

Course descriptions

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COURSE DESCRIPTION

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

COURSE DESCRIPTION

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

COURSE DESCRIPTION

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

communication skills. Additionally, the student gains stage experience and represents the university at domestic and international events.						
Class syllabus: The course focuses on exploring choral compositions from various stylistic periods, gaining practical experience in their interpretation, and applying these methods in practice.						
Recommended literature: Required Literature: Sheet music as determined by the conductor. Recommended Literature: FUCHS, J. Sólový zpěv a#jeho vztah ke zpěvu sborovému. KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedagogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0. Proceedings from international symposia CANTUS CHORALIS. Recordings of choral compositions from various stylistic periods and different choral ensembles.						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 27						
A	ABS	B	C	D	E	FX
96,3	0,0	0,0	0,0	0,0	0,0	3,7
Lecturers: doc. Monika Bažíková, ArtD., Mgr. art. Stanislava Maggioni, ArtD.						
Last change: 24.10.2025						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde028/24	Course title: COMENIUS Choir I.
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Organizational Form: 2 seminar hours per week, totaling 22 hours per semester, delivered in a blended format (primarily in-person). Student Workload: 11 sessions x 2 hours of direct instruction (total: 22 hours), 22 hours of continuous preparation for classes, 8 hours of preparation for the final performance, Total: 52 hours of student work Teaching Methods: A combination of monological methods (instruction) and practical methods.	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Conditions for Course Completion: Participation in the course requires the successful completion of an entrance audition, which assesses the student's intonation and rhythmic abilities. The evaluation criteria are based on continuous and final practical collective performance. The assessment of the continuous practical performance includes fulfilling partial tasks within the individual voice groups and participating in any internal, public, or other concert performances. The final practical performance consists of a collective presentation of the selected repertoire studied. Grading Scale: • A (100–91%, excellent – outstanding results) • B (90–81%, very good – above-average standard) • C (80–73%, good – consistent, reliable work) • D (72–66%, satisfactory – acceptable results) • E (65–60%, sufficient – meets minimum criteria) • FX (59–0%, insufficient – requires additional work)	
Learning outcomes: The aim of the course is to develop and enhance collective vocal expression within the framework of a choir ensemble. The student acquires the principles of choral singing technique and harmonic-rhythmic awareness. The student also develops the ability to collaborate in a team and improve	

communication skills. Additionally, the student gains stage experience and represents the university at domestic and international events.						
Class syllabus: The course focuses on exploring choral compositions from various stylistic periods, gaining practical experience in their interpretation, and applying these methods in practice.						
Recommended literature: Required Literature: Sheet music as determined by the conductor. Recommended Literature: FUCHS, J. Sólový zpěv a#jeho vztah ke zpěvu sborovému. KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedagogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0. Proceedings from international symposia CANTUS CHORALIS. Recordings of choral compositions from various stylistic periods and different choral ensembles.						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 27						
A	ABS	B	C	D	E	FX
96,3	0,0	0,0	0,0	0,0	0,0	3,7
Lecturers: doc. Monika Bažíková, ArtD., Mgr. art. Stanislava Maggioni, ArtD.						
Last change: 24.10.2025						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde029/24	Course title: COMENIUS Choir II.
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Organizational Form: 2 seminar hours per week, totaling 22 hours per semester, delivered in a blended format (primarily in-person). Student Workload: 11 sessions x 2 hours of direct instruction (total: 22 hours), 22 hours of continuous preparation for classes, 8 hours of preparation for the final performance, Total: 52 hours of student work Teaching Methods: A combination of monological methods (instruction) and practical methods.	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: The evaluation criteria are based on continuous and final practical collective performance. The assessment of the continuous practical performance includes fulfilling partial tasks within the individual voice groups and participating in any internal, public, or other concert performances. The final practical performance consists of a collective presentation of the selected repertoire studied. Grading Scale: • A (100–91%, excellent – outstanding results) • B (90–81%, very good – above-average standard) • C (80–73%, good – consistent, reliable work) • D (72–66%, satisfactory – acceptable results) • E (65–60%, sufficient – meets minimum criteria) • FX (59–0%, insufficient – requires additional work)	
Learning outcomes: The student develops a sense of cultivated singing, with appropriate expression and performance. The student enhances their musicality and applies acquired knowledge in vocal activities while working with musical material in choral ensembles. The student gains an understanding of concert dramaturgy.	
Class syllabus:	

The course focuses on exploring choral compositions from various stylistic periods, acquiring practical experience in their interpretation, and applying these methods in practice.						
Recommended literature: Required Literature: Sheet music as determined by the conductor. Recommended Literature: FUCHS, J. Sólový zpěv a#jeho vztah ke zpěvu sborovému. KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedagogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0. Proceedings from international symposia CANTUS CHORALIS. Recordings of choral compositions from various stylistic periods and different choral ensembles.						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 4						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: doc. Monika Bažíková, ArtD., Mgr. art. Stanislava Maggioni, ArtD.						
Last change: 24.10.2025						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde029/24	Course title: COMENIUS Choir II.
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Organizational Form: 2 seminar hours per week, totaling 22 hours per semester, delivered in a blended format (primarily in-person). Student Workload: 11 sessions x 2 hours of direct instruction (total: 22 hours), 22 hours of continuous preparation for classes, 8 hours of preparation for the final performance, Total: 52 hours of student work Teaching Methods: A combination of monological methods (instruction) and practical methods.	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: The evaluation criteria are based on continuous and final practical collective performance. The assessment of the continuous practical performance includes fulfilling partial tasks within the individual voice groups and participating in any internal, public, or other concert performances. The final practical performance consists of a collective presentation of the selected repertoire studied. Grading Scale: • A (100–91%, excellent – outstanding results) • B (90–81%, very good – above-average standard) • C (80–73%, good – consistent, reliable work) • D (72–66%, satisfactory – acceptable results) • E (65–60%, sufficient – meets minimum criteria) • FX (59–0%, insufficient – requires additional work)	
Learning outcomes: The student develops a sense of cultivated singing, with appropriate expression and performance. The student enhances their musicality and applies acquired knowledge in vocal activities while working with musical material in choral ensembles. The student gains an understanding of concert dramaturgy.	
Class syllabus:	

The course focuses on exploring choral compositions from various stylistic periods, acquiring practical experience in their interpretation, and applying these methods in practice.						
Recommended literature: Required Literature: Sheet music as determined by the conductor. Recommended Literature: FUCHS, J. Sólový zpěv a#jeho vztah ke zpěvu sborovému. KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedagogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0. Proceedings from international symposia CANTUS CHORALIS. Recordings of choral compositions from various stylistic periods and different choral ensembles.						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 4						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: doc. Monika Bažíková, ArtD., Mgr. art. Stanislava Maggioni, ArtD.						
Last change: 24.10.2025						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

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

orientation to the subject matter, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 37 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the teacher.

A minimum of 33 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A minimum of 30 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.

Learning outcomes:

Learning objectives and outcomes:

By completing the Classroom Management course, the student should:

- Know the basic principles of successful classroom management aimed at conducting a meaningful learning process with minimal disruptive behaviour,
- to acquire knowledge of classroom and classroom management from the position of a classroom teacher in cooperation with other teaching and non-teaching staff,
- to acquire skills in the administration of pedagogical documentation of the class teacher,
- know the competences and job description of the class teacher,
- can analyse the different forms of family-school cooperation and assess their suitability in relation to parents and pupils,
- be able to apply the acquired knowledge and knowledge from other scientific disciplines in the development of a semester project,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.

Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course.

Class syllabus:

Brief outline of the course:

The content focus of the course is divided into two main areas: classroom management from the position of a teacher of any subject and communication with the classroom team from the position of a classroom teacher at the lower and upper secondary level. Classroom management leading to a successfully implemented teaching process and pupils' cooperative action in it with minimization of pupils' disruptive behaviour, thus making it possible to move towards meaningful learning for pupils.

Methodology for managing and coordinating the teaching process - the basic pillars of successful classroom management - planning, creating a productive classroom climate and promoting teamwork in the classroom, arranging the conditions of the learning space, guiding the learning activities of pupils/students, guiding the tasks of pupils/students related to the running of the

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

Recommended literature:

Compulsory reading:

DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020]
Dostupné z: http://www.odyssea.cz/localImages/tridnicke_hodiny.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

DUTKOVÁ, K., MEDLENOVÁ, J. (2007). Sprievodca triedneho učiteľa. 1. vyd. Bratislava: Raabe, 1800 s. ISBN 80-89182-03-0-8.

EICHHORN, E. – GEBAUER, K. (2014). Manažment triedy, Bratislava: Dr. Josef Raabe. 194 s. ISBN 978-80-8140-096-4. <http://is.komposyt.com/pre-odbornikov/ziak-so-svvp/preview-file/1-manazment-tr-982.pdf>

KOREŇOVÁ, S. (2020). Príklady dobrej praxe - Aktivity na triednických hodinách. Online časopis Didaktika 6/2020. <https://www.direktor.sk/sk/casopis/didaktika/priklady-dobrej-praxe-aktivity-na-triednickych-hodinach.m-1013.html>

SITKOVÁ, D. (2014). Skúsenosti s intervenciou žiakov s problémovým správaním na primárnom stupni vzdelávania. Banská Bystrica: Metodicko-pedagogické centrum, 35 s..

