:</b> doc. Mgr. Martin Kuruc, PhD.						
<b>Last change:</b> 22.04.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde012/22		<b>Course title:</b> Training of teachers’social skills				
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 24s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 120						
A	ABS	B	C	D	E	FX
91,67	0,0	1,67	2,5	0,0	0,0	4,17
<b>Lecturers:</b> doc. Mgr. Martin Kuruc, PhD.						
<b>Last change:</b> 22.04.2022						
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde025/22	<b>Course title:</b> Work with educational media
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar/week; total 22 hours per semester, combined; (primarily full-time) student workload: 2S (2 credits): 11 x 2 hours of direct instruction = 22 hours; 28 hours of portfolio development and reflection on lecture topics and final colloquium. Total of 50 hours of student work. Educational methods: E-U-R (evocation-awareness-reflection); explanation; instruction; content analysis of educational media; review; chain discussion on the topic; problem-solving and assignment/project development; SWOT analysis.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100 % of the intermediate verbal and scored marks. During the semester, the student analyses and reviews educational media, reflects on their functionality in the academic environment, analyses the content and thematic focus of print and digital aids, creates proposals and presents development trends in the creation of educational media, applying the E-U-R method. The individual outputs of the thesis are collectively verbalised and scored. The final assessment is by discussion/colloquium and summation of the points obtained. The SWOT analysis method is applied in the evaluation. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to students who obtain less than 15 points in any of the four written examinations. A score of at least 60% is required to pass the course. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student can integrate and compatibly apply acquired knowledge and skills in a specialised area of expertise, can practice general and subject competencies in working with educational media, thinks conceptually, searches for new information, and approaches individual and teamwork responsibly. He/she can critically review and apply knowledge in applications for the development of the field (history itself, subject history, history didactics), B (90-81%, very good - above average standard, the student is oriented in the issue, mastering it, he can independently acquire new knowledge and solve professional tasks, but his critical, constructive thinking is borderline when analysing and assessing the planes of normative and reflexive didactics),	

C (80-73%, good - normal reliable work, although the student can orient himself in the problem, he can independently search and analyse the information, he can learn, but he cannot think critically and constructively enough, he evaluates the solved problems, and apply the acquired knowledge creatively and conceptually in broader theoretical and practical contexts),

D (72-66%, satisfactory - acceptable results, the student can orientate himself in the problem at a basic level, his knowledge is fragmented and incomplete, and at a lower level of satisfaction, he also applies transferable knowledge of the field and from related disciplines, he shows more severe deficiencies in the area of factual, conceptual, procedural and metacognitive knowledge),

E (65-60%, sufficient - the results meet the minimum criteria, the student can orient himself in the problem only with great difficulty, he knows only the most basic knowledge, he does not demonstrate the ability to think critically and does not apply the acquired knowledge in a systematic way to the solution of practical tasks),

Fx (59-0%, insufficient - additional work is required, the student cannot orient himself/herself in the problem, does not master the most basic knowledge, does not demonstrate the ability to argue and think critically)

### **Learning outcomes:**

The student will gain theoretical knowledge of modern didactics of history, European trends, and recommendations for contemporary history by completing the course. The student will gain an overview of the modernisation of teaching history in Slovakia and the functionality of the didactic system of history. Analyse partial problems of modern history didactics and the results of empirical research in contemporary school practice. He is also oriented in the creation of teaching media and the process of critical assessment of educational materials and programmes.

### **Class syllabus:**

Students will become familiar with selected problems of modern didactics of history, identify requirements for teacher education, and gain knowledge about the application of methods and strategies recommended for teaching and learning pupils in primary and secondary schools. They will gain an overview of the modernisation of history teaching in Slovakia and the requirements for the functionality of the didactic system in educational practice.