VIŠŇOVSKÝ, Ľ. – BABICOVÁ, Z. (2012). Triedny Učiteľ a spolupráca školy s rodinou. 1. vyd. Banská Bystrica: Univerzita Mateja Bela, 153 s.. ISBN 9788055705071.

Ďalší študijný text bude študentom dostupný a v pravidelných intervaloch sprístupňovaný v elektronickej podobe prostredníctvom univerzitného LMS Moodle – kurz s názvom Triedny manažment.

Particularly for beginning classroom teachers, it is essential to become familiar with the legislation that directly affects the status of the classroom teacher:

Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov

Zákon č. 553/2003 Z. z. Zákon o odmeňovaní niektorých zamestnancov pri výkone práce vo verejnom záujme a o zmene a doplnení niektorých zákonov.

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Vyhláška MŠVVaŠ SR č. 445/2009 Z. z. o rozsahu vyučovacej a výchovnej činnosti pedagogických zamestnancov.

Vyhláška MŠVVaŠ SR č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

Nariadenie vlády SR č. 201/2019 Z. z. o priamej výchovno-vzdelávacej činnosti (namiesto

Vyhláška MŠVVaŠ SR č. 445/2009 Z. z. o rozsahu vyučovacej a výchovnej činnosti pedagogických zamestnancov).

vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 437/2020 Z. z., ktorou sa mení a dopĺňa vyhláška Ministerstva školstva Slovenskej republiky č. 320/2008 Z. z. o základnej škole v znení neskorších predpisov.

Legislation related to the performance of the work of a class teacher:

Zákon č. 357/2009 Z. z. o štátnom jazyku Slovenskej republiky 357/2009. Zákon č. 63/1993 Z. z. o štátnych symboloch SR a ich používaní v znení neskorších predpisov. Zákon č. 395/2002 Z. z. o archívoch a registratúrach a o doplnení niektorých zákonov. Vyhláška č. 326/2008 Z. z. o druhoch a náležitostiach vysvedčení a ostatných školských tlačív vrátane spôsobov ich evidencie a uloženia. Vyhláška č. 231/2009 Z. z. o podrobnostiach o organizácii školského roka na základných školách, na stredných školách, na základných umeleckých školách, na praktických školách, na odborných učilištiach a na jazykových školách. Vyhláška č. 307/2008 Z. z. o výchove a vzdelávaní žiakov s intelektovým nadaním.						
Languages necessary to complete the course: slovak and czech						
Notes:						
Past grade distribution Total number of evaluated students: 70						
A	ABS	B	C	D	E	FX
88,57	0,0	4,29	7,14	0,0	0,0	0,0
Lecturers: PaedDr. Tímea Šeben Zaťková, PhD.						
Last change: 10.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde025/22	Course title: Class management
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed with an assessment Assessment: consists of an interim and a final assessment (20+30, 50 points in total). Intermediate assessment: consists of a critical analysis of domestic and foreign sources - 10 points and the formulation of partial components of the semester project - 10 points. The final assessment consists of: the semester project and its oral presentation. The semester project consists of: the complete creation of a project according to the set structure for 30b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students (creators of the semester project) in the 11th week of continuous teaching. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 46 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A minimum of 41 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average	

orientation to the subject matter, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 37 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the teacher.

A minimum of 33 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A minimum of 30 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.

Learning outcomes:

Learning objectives and outcomes:

By completing the Classroom Management course, the student should:

- Know the basic principles of successful classroom management aimed at conducting a meaningful learning process with minimal disruptive behaviour,
- to acquire knowledge of classroom and classroom management from the position of a classroom teacher in cooperation with other teaching and non-teaching staff,
- to acquire skills in the administration of pedagogical documentation of the class teacher,
- know the competences and job description of the class teacher,
- can analyse the different forms of family-school cooperation and assess their suitability in relation to parents and pupils,
- be able to apply the acquired knowledge and knowledge from other scientific disciplines in the development of a semester project,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.

Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course.

Class syllabus:

Brief outline of the course:

The content focus of the course is divided into two main areas: classroom management from the position of a teacher of any subject and communication with the classroom team from the position of a classroom teacher at the lower and upper secondary level. Classroom management leading to a successfully implemented teaching process and pupils' cooperative action in it with minimization of pupils' disruptive behaviour, thus making it possible to move towards meaningful learning for pupils.

Methodology for managing and coordinating the teaching process - the basic pillars of successful classroom management - planning, creating a productive classroom climate and promoting teamwork in the classroom, arranging the conditions of the learning space, guiding the learning activities of pupils/students, guiding the tasks of pupils/students related to the running of the

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

Recommended literature:

Compulsory reading:

DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020]
Dostupné z: http://www.odyssea.cz/localImages/tridnicke_hodiny.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

DUTKOVÁ, K., MEDLENOVÁ, J. (2007). Sprievodca triedneho učiteľa. 1. vyd. Bratislava: Raabe, 1800 s. ISBN 80-89182-03-0-8.

EICHHORN, E. – GEBAUER, K. (2014). Manažment triedy, Bratislava: Dr. Josef Raabe. 194 s. ISBN 978-80-8140-096-4. <http://is.komposyt.com/pre-odbornikov/ziak-so-svvp/preview-file/1-manazment-tr-982.pdf>

KOREŇOVÁ, S. (2020). Príklady dobrej praxe - Aktivity na triednických hodinách. Online časopis Didaktika 6/2020. <https://www.direktor.sk/sk/casopis/didaktika/priklady-dobrej-praxe-aktivity-na-triednickych-hodinach.m-1013.html>

SITKOVÁ, D. (2014). Skúsenosti s intervenciou žiakov s problémovým správaním na primárnom stupni vzdelávania. Banská Bystrica: Metodicko-pedagogické centrum, 35 s..

VIŠŇOVSKÝ, Ľ. – BABICOVÁ, Z. (2012). Triedny Učiteľ a spolupráca školy s rodinou. 1. vyd. Banská Bystrica: Univerzita Mateja Bela, 153 s.. ISBN 9788055705071.

Ďalší študijný text bude študentom dostupný a v pravidelných intervaloch sprístupňovaný v elektronickej podobe prostredníctvom univerzitného LMS Moodle – kurz s názvom Triedny manažment.

Particularly for beginning classroom teachers, it is essential to become familiar with the legislation that directly affects the status of the classroom teacher:

Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov

Zákon č. 553/2003 Z. z. Zákon o odmeňovaní niektorých zamestnancov pri výkone práce vo verejnom záujme a o zmene a doplnení niektorých zákonov.

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Vyhláška MŠVVaŠ SR č. 445/2009 Z. z. o rozsahu vyučovacej a výchovnej činnosti pedagogických zamestnancov.

Vyhláška MŠVVaŠ SR č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

Nariadenie vlády SR č. 201/2019 Z. z. o priamej výchovno-vzdelávacej činnosti (namiesto

Vyhláška MŠVVaŠ SR č. 445/2009 Z. z. o rozsahu vyučovacej a výchovnej činnosti pedagogických zamestnancov).

vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 437/2020 Z. z., ktorou sa mení a dopĺňa vyhláška Ministerstva školstva Slovenskej republiky č. 320/2008 Z. z. o základnej škole v znení neskorších predpisov.

Legislation related to the performance of the work of a class teacher:

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

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 70

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

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde016/22	Course title: Classroom management and class teacher in praxis
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an assessment, the ratio of interim to final assessment is 100/0. As part of the assessment, students will create (25 points) and critically analyse (25 points) a (self)reflective journal (can take the form of a concept map) focused on pedagogical-didactic situational (self)reflection (50 points in total) or critically analyse domestic and international study resources - 25 points and formulate partial components of a semester project - 25 points and develop (30 points) and defend in a colloquial discussion (20 points) a semester project. The semester project consists of: the complete development of the project according to the set structure. It includes idea/ problem development, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by the students (semester project creators). The aim of the assignments is a coherent pedagogical and didactic (self)reflection of the student, a critique, identification of critical moments of teaching and education (with emphasis on classroom management) from the perspective of the students of teacher education and a coherent conceptual design of the semester project - planning, creation, implementation, evaluation and (self)reflection of the students. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it	

(critically evaluate, develop, enrich with own ideas), is oriented in current scientific-pedagogical theories and can also critically analyze and evaluate them - in relation to the key stages of their development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,

B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, is familiar with current scientific and pedagogical theories and can also critically evaluate them - in relation to the key stages of their development and their implications for practice, but only in selected problems, not in a generalizing way.

C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it adequately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific-pedagogical theories, but lacks their critical and generalizing evaluation,

D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation is absent,

E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, critical analysis and development of own ideas is absent, orientation in the current scientific-pedagogical theories is limited to specific areas, their critical evaluation and generalization is absent,

Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in current scientific-pedagogical theories is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:

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

Class syllabus:

Brief outline of the course: the content of the course is divided into two basic areas:

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

Objectives:

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

Recommended literature:

Reference sources:

Required reading:

GERŠICOVÁ, Z., a kol. 2018. Školská pedagogika. Vysoká škola DTI. 2018. Dostupné na: <http://www.dti.sk/data/files/file-1591599161-5edde039a38d9.pdf> (VYBRANÉ KAPITOLY).

Recommended reading:

BOĎO, M. 2011. Triedny učiteľ v súčasnej škole. Univerzita Palackého, Filozofická fakulta, Olomouc, 2011 Dostupné na: <https://theses.cz/id/1luwsr/1102250>

BOBEROVÁ, Z. 2017. Začínajúci učiteľ a školská legislatíva 1. Učiteľ a výchovno-vzdelávací proces z pohľadu školskej legislatívy. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach, 2017. ISBN 978-80-8152-490-5

ČAVAJDOVÁ, B. 2006. Výchovná práca triedneho učiteľa. In: Mládež spoločnosť. ISSN 1335-1109, roč. 12, č. 3, s. 54-58.

DUTKOVÁ, K., MEDLENOVÁ, J. 2007. Sprievodca triedneho učiteľa. 1. vyd. Bratislava: Raabe, 2007. 1800 s. ISBN 80-89182-03-0-8.

HLÁSNA, S. – HORVÁTHOVÁ, K. – MUCHA, M. – TÓTHOVÁ, R., 2006. Úvod do pedagogiky. Nitra : ENIGMA. ISBN: 80-89132-29-4 (3.kap.: Všeobecná didaktika). PLAVČAN, P., OSTRADICKÝ, P., 2020. The social status of a teacher in selected school policy programme documents in the Slovak Republic. In Forum of foreign languages, politology and international relations. - Roč. 12, č. 2 (2020), s. 42-47

PORUBSKÝ, Š. 2007. Učiteľ-diskurz-žiak. Osobnostno-sociálny model primárnej edukácie. Banská Bystrica: UMB v Banskej Bystrici, 2007. ISBN 978-80-8083-392-3.

WIEGEROVÁ, A., VÁVROVÁ, S. 2011. Učiteľovo myslenie a uvažovanie. In Zborník príspevkov medzinárodného konferenčného cyklu. Cesty demokracie vo výchove a vzdelávaní XIII 2011(203).UK: Veľké Bílovce, 2011. ISBN 978-80-89443-10-9. ZÁKON č. 138/2019 Z.z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.

Languages necessary to complete the course:

slovak and czech and english

Notes:**Past grade distribution**

Total number of evaluated students: 15

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

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

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde016/22	Course title: Classroom management and class teacher in praxis
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an assessment, the ratio of interim to final assessment is 100/0. As part of the assessment, students will create (25 points) and critically analyse (25 points) a (self)reflective journal (can take the form of a concept map) focused on pedagogical-didactic situational (self)reflection (50 points in total) or critically analyse domestic and international study resources - 25 points and formulate partial components of a semester project - 25 points and develop (30 points) and defend in a colloquial discussion (20 points) a semester project. The semester project consists of: the complete development of the project according to the set structure. It includes idea/ problem development, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by the students (semester project creators). The aim of the assignments is a coherent pedagogical and didactic (self)reflection of the student, a critique, identification of critical moments of teaching and education (with emphasis on classroom management) from the perspective of the students of teacher education and a coherent conceptual design of the semester project - planning, creation, implementation, evaluation and (self)reflection of the students. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it	

(critically evaluate, develop, enrich with own ideas), is oriented in current scientific-pedagogical theories and can also critically analyze and evaluate them - in relation to the key stages of their development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,

B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, is familiar with current scientific and pedagogical theories and can also critically evaluate them - in relation to the key stages of their development and their implications for practice, but only in selected problems, not in a generalizing way.

C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it adequately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific-pedagogical theories, but lacks their critical and generalizing evaluation,

D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation is absent,

E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, critical analysis and development of own ideas is absent, orientation in the current scientific-pedagogical theories is limited to specific areas, their critical evaluation and generalization is absent,

Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in current scientific-pedagogical theories is incoherent, limited to specific areas, their generalizing application is absent.

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

Learning outcomes:

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

Class syllabus:

Brief outline of the course: the content of the course is divided into two basic areas:

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

Objectives:

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

Recommended literature:

Reference sources:

Required reading:

GERŠICOVÁ, Z., a kol. 2018. Školská pedagogika. Vysoká škola DTI. 2018. Dostupné na: <http://www.dti.sk/data/files/file-1591599161-5edde039a38d9.pdf> (VYBRANÉ KAPITOLY).

Recommended reading:

BOĎO, M. 2011. Triedny učiteľ v súčasnej škole. Univerzita Palackého, Filozofická fakulta, Olomouc, 2011 Dostupné na: <https://theses.cz/id/1luwsr/1102250>

BOBEROVÁ, Z. 2017. Začínajúci učiteľ a školská legislatíva 1. Učiteľ a výchovno-vzdelávací proces z pohľadu školskej legislatívy. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach, 2017. ISBN 978-80-8152-490-5

ČAVAJDOVÁ, B. 2006. Výchovná práca triedneho učiteľa. In: Mládež spoločnosť. ISSN 1335-1109, roč. 12, č. 3, s. 54-58.

DUTKOVÁ, K., MEDLENOVÁ, J. 2007. Sprievodca triedneho učiteľa. 1. vyd. Bratislava: Raabe, 2007. 1800 s. ISBN 80-89182-03-0-8.

HLÁSNA, S. – HORVÁTHOVÁ, K. – MUCHA, M. – TÓTHOVÁ, R., 2006. Úvod do pedagogiky. Nitra : ENIGMA. ISBN: 80-89132-29-4 (3.kap.: Všeobecná didaktika). PLAVČAN, P., OSTRADICKÝ, P., 2020. The social status of a teacher in selected school policy programme documents in the Slovak Republic. In Forum of foreign languages, politology and international relations. - Roč. 12, č. 2 (2020), s. 42-47

PORUBSKÝ, Š. 2007. Učiteľ-diskurz-žiak. Osobnostno-sociálny model primárnej edukácie. Banská Bystrica: UMB v Banskej Bystrici, 2007. ISBN 978-80-8083-392-3.

WIEGEROVÁ, A., VÁVROVÁ, S. 2011. Učiteľovo myslenie a uvažovanie. In Zborník príspevkov medzinárodného konferenčného cyklu. Cesty demokracie vo výchove a vzdelávaní XIII 2011(203).UK: Veľké Bílovce, 2011. ISBN 978-80-89443-10-9. ZÁKON č. 138/2019 Z.z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.

Languages necessary to complete the course:

slovak and czech and english

Notes:**Past grade distribution**

Total number of evaluated students: 15

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

Lecturers: PaedDr. Tímea Šeben Zat'ková, PhD.

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPg/M-VUZde022/22			Course title: Cognitive psychology and neurodidactics			
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 1., 3.						
Educational level: II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 21						
A	ABS	B	C	D	E	FX
38,1	0,0	38,1	4,76	4,76	0,0	14,29
Lecturers: doc. Mgr. Zlatica Zacharová, PhD., PaedDr. Anežka Hamranová, PhD.						
Last change:						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KPg/M-VUZde022/22			Course title: Cognitive psychology and neurodidactics			
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 2., 4.						
Educational level: II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 21						
A	ABS	B	C	D	E	FX
38,1	0,0	38,1	4,76	4,76	0,0	14,29
Lecturers:						
Last change:						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde026/22	Course title: Communication and presentation competences of teachers
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: 100% pass mark. Assessment: consists of 2 intermediate assessments (40+60, total 100 points). Interim Assessment 1: Students will solve sub-problem problems in class during the semester, which they will later use in the final assessment - in a speech and argumentation. These assignments will consist of: the development of correct relevant arguments on selected topics in schooling, education and training based on appropriate sources of information (for 20 points) and a second sub-assignment consisting of an analysis of educational situations in school and the training of appropriate non-manipulative, non-directive communication (for 20 points). Intermediate assessment 2: consists of the production of a speech and its presentation in class based on substantive arguments (micro performance for approx. 20 minutes / 10 min. presentation and 10 min. discussion) for 60 points. Assignment: based on the template, the student will create a speech along with a presentation, i.e. a line of argument, where: A. formulates a problem or thesis in education, upbringing and education, B. create 3 complete arguments based on the 5-step structure (K. Popper's debate), C. cite the relevant source for each of the arguments, D. Other students in the class will counter-argue, thus creating a substantive discussion on the topic. As part of the deliverable, the student will be required to respond to and answer these questions. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points.	

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

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

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

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

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

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

Learning outcomes:

Learning objectives and outcomes:

By completing the Pedagogical Communication course, the student should:

- be able to create and present a speech,
- be able to develop a substantive line of argument,
- be able to argue in a one-on-one discussion,
- be able to deal with educational situations in the school environment,
- be able to evaluate the relevance of information and information sources,
- know how to work in a group.

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

Class syllabus:

Brief outline of the course:

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

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

Topics:

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

Recommended literature:

KOSTURKOVÁ, M., FERENCOVÁ, J. (2019). Stratégie rozvoja kritického myslenia. Kritické argumentovanie, debatovanie, písanie a organizovanie poznatkov. Bratislava: Wolters Kluwer, 2019. 236s. ISBN 978-80-571-0049-2

Recommended reading:

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

ČULENOVÁ, E. (2019). Verbálna manipulácia. Banská Bystrica: Signis, 2019. 233s. ISBN 978-80-999-3602-8

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

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

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

KOTRBA, T. A LACINA, L. (2010). Praktické využití aktivizačních metod ve výuce. Brno: Barrister&Principal, 2010. 188s. ISBN 978-80-87029-12-1

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

Languages necessary to complete the course:

slovak and czech

Notes:

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

Past grade distribution

Total number of evaluated students: 59

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

Lecturers: PaedDr. Eva Labudová, PhD.

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde026/22	Course title: Communication and presentation competences of teachers
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: 100% pass mark. Assessment: consists of 2 intermediate assessments (40+60, total 100 points). Interim Assessment 1: Students will solve sub-problem problems in class during the semester, which they will later use in the final assessment - in a speech and argumentation. These assignments will consist of: the development of correct relevant arguments on selected topics in schooling, education and training based on appropriate sources of information (for 20 points) and a second sub-assignment consisting of an analysis of educational situations in school and the training of appropriate non-manipulative, non-directive communication (for 20 points). Intermediate assessment 2: consists of the production of a speech and its presentation in class based on substantive arguments (micro performance for approx. 20 minutes / 10 min. presentation and 10 min. discussion) for 60 points. Assignment: based on the template, the student will create a speech along with a presentation, i.e. a line of argument, where: A. formulates a problem or thesis in education, upbringing and education, B. create 3 complete arguments based on the 5-step structure (K. Popper's debate), C. cite the relevant source for each of the arguments, D. Other students in the class will counter-argue, thus creating a substantive discussion on the topic. As part of the deliverable, the student will be required to respond to and answer these questions. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points.	

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

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

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

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

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

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

Learning outcomes:

Learning objectives and outcomes:

By completing the Pedagogical Communication course, the student should:

- be able to create and present a speech,
- be able to develop a substantive line of argument,
- be able to argue in a one-on-one discussion,
- be able to deal with educational situations in the school environment,
- be able to evaluate the relevance of information and information sources,
- know how to work in a group.

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

Class syllabus:

Brief outline of the course:

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

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

Topics:

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

Recommended literature:

KOSTURKOVÁ, M., FERENCOVÁ, J. (2019). Stratégie rozvoja kritického myslenia. Kritické argumentovanie, debatovanie, písanie a organizovanie poznatkov. Bratislava: Wolters Kluwer, 2019. 236s. ISBN 978-80-571-0049-2

Recommended reading:

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

ČULENOVÁ, E. (2019). Verbálna manipulácia. Banská Bystrica: Signis, 2019. 233s. ISBN 978-80-999-3602-8

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

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

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

KOTRBA, T. A LACINA, L. (2010). Praktické využití aktivizačních metod ve výuce. Brno: Barrister&Principal, 2010. 188s. ISBN 978-80-87029-12-1

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

Languages necessary to complete the course:

slovak and czech

Notes:

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

Past grade distribution

Total number of evaluated students: 59

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

Lecturers: PaedDr. Eva Labudová, PhD.

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde003/22	Course title: Curriculum design and instructional paradigm
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by examination, the ratio of midterm/final assessment is 50/50. During the semester students have to prepare 2 seminar papers of 25 points each (according to the teacher's assignment: e.g. designing the curriculum of their own school, the curriculum of their own subject for a given year, the thematic educational plan for a given subject and year, etc.). As part of the final assessment of the course, students take an oral examination (50 points). In total, students may obtain a maximum of 100 points. Successful completion of the course is subject to obtaining at least 60 % of the maximum possible grade for the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess (critically evaluate, develop, enrich with own ideas), is oriented in the issues of curriculum theory, paradigms of teaching and can put them in the context of the current form of the state and school curriculum in Slovakia and can also critically analyse, evaluate and consider their use and implementation with implications for practice. B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, but only in specifically selected problems and not in a generalizing way, is oriented in the issues of curriculum theory, teaching paradigms and is able to put them in the context of the current form of the state and school curriculum in Slovakia and is also able to critically evaluate them and is able to consider their use and implementation with implications for practice.	

C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it adequately, but there is no development of his/her own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in the issues of curriculum theory, teaching paradigms, but there is no critical and generalizing evaluation of them.

D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in the issues of curriculum theory, teaching paradigms is limited to specific areas, their critical evaluation is absent.

E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, there is no critical analysis and development of own ideas, orientation in the issues of curriculum theory, teaching paradigms is limited to specific areas, there is no critical evaluation and generalization,

Fx (59-0%, insufficient - additional work required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outcomes, its application is incoherent, limited to limited contexts, orientation in the issues of curriculum theory, teaching paradigms is incoherent, limited to specific areas, their generalizing application is absent.

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

Learning outcomes:

Learning outcomes:

Students will be able to theoretically reflect on different curriculum theories, teaching paradigms and will be able to put them in the context of the current form of the state and school curriculum in Slovakia (or in EU countries). Students will be able to design partial parts of the school educational program of their own school with an emphasis on the creation of the curriculum, curricula of subjects and thematic educational curricula.

Transferable competences: the student will know and be able to apply parts of the school curriculum for the development of communication, organisational and (self-)cognitive competences
Content structure of the course:

The concept of curriculum, its definitions in a broader and narrower sense. Definition of the basic concepts related to the concept of curriculum - curriculum, educational project, teaching process (content, course), curriculum of a field of study, teaching subject, teaching unit. Types of curriculum. Different points of view on curriculum: formal curriculum, informal curriculum, hidden curriculum; conceptual form of curriculum, planned (prescribed) curriculum, implemented curriculum, achieved (learned, acquired) curriculum, effect form of curriculum; supporting Curriculum. Classification and reflection of different philosophical theories of curriculum (theories of education). Current curriculum trends in OECD and EU countries. Understanding curriculum in the Millennium Project. International measurements of planned, implemented and achieved curriculum - international research studies: TIMSS, PISA, PIRLS, CIVIC and others (ICILS, ICCS, TALIS). National curricula in the Slovak Republic: ISCED 0, 1, 2 and 3 (lower secondary education and upper secondary education) - basic structure and framework content. School curriculum. Basic structure and framework content. School curriculum for secondary vocational schools.

Principles, methodology of development and design of school educational program. Designing the school curriculum and curricula of subjects (especially own). Elements of the school curriculum and approach to its design. Curriculum components and approach to designing school curriculum in the subject. Specifics of designing educational (curricular) constructs in relation to the chosen paradigm of teaching

Class syllabus:

Brief outline of the course:

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

Recommended literature:

Reference sources:

Required reading:

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

Recommended reading:

KOSTRUB, D. 2008. Dieťa/žiak/štvudent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6.

PORUBSKÝ, Š. 2014. ŠKOLA A KURIKULUM – TRANSFORMÁCIA V SLOVENSKOM KONTEXTE. UMB Banská Bystrica, 2014, Belianum, ISBN 978-80-557-0838-6

TÓTHOVÁ, R. 2013. Implementácia kurikula do vyučovacieho procesu. Bratislava : Z-F Lingua, 2013. ISBN 978-80-89328-93-2.

TÓTHOVÁ R. - KOSTRUB, D. - FERKOVÁ Š. 2017. Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva). Prešov: ROKUS. ISBN 978-80-89510-61-0.

<https://www.minedu.sk/8387-sk/statne-vzdelavacie-programy/>

<https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/>

<https://siov.sk/statne-vzdelavacie-programy/>

<https://www.nucem.sk/sk/nucem>

Languages necessary to complete the course:

slovak language and czech language

Notes:

Past grade distribution						
Total number of evaluated students: 78						
A	ABS	B	C	D	E	FX
94,87	0,0	2,56	1,28	0,0	0,0	1,28
Lecturers: Mgr. Peter Ostradický, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDšt007/22	Course title: Didactics of pedagogical disciplines
Number of credits: 3	
Educational level: II.	
Course requirements: Prerequisites: The State Examination in Didactics of Pedagogical Disciplines, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020 Study Regulations of the Faculty of Education of Charles University, as well as by the Internal Regulation No. 5/2021 Study Regulations of Charles University. A student may take the state examination a) after obtaining at least such number of credits that after obtaining credits for successful completion of the last state examination he/she achieves the necessary number of credits for proper completion of studies and b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme except for the state examination and c) no disciplinary proceedings are conducted against him/her. The student receives 3 credits for the successful completion of the state examination in didactics of pedagogical disciplines. Rating According to the VP 23/2021 Internal Quality Assurance System for Higher Education of the Charles University in Bratislava, the student is evaluated in particular by demonstrating the ability to integrate knowledge, the level of competences and competencies set out in the profile of the graduate. The overall answer evaluation is a synthesis of the evaluation of answers from the individual components of the state examination and reflects the overall level of student's insight in the field, the ability to synthesize and correlate knowledge, critically analyze information, apply theoretical knowledge, reveal the causes of problems and propose solutions. The level of knowledge, skills and competences relevant to the area specified in the relevant questions is assessed. The rating shall be awarded on a scale of : A (excellent - excellent results), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (sufficient - the results meet the minimum criteria), Fx (understatement). A student is graded FX if he/she has only met the grade requirements at a level less than 60% of the total highest possible level of completion of the requirements for the state examination. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.	

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

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

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

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

Learning outcomes:

Learning outcomes:

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

The aim of the state examination is to verify the students' competence to solve specific didactic tasks in the subject of pedagogy and teaching of pedagogical disciplines. Students will demonstrate the following skills and competences:

- to apply the knowledge and theories of general didactics in the didactics of pedagogy and pedagogical disciplines,
- characterize and define basic didactic concepts with a focus on the specificities of teaching pedagogical disciplines in higher secondary education,
- design and prepare a lesson on pedagogy in accordance with didactic principles and the requirements of the relevant pedagogical documentation for individual types of schools,
- characterize, apply, and evaluate didactic methods of teaching pedagogy, know the advantages and pitfalls of their specific application for different target groups,
- To propose adequate methods of assessing student performance in the subject of pedagogy,
- based on the analysis of intrasubject relationships of pedagogical disciplines and knowledge of requirements and standards for individual types of secondary schools, can design the content and elaborate didactic analysis of the subject pedagogy for different target groups,
- based on reflection of pedagogical practice in the subject of pedagogy, can document selected problems in the field of lesson preparation, selection of teaching methods and didactic analysis of the curriculum.

Class syllabus:

Brief outline of the course:

Theory of teaching pedagogical disciplines:

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

State exam syllabus:

Recommended literature:

Reference sources:

Recommended reading:

ALIŠOVÁ, A., SINGULE, F., VALENTA, J. 1990. Didaktika pedagogiky. Praha: FF UK, SPN, 1990. ISBN 80-7066-105-4.

BERTRAND, Y. 1998. Soudobé teorie vzdělávání. Praha: Portál, 1998. ISBN 80-7178-216-5.

ČAPEK, R. 2015. Moderní didaktika. Lexikon výukových a hodnoticích metod. Praha. Grada, 2015. 624s. ISBN 978-80-247-3450-7

HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R. 2006. Úvod do pedagogiky.

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

KASÍKOVÁ, H. 2010. Učíme (se) spolupráci spoluprací (2. rozšířené vydanie). Praha: Aisis, 2010. ISBN 978-80-90407-16-9.

KOSTRUB, D. 2008. Dieťa/žiak/štvudent – učivo – učiteľ, didaktický alebo bermudský trojuholník? Prešov: Rokus, 2008. ISBN 978-80-89055-87-6.

KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. 2017. Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Rokus. 370 s., ISBN 978-80-8951-061-0.

KRATOCHVÍLOVÁ, J. 2006. Teorie a praxe projektové výuky. 1. vydání. Brno: Masarykova univerzita, 2006. ISBN 978-80-210-4142-2.

KYRIACOU, CH. 2012. Klíčové dovednosti učitele: cesta k lepšímu vyučování. Praha: Portál, 2012. ISBN 978-80-26200-52-9.

MAŇÁK, J., ŠVEC, V. 2003. Výukové metody. Brno: Paido, 2003. ISBN 80-7315-039-5.

OBDRŽÁLEK, Z. a kol., 2003. Didaktika pre študentov učiteľstva ZŠ. Bratislava. Univerzita Komenského, 2003. ISBN 80-223-1772-1.

Odborná časopisecká literatúra: Pedagogika, Pedagogická revue www.casopispedagogika.sk, Paidagogos, Didaktika, Pán učiteľ, Pedagogické rozhľady, Technológia vzdelávania atď.

PASCH a kol. 2005. Od vzdelávacieho programu k vyučovacím hodinám. Praha: Portál, 2005. ISBN 80 7367-054-2.

PETLÁK, E. 2004. Všeobecná didaktika. Bratislava : Iris, 2004. ISBN 80-89018-64-5.

PETTY, G. 2013. Moderní vyučování. Praha: Portál, 2013. ISBN 978-80-26203-67-4.

SITNÁ, D. 2013. Metody aktivního vyučování: Spolupráce žáků v skupinách. Praha: Portál.

SKALKOVÁ, J., 2007. Obecná didaktika. Praha: GRADA, 2007. ISBN 80-24718-21-7.

ŠAUEROVÁ, M. (Ed.) 2013. Zážitková pedagogika a možnosti jejího využití při práci s vybranými cílovými skupinami. Sborník. Kolektivní monografie. Praha: Vysoká škola tělesné výchovy a sportu Palestra, 2013. ISBN (online verzia) 978-80-87723-08-1. Dostupné on-line: <http://www.palestra.cz/zp/sbornik.pdf>.

ŠKODA, J., DOULÍK, P. 2011. Psychodidaktika. Metody efektivního a smysluplného učení a vyučování. Praha: Grada, 2011.

Školské vzdelávacie programy, pedagogické dokumenty platné v súčasnom období pre Pedagogické a sociálne akadémia a Konzervatóriá. Štátne vzdelávacie programy, vzdelávacie štandardy (dostupné na www.statpedu.sk a www.siov.sk), učebnice pedagogiky pre stredné školy.

ŠTURMA, J. 1993. Didaktika pedagogiky. Hradec Králové : Gaudeamus 1993. ISBN

TÓBLOVÁ, E. 2019. Aktivizujúce vyučovacie metódy. Bratislava: Univerzita Komenského, 2019. ISBN 978-80-223-4817-1

TÓTHOVÁ, R. 2013. Implementácia kurikula do vyučovacieho procesu. Bratislava: Z-F Lingua, 2013. ISBN 978-80-89328-93-2.

TUREK, I. 2010. Didaktika. Bratislava: Iura Edition, 2010. ISBN 978-80-807-83-228.

WALTEROVÁ, E. 1994. Kurikulum: Proměny a trendy v mezinárodní perspektivě. Brno: Masarykova univerzita, 1994. ISBN 80-210-0846-6.

Zákon č. 245/ 2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Languages necessary to complete the course:

slovak and czech

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde005/22	Course title: Didactics of pedagogy
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 3 per level/semester: 39 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by examination, the ratio of midterm/final assessment is 50/50. During the semester, students must produce 2 interim term papers of 25 points each (as assigned by the instructor): 1. Designing a teaching unit/Preparation for teaching a selected topic (in the context of teaching pedagogical subjects at secondary school). 2. Preparation and creation of didactic means-teaching aids in connection with the design of the teaching unit. As part of the final assessment, students will complete an oral defence of their preparation for teaching/microlearning (50 points). In total, students may earn a maximum of 100 points. Passing the course is subject to obtaining at least 60% of the maximum possible grade for the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above	

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

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

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

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

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim of the course is to prepare students for teaching pedagogical subjects in secondary schools. The course focuses on the methodology of preparation (both long and short-term) and implementation of teaching pedagogical subjects in secondary schools. Emphasis is placed on students' active engagement with current state and school curricula of secondary schools where pedagogical subjects are taught. The course also focuses on the application of new trends in the teaching of pedagogy in the respective high schools. Students will master theoretically and practically both the methodology of preparation and the methodology of implementation of the teaching of pedagogical subjects and will become familiar with the new trends in the teaching of pedagogy in the relevant secondary schools. The course will also include student micro-performances.

Transferable competences: students can communicate their conclusions, think critically and think in context by analysing, completing and discussing interim and final assignments.

Class syllabus:

Brief outline of the course:

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

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

Recommended literature:

Reference sources:

Required reading:

KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. 2017. Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Rokus. 370 s., ISBN 978-80-8951-061-0

Recommended reading:

ČAPEK, R. 2015. Moderní didaktika. Lexikon výukových a hodnoticích metod. Praha. Grada, 2015. 624s. ISBN 978-80-247-3450-7

KOSTRUB, D. 2008. Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský

OBDRŽÁLEK, Z. a kol. 2003. Didaktika pre študentov učiteľstva ZŠ. Bratislava : Univerzita Komenského, 2003. ISBN 80-223-1772-1

PETLÁK, E. 2016. Všeobecná didaktika. Bratislava: IRIS, 2016. ISBN: 978-80-8153-064-7

ŠTURMA, J. Didaktika pedagogiky. Hradec Králové . Gaudeamus, 1993. ISBN 978-80-704-1228-2

TÓBLOVÁ, E. 2019. Aktivizujúce vyučovacie metódy. Bratislava : Univerzita Komenského, 2019. ISBN 978-80-223-4817-1

trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6.

TUREK, I. 2014. Didaktika. Bratislava : Wolters Kluwer, 2014, ISBN 978-80-8168-004-5

ZORMANOVÁ, L. 2014. Obecná didaktika. Grada. Praha. ISBN 978-80-247-4590-9

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 77

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

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

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde023/22	Course title: Disorders of child development, learning and behaviour
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites: 100% of the continuous assessment, the course is completed by assessment. During the semester, students will prepare a seminar paper (max. 30 points), present the seminar paper (max. 10 points) and pass an intermediate didactic test (max. 60 points). The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. The test and the seminar paper are designed to verify the learning outcomes. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the course it is necessary to obtain at least 60% of the points from all partial tasks. For an A grade, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through a variety of literature sources, are able to select relevant sources for their studies, are able to navigate the issues of childhood developmental, learning and behavioural disorders, i.e. have basic information on their aetiopathogenesis, epidemiology, diagnosis and differential diagnosis, as well as on possible forms of intervention. A grade of B means that students performed above average throughout the semester, were able to study independently, are proficient in basic information related to childhood developmental disorders, behavioral and learning disorders, and are able to navigate the literature. A grade of C means that the students performed well during the semester, their theoretical knowledge of the subject is at a good level, but their ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge is lacking. A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to the subject of education and greater problems	

in independent implementation work, they are unable to critically analyze information and have problems applying knowledge to practice.

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

Learning outcomes:

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

Class syllabus:

Brief outline of the course:

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

10. Emotional disorders in childhood - anxiety disorders and depression in childhood and adolescence.						
11. Behavioural disorders, classification, manifestations and intervention options						
Recommended literature: VÁGNEROVÁ, M. (2014). Současná psychopatologie pro pomáhající profese. Praha: Portál, 816 s., ISBN 9788026206965 VÁRYOVÁ, B., ANDREÁNSKA, V. (2016). Vývinové poruchy. In: HERETIK, A. sr., HERETIK, A. jr. (ed.), Klinická psychológia, 2. prepracované a rozšírené vydanie. s. 415-459. Psychoprof, s. r. o. ISBN 9788089322244 Recommended reading: BRUNCLÍKOVÁ, Z. (2020). Inkluzívne vzdelávanie z pohľadu učiteľov. In Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky. Univerzita Komenského. s 6-13. ISBN 978-80-223-4976-5 BRUNCLÍKOVÁ, Z., ANDREÁNSKA, V. (2013). Problematika dyslexie vo vyučovaní cudzích jazykov. In Psychológia (v) škole (elektronický zdroj). Univerzita Komenského. s. 171-177, ISBN 978-80-223-3483 GLASOVÁ, M., HARVANOVÁ, S., VANCU, E. (2021). Emocionálna regulácia a vzťahová väzba. In: GLASOVÁ, M., HARVANOVÁ, S., VANCU E., Multimodalita vývinu emocionálnej regulácie u adolescentov. 1. vyd., s. 26-32. Bratislava: Univerzita Komenského. ISBN 978-80-223-5131-7 GLASOVÁ, M., GROMA, M. (2019). Psychologické posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/inkluzívneho vzdelávania. 1. vyd., s. 57-96. Bratislava: Univerzita Komenského. 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 periodicals and scientific databases: PycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie and others						
Languages necessary to complete the course: slovak and czech						
Notes: subject with psychological focus, in the study plan marked *)						
Past grade distribution Total number of evaluated students: 526						
A	ABS	B	C	D	E	FX
76,05	0,0	13,69	4,94	2,28	0,76	2,28
Lecturers:						
Last change: 19.10.2025						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde023/22	Course title: Disorders of child development, learning and behaviour
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites: 100% of the continuous assessment, the course is completed by assessment. During the semester, students will prepare a seminar paper (max. 30 points), present the seminar paper (max. 10 points) and pass an intermediate didactic test (max. 60 points). The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. The test and the seminar paper are designed to verify the learning outcomes. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the course it is necessary to obtain at least 60% of the points from all partial tasks. For an A grade, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through a variety of literature sources, are able to select relevant sources for their studies, are able to navigate the issues of childhood developmental, learning and behavioural disorders, i.e. have basic information on their aetiopathogenesis, epidemiology, diagnosis and differential diagnosis, as well as on possible forms of intervention. A grade of B means that students performed above average throughout the semester, were able to study independently, are proficient in basic information related to childhood developmental disorders, behavioral and learning disorders, and are able to navigate the literature. A grade of C means that the students performed well during the semester, their theoretical knowledge of the subject is at a good level, but their ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge is lacking. A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to the subject of education and greater problems	

in independent implementation work, they are unable to critically analyze information and have problems applying knowledge to practice.

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

Learning outcomes:

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

Class syllabus:

Brief outline of the course:

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

10. Emotional disorders in childhood - anxiety disorders and depression in childhood and adolescence.						
11. Behavioural disorders, classification, manifestations and intervention options						
Recommended literature: VÁGNEROVÁ, M. (2014). Současná psychopatologie pro pomáhající profese. Praha: Portál, 816 s., ISBN 9788026206965 VÁRYOVÁ, B., ANDREÁNSKA, V. (2016). Vývinové poruchy. In: HERETIK, A. sr., HERETIK, A. jr. (ed.), Klinická psychológia, 2. prepracované a rozšírené vydanie. s. 415-459. Psychoprof, s. r. o. ISBN 9788089322244 Recommended reading: BRUNCLÍKOVÁ, Z. (2020). Inkluzívne vzdelávanie z pohľadu učiteľov. In Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky. Univerzita Komenského. s 6-13. ISBN 978-80-223-4976-5 BRUNCLÍKOVÁ, Z., ANDREÁNSKA, V. (2013). Problematika dyslexie vo vyučovaní cudzích jazykov. In Psychológia (v) škole (elektronický zdroj). Univerzita Komenského. s. 171-177, ISBN 978-80-223-3483 GLASOVÁ, M., HARVANOVÁ, S., VANCU, E. (2021). Emocionálna regulácia a vzťahová väzba. In: GLASOVÁ, M., HARVANOVÁ, S., VANCU E., Multimodalita vývinu emocionálnej regulácie u adolescentov. 1. vyd., s. 26-32. Bratislava: Univerzita Komenského. ISBN 978-80-223-5131-7 GLASOVÁ, M., GROMA, M. (2019). Psychologické posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/inkluzívneho vzdelávania. 1. vyd., s. 57-96. Bratislava: Univerzita Komenského. 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 periodicals and scientific databases: PycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie and others						
Languages necessary to complete the course: slovak and czech						
Notes: subject with psychological focus, in the study plan marked *)						
Past grade distribution Total number of evaluated students: 526						
A	ABS	B	C	D	E	FX
76,05	0,0	13,69	4,94	2,28	0,76	2,28
Lecturers: Mgr. Mária Jucková, PhD.						
Last change: 19.10.2025						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde001/22	Course title: Educational diagnostics and evaluation
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: Weighting of interim and final assessment: 50/50 - the course is completed by examination. During the semester there will be three colloquial midterm evaluations of 10 points each and four midterm assignments of 5b will be worked on. The final exam will be graded 50pts. Credit will not be awarded to a student who receives less than 5 points on any of the three interim assessments and fails to submit all processed distance assignments for at least a 3b. A minimum of 60% of the course grade is required for successful completion of the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

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

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

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

Learning outcomes:

Learning objectives and outcomes:

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

Class syllabus:

Brief outline of the course:

1. Introduction to educational diagnostics:

- Understanding the purpose and goals of pedagogical diagnosis in the context of effective teaching.
- Opportunities for self-discovery and the importance of teacher self-reflection.
- Basic mind-sets (fixed and growth-oriented) in the context of controlling versus autonomous teaching.
- Pedagogical diagnosis in critical motivational moments of the teaching process.

2. The diagnostic process:

- Diagnostic cycle

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

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

Recommended literature:

Recommended reading:

Compulsory reading:

GAVORA, P. (2010). Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: Enigma. 216s. ISBN 978-80-89132-91-1

KURUC, M. (2013). Poruchy správania u detí a adolescentov a ich pedagogická diagnostika. Bratislava: Univerzita Komenského v Bratislave. 65s. CD-Rom. ISBN 978-80-223-3512-6

Recommended reading:

HATTIE, J. (2012). Visible Learning For Teachers: Maximizing impact on Learning. New York: Routledge Taylor & Francis Group, US. 286p. ISBN 978-0-415-69015-7

KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Rokus. 370 s., ISBN 978-80-8951-061-0

MERTIN, V., KREJČOVÁ, L. (2016). Metódy a postupy poznávavání 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: 990

A	ABS	B	C	D	E	FX
84,65	0,0	7,47	3,84	1,92	0,71	1,41

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

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde020/22	Course title: Educational policy
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for passing the course: 100% of continuous assessment Continuous evaluation includes the evaluation of the performance of continuous tasks and assignments, which are mainly carried out in an individual form. These are mainly exercises aimed at addressing current situations in education policy. Using case studies and analysis of school policy programme documents, the student tests his/her ability to apply the knowledge acquired to practical education policy (max. 30 points). In small groups during class, they create a development program aimed at solving problematic situations in education (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a pre-defined specific problem situation in education or in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of situations in the school environment and how to deal with them and are able to apply their knowledge in meaningful ways to create assignments. A grade of B means that students have performed above average throughout the semester, have been able to study independently, are able to navigate a variety of literary sources and critically select relevant sources for their studies, have knowledge of various situations in the school environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.	

A grade of C means that the students have performed well throughout the semester, their theoretical knowledge of various situations in the school environment and their solutions is at a good level, but they are deficient in their ability to apply this knowledge, and they are deficient in their critical evaluation and comparison of literary sources.

A grade of D indicates that students were less prepared during the semester, with slight deficiencies in theoretical knowledge related to various situations in the school environment and their solutions. They have considerable difficulties in working independently, they cannot critically analyse information.

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

A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim is to acquire knowledge of the basic principles and instruments of education policy at national and international level, to estimate the motivation and to know the context in the activities of organizations and individual actors of education policy in specific situations in education and school, and to acquire specific knowledge of the organizational structure of education and its components.

Students after completing the course:

- understand and orientate themselves in the basic background and possible reasons for the actions of actors in education policy as a public policy of the state
- know the content of education policy instruments
- understand management and economic processes in education organisations
- know the procedures for evaluating school management models
- know the basic methods used in research in the field of educational policy theory

Upon completion of the course, students will be able to:

- identify and classify the intentions of educational policy actors in the educational environment
- formulate research topics in educational policy theory and design adequate research methods
- recognise differences in the actions of education policy actors in the context of addressing current situations in education policy
- Conduct an evaluation of policy school programmes aimed at educational development in the state

Students are competent after completing the course:

- think analytically and critically about the content of education and school curriculum documents
- communicate adequately on education policy issues

The acquisition of knowledge about the structure and content of state education policy as a basis for integrating individual courses into a comprehensive view of the student's educational program is also a transferable competency

Class syllabus:

Brief outline of the course:

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

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

Recommended literature:

Reference sources:

Required reading:

Plavčan, P. (2021). Teória vzdelávacej politiky. Brno: MSD.

Recommended reading.

Horváthová, K., Manniová, J. (2008). Úvod do školského manažmentu. Ivanka pri Dunaji: Axima.

Kalous, J., Veselý, A. (2006). Teorie a nástroje vzdělávací politiky. Praha: Karolinum.

Pisoňová, M. a kol. (2017). Školský manažment terminologický a výkladový slovník. Bratislava: Wolters Kluwer

Švec, Š. a kol. (2015). Slovenská encyklopédia edukológie. Bratislava: Vydavateľstvo Univerzity Komenského v Bratislave

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 60

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

Lecturers:

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde020/22	Course title: Educational policy
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for passing the course: 100% of continuous assessment Continuous evaluation includes the evaluation of the performance of continuous tasks and assignments, which are mainly carried out in an individual form. These are mainly exercises aimed at addressing current situations in education policy. Using case studies and analysis of school policy programme documents, the student tests his/her ability to apply the knowledge acquired to practical education policy (max. 30 points). In small groups during class, they create a development program aimed at solving problematic situations in education (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a pre-defined specific problem situation in education or in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of situations in the school environment and how to deal with them and are able to apply their knowledge in meaningful ways to create assignments. A grade of B means that students have performed above average throughout the semester, have been able to study independently, are able to navigate a variety of literary sources and critically select relevant sources for their studies, have knowledge of various situations in the school environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.	

A grade of C means that the students have performed well throughout the semester, their theoretical knowledge of various situations in the school environment and their solutions is at a good level, but they are deficient in their ability to apply this knowledge, and they are deficient in their critical evaluation and comparison of literary sources.

A grade of D indicates that students were less prepared during the semester, with slight deficiencies in theoretical knowledge related to various situations in the school environment and their solutions. They have considerable difficulties in working independently, they cannot critically analyse information.

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

A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim is to acquire knowledge of the basic principles and instruments of education policy at national and international level, to estimate the motivation and to know the context in the activities of organizations and individual actors of education policy in specific situations in education and school, and to acquire specific knowledge of the organizational structure of education and its components.

Students after completing the course:

- understand and orientate themselves in the basic background and possible reasons for the actions of actors in education policy as a public policy of the state
- know the content of education policy instruments
- understand management and economic processes in education organisations
- know the procedures for evaluating school management models
- know the basic methods used in research in the field of educational policy theory

Upon completion of the course, students will be able to:

- identify and classify the intentions of educational policy actors in the educational environment
- formulate research topics in educational policy theory and design adequate research methods
- recognise differences in the actions of education policy actors in the context of addressing current situations in education policy
- Conduct an evaluation of policy school programmes aimed at educational development in the state

Students are competent after completing the course:

- think analytically and critically about the content of education and school curriculum documents
- communicate adequately on education policy issues

The acquisition of knowledge about the structure and content of state education policy as a basis for integrating individual courses into a comprehensive view of the student's educational program is also a transferable competency

Class syllabus:

Brief outline of the course:

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

3. Management of education and schools. The school system and the competences of the local self-government and local state administration bodies. 4. Education policy actors. 5. Financing education. Current main models of education financing and education budgeting models. 6. Basic and other education policy programme documents. 7. Legislation in regional and higher education and in the fields of science and technology, sport, lifelong learning and children and youth. 8. International education policy and organizations in education. 9. International and national evaluation and accreditation of education. 10. Lifelong learning and recognition of qualifications. 11. Curriculum policy and information resources on education.						
Recommended literature: Reference sources: Required reading: Plavčan, P. (2021). Teória vzdelávacej politiky. Brno: MSD. Recommended reading: Horváthová, K., Manniová, J. (2008). Úvod do školského manažmentu. Ivanka pri Dunaji: Axima. Kalous, J., Veselý, A. (2006). Teorie a nástroje vzdělávací politiky. Praha: Karolinum. Pisoňová, M. a kol. (2017). Školský manažment terminologický a výkladový slovník. Bratislava: Wolters Kluwer Švec, Š. a kol. (2015). Slovenská encyklopédia edukológie. Bratislava: Vydavateľstvo Univerzity Komenského v Bratislave						
Languages necessary to complete the course: slovak and czech						
Notes:						
Past grade distribution Total number of evaluated students: 60						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers:						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde025/22	Course title: Elementary education
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: the course is completed with a 100% grade. There will be three forms of assessment during the semester (a written test for 30 points; an independent written work for 30 points; and a verbal defence of the independent written work for 40 points). A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who achieves less than 20 points in any form of assessment. To pass the course, a minimum score of 60% is required. Continuous assessment: written test (the student has to be able to define the basic concepts, objectives and content of pre-primary pedagogy with the related terminological apparatus). Final assessment: independent written work (the student is to produce an independent piece of work of a conceptual nature on a topic specifically defined by the teacher and submit it in electronic form, containing carefully selected evidence of how the student is developing scientific knowledge and competencies related to the design of teaching and learning in early childhood education. The student will defend the thesis in the form of an oral examination for which he/she will prepare a presentation). The rating is awarded on a scale: A (100-91%, excellent - outstanding results): the student presents theoretical knowledge excellently and is able to apply it creatively and originally in a written thesis and its oral defence; B (90-81%, very good - above average standard): the student presents theoretical knowledge at a very good level and is able to apply it creatively in a written thesis and its oral defence; C (80-73%, good - normal reliable work): the student presents theoretical knowledge at an average level and is able to apply it adequately in the written work and its oral defence; D (72-66%, satisfactory - acceptable results): the student presents theoretical knowledge at a satisfactory level and can apply it adequately in written work and its oral defence; E (65-60%, satisfactory - results meet the minimum criteria): the student presents theoretical knowledge at a low level and is deficient in its application to the written work and its oral defence;	

Fx (59-0%, insufficient - additional work required): student has significant deficiencies in theoretical knowledge and/or in its application to the written thesis and its oral defense.

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

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

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

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

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

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

Learning outcomes:

Learning outcomes:

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

As part of the course, the student will develop the following transferable competences: communication, organizational, digital, interpersonal, as well as creativity and creativity, readiness to learn and think in context.

Class syllabus:

Brief outline of the course: the content of the course contributes to the objectives and outcomes of education (graduate profile) with the following topics:

Pre-primary pedagogy as a part of educational sciences. The aim of the topic is to get acquainted with the position of pre-primary pedagogy in the system of sciences. The student is to acquire knowledge of how the individual pedagogical sciences are closely related, influence and complement each other.

The subject of pre-primary pedagogy. The purpose of this topic is to familiarize the student with issues in the study of preschool pedagogy. The student is to acquire knowledge of pre-primary pedagogy as a field of general education. The student will be able to evaluate the importance of pre-primary pedagogy as an applied pedagogical discipline on teaching and educating children in pre-primary education.

Pedagogy of childhood. The aim of the topic is to become familiar with the fundamental rights of children according to the Declaration of the Rights of the Child. The student should acquire knowledge about the categories of responsibility for the protection of childhood according to the Convention on the Rights of the Child, which he/she can then apply in his/her professional activity. The contribution of educational sciences in the pedagogy of childhood.

Conceptions of childhood and early childhood. The aim of the topic is to become familiar with the understanding of childhood in educational sciences. The student is to acquire knowledge about the development of anthropological constructs of childhood and be able to understand the significance of this phase of life and the development (transformation) in educational approaches to children. The aim of the topic is to familiarize the student with early care and compulsory pre-primary education programs. The student is to acquire the ability to apply the various components of the programs that target the development of children from birth to the age when they enter school.

Pedagogically contingent strategies. The aim of the topic is to learn about the importance of supporting child development in preschool. The student is to acquire knowledge of theories of personal, social, cognitive and moral development of the child. To be aware of the most important characteristics of the preschool child and to be able to develop them through pedagogically conditioned strategies. Lay vs. erudite education of the youngest generation. The goal of this topic is to familiarize students that the process of teaching and educating preschoolers is based on conceptions of learning and theories of teaching. The student is to acquire knowledge about the theories of learning and teaching, their differences and didactic profile of application in the conditions of teaching and education in preschool.

Concepts of pre-primary education and teaching. The aim of the topic is to familiarize students with designing, planning, preparing, implementing and evaluating a teaching and learning program in a kindergarten setting. The student is to acquire knowledge about the ways of modeling the process of teaching and education in kindergarten.

Learning and learning processes in teaching. The aim of the topic is to become familiar with the didactic influences on child learning and development and the professional characteristics of the teacher in teaching and learning in kindergarten. The student is to acquire knowledge of the didactic specifics of the learning child and the components that make them up and the interrelationship between them, their similarity and difference from the didactic higher educational levels.

Complementary and supportive learning components. The aim of the topic is to learn about the design of children's play and the use of different methods, forms and strategies of learning, as well as the types and stages of play. The student is to acquire the competence to apply the different strategies to play activities and activities.

Aim, curriculum and pedagogical diagnosis/evaluation. The aim of the topic is to become familiar with the problem of the goal in teaching and education in kindergarten and the problem of setting, determining and didactic operation with the curriculum in the teaching and education of children in pre-primary education. The student is to acquire knowledge about pedagogical diagnosis, goals, tools and the importance of evaluation in the conditions of teaching and education in kindergarten and apply them in setting, determining the goal and didactic operation with the curriculum.

Play and play in a teaching-learning context. The aim of the topic is to introduce the student to the fact that children learn during play activities. The student is to acquire knowledge about learning in play in preschool children. The student will be able to understand that play is understood in

didactics as a strategy, a method and a means to achieve educational goals as well as a tool for pedagogical diagnosis/evaluation.						
Recommended literature: Reference sources: Recommended reading: JAKUBÍKOVÁ, Z., KOSTRUB, D. (2009). Vybrané didaktické modely materskej školy uplatňované v súčasnej didaktickej praxi. Prešov: Rokus. KOLLÁRIKOVÁ, Z., PUPALA, B. (2001). Predškolská a elementárna pedagogika. Praha: Portál. KOSTRUB, D. (2003). Od pedagogiky k didaktike materskej školy. Prešov: Rokus. KOSTRUB, D. (2008). Dieťa/žiak/študent-učivo-učiteľ, didaktický alebo bermudský trojuholník? Prešov: Rokus. KOSTRUB, D., SEVERINI, E., REHÚŠ, M. (2012). Proces výučby a digitálne technológie. Prešov: Rokus. TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. (2017). Žiak, učiteľ a výučba. Prešov: Rokus						
Languages necessary to complete the course: slovak language						
Notes: does not have						
Past grade distribution Total number of evaluated students: 78						
A	ABS	B	C	D	E	FX
79,49	0,0	12,82	3,85	0,0	0,0	3,85
Lecturers: prof. PaedDr. Dušan Kostrub, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde025/22	Course title: Elementary education
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: the course is completed with a 100% grade. There will be three forms of assessment during the semester (a written test for 30 points; an independent written work for 30 points; and a verbal defence of the independent written work for 40 points). A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who achieves less than 20 points in any form of assessment. To pass the course, a minimum score of 60% is required. Continuous assessment: written test (the student has to be able to define the basic concepts, objectives and content of pre-primary pedagogy with the related terminological apparatus). Final assessment: independent written work (the student is to produce an independent piece of work of a conceptual nature on a topic specifically defined by the teacher and submit it in electronic form, containing carefully selected evidence of how the student is developing scientific knowledge and competencies related to the design of teaching and learning in early childhood education. The student will defend the thesis in the form of an oral examination for which he/she will prepare a presentation). The rating is awarded on a scale: A (100-91%, excellent - outstanding results): the student presents theoretical knowledge excellently and is able to apply it creatively and originally in a written thesis and its oral defence; B (90-81%, very good - above average standard): the student presents theoretical knowledge at a very good level and is able to apply it creatively in a written thesis and its oral defence; C (80-73%, good - normal reliable work): the student presents theoretical knowledge at an average level and is able to apply it adequately in the written work and its oral defence; D (72-66%, satisfactory - acceptable results): the student presents theoretical knowledge at a satisfactory level and can apply it adequately in written work and its oral defence; E (65-60%, satisfactory - results meet the minimum criteria): the student presents theoretical knowledge at a low level and is deficient in its application to the written work and its oral defence;	

Fx (59-0%, insufficient - additional work required): student has significant deficiencies in theoretical knowledge and/or in its application to the written thesis and its oral defense.

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

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

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

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

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

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

Learning outcomes:

Learning outcomes:

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

As part of the course, the student will develop the following transferable competences: communication, organizational, digital, interpersonal, as well as creativity and creativity, readiness to learn and think in context.

Class syllabus:

Brief outline of the course: the content of the course contributes to the objectives and outcomes of education (graduate profile) with the following topics:

Pre-primary pedagogy as a part of educational sciences. The aim of the topic is to get acquainted with the position of pre-primary pedagogy in the system of sciences. The student is to acquire knowledge of how the individual pedagogical sciences are closely related, influence and complement each other.

The subject of pre-primary pedagogy. The purpose of this topic is to familiarize the student with issues in the study of preschool pedagogy. The student is to acquire knowledge of pre-primary pedagogy as a field of general education. The student will be able to evaluate the importance of pre-primary pedagogy as an applied pedagogical discipline on teaching and educating children in pre-primary education.

Pedagogy of childhood. The aim of the topic is to become familiar with the fundamental rights of children according to the Declaration of the Rights of the Child. The student should acquire knowledge about the categories of responsibility for the protection of childhood according to the Convention on the Rights of the Child, which he/she can then apply in his/her professional activity. The contribution of educational sciences in the pedagogy of childhood.

Conceptions of childhood and early childhood. The aim of the topic is to become familiar with the understanding of childhood in educational sciences. The student is to acquire knowledge about the development of anthropological constructs of childhood and be able to understand the significance of this phase of life and the development (transformation) in educational approaches to children. The aim of the topic is to familiarize the student with early care and compulsory pre-primary education programs. The student is to acquire the ability to apply the various components of the programs that target the development of children from birth to the age when they enter school.

Pedagogically contingent strategies. The aim of the topic is to learn about the importance of supporting child development in preschool. The student is to acquire knowledge of theories of personal, social, cognitive and moral development of the child. To be aware of the most important characteristics of the preschool child and to be able to develop them through pedagogically conditioned strategies. Lay vs. erudite education of the youngest generation. The goal of this topic is to familiarize students that the process of teaching and educating preschoolers is based on conceptions of learning and theories of teaching. The student is to acquire knowledge about the theories of learning and teaching, their differences and didactic profile of application in the conditions of teaching and education in preschool.

Concepts of pre-primary education and teaching. The aim of the topic is to familiarize students with designing, planning, preparing, implementing and evaluating a teaching and learning program in a kindergarten setting. The student is to acquire knowledge about the ways of modeling the process of teaching and education in kindergarten.

Learning and learning processes in teaching. The aim of the topic is to become familiar with the didactic influences on child learning and development and the professional characteristics of the teacher in teaching and learning in kindergarten. The student is to acquire knowledge of the didactic specifics of the learning child and the components that make them up and the interrelationship between them, their similarity and difference from the didactic higher educational levels.

Complementary and supportive learning components. The aim of the topic is to learn about the design of children's play and the use of different methods, forms and strategies of learning, as well as the types and stages of play. The student is to acquire the competence to apply the different strategies to play activities and activities.

Aim, curriculum and pedagogical diagnosis/evaluation. The aim of the topic is to become familiar with the problem of the goal in teaching and education in kindergarten and the problem of setting, determining and didactic operation with the curriculum in the teaching and education of children in pre-primary education. The student is to acquire knowledge about pedagogical diagnosis, goals, tools and the importance of evaluation in the conditions of teaching and education in kindergarten and apply them in setting, determining the goal and didactic operation with the curriculum.

Play and play in a teaching-learning context. The aim of the topic is to introduce the student to the fact that children learn during play activities. The student is to acquire knowledge about learning in play in preschool children. The student will be able to understand that play is understood in

didactics as a strategy, a method and a means to achieve educational goals as well as a tool for pedagogical diagnosis/evaluation.						
Recommended literature: Reference sources: Recommended reading: JAKUBÍKOVÁ, Z., KOSTRUB, D. (2009). Vybrané didaktické modely materskej školy uplatňované v súčasnej didaktickej praxi. Prešov: Rokus. KOLLÁRIKOVÁ, Z., PUPALA, B. (2001). Predškolská a elementárna pedagogika. Praha: Portál. KOSTRUB, D. (2003). Od pedagogiky k didaktike materskej školy. Prešov: Rokus. KOSTRUB, D. (2008). Dieťa/žiak/študent-učivo-učiteľ, didaktický alebo bermudský trojuholník? Prešov: Rokus. KOSTRUB, D., SEVERINI, E., REHÚŠ, M. (2012). Proces výučby a digitálne technológie. Prešov: Rokus. TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. (2017). Žiak, učiteľ a výučba. Prešov: Rokus						
Languages necessary to complete the course: slovak language						
Notes: does not have						
Past grade distribution Total number of evaluated students: 78						
A	ABS	B	C	D	E	FX
79,49	0,0	12,82	3,85	0,0	0,0	3,85
Lecturers: prof. PaedDr. Dušan Kostrub, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde015/22	Course title: Experiential learning training
Educational activities: Type of activities: practicals Number of hours: per week: per level/semester: 20s Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with a grade of 100/0. Active completion of the individual course blocks in attendance 50 points. During the course, students will complete 2 interim assignments (reflections on the training), 1 interim assignment 25 points, total 50 points. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course you must obtain a minimum of 60% of the marks. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

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

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

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

Learning