The course content focuses on the following key topics:

- "Object didactics" and its function in historical education.
- Methodology of analysis and assessment of educational media, educational programs, recommended literary and pictorial genres suitable for the academic field: Human and society.
- Criteria for the creation and analysis of history textbooks and workbooks.
- Application of ethical and social responsibility in presenting knowledge and opinions.
- The teacher from the perspective of the creator of educational media and active curriculum project developer.
- Principles of working with multimedia aids in history teaching.
- History online, online archives as a source of historical sources.
- Limits of the virtual world.
- Museum exhibits "speak to us".
- Recollective memory - eyewitness accounts (reliability of recollective optimism/pessimism (oral history).

### **Recommended literature:**

Required reading:

BENEŠ, Z., GRACOVÁ, B., PRŮCHA, J.: Sondy a analýzy. Učebnice dějepisu – teorie a multikulturní aspekty edukačního média. Praha, 2008.

BOCKOVÁ, A.: Obrazy priestorovej perspektívy slovenského územia v učebniciach dejepisu. In : Letz, R. a kol.: Slovenské územie v historickom kontexte. Bratislava : Matica slovenská, 2017.

BOCKOVÁ, A.-GÁPA, M.: Možnosti transferu historických poznatkov (múzejných zbierok) do edukačného procesu. In: Muzeológia a kultúrne dedičstvo I. 6/2018.

ČAPEK, R.: Moderní didaktika dějepisu. Lexikon výukových a hodnoticích metod. Praha : Grada, 2015.

STRADLING, R.: Vyučovanie európskej histórie dvadsiateho storočia. Bratislava : Metocké centrum mesta Bratislavy, 2002.

Recommended reading:

JUŠČÁKOVÁ, Z.: Hodnotenie kvality učebníc učiteľmi

Dejepis pre 5. – 9. ročník ZŠ a osemročné gymnáziá. Správa z výskumnej sondy. Bratislava : ŠpÚ, 2020.

KMEŤ, M.: História a dejepis (Vybrané kapitoly z didaktiky dejepisu). Banská Bystrica : Univerzita Mateja Bela, 2017.

LABISCHOVÁ, D.-GRACOVÁ, B.: Příručka k didaktice dějepisu, Ostrava : Ostravská univerzita v Ostrave, 2010.

SLÁDKOVÁ, K.: Virtuálna cesta Myjavou. In : Myjavský región v didaktických variáciách. Diplomová práca. Bratislava : Pedagogická fakulta UK,, 2021. Dostupné na internete: <https://www.fedu.uniba.sk/sucasti/katedry/katedra-historie/dejepis-pre-21-storocie/>

STRADLING, R.: Multiperspektíva v dejepisnom vzdelávaní. Bratislava : Metodické centrum mesta Bratislavy, 2007.

TUREK, I.: Klíčové kompetence. Bratislava : Metodicko-pedagogické centrum v Bratislave, 2003.

Učebnice dejepisu pre základné školy, gymnáziá a stredné školy;  
Inovovaný Štátny vzdelávací program pre vzdelávaciu oblasť Človek a spoločnosť - dejepis, dostupný na: [www.statpedu.sk](http://www.statpedu.sk)

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 42

A	ABS	B	C	D	E	FX
71,43	0,0	19,05	9,52	0,0	0,0	0,0

**Lecturers:** Mgr. Ivana Dendys, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde027/24	<b>Course title:</b> Študentská vedecká, odborná a umelecká činnosť 1
<b>Educational activities:</b> <b>Type of activities:</b> <b>Number of hours:</b> per week:   per level/semester: <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b>	
<b>Learning outcomes:</b>	
<b>Class syllabus:</b>	
<b>Recommended literature:</b>	
<b>Languages necessary to complete the course:</b>	
<b>Notes:</b>	
<b>Past grade distribution</b> Total number of evaluated students: 4	
ABS	M
100,0	0,0
<b>Lecturers:</b>	
<b>Last change:</b> 20.02.2025	
<b>Approved by:</b> prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.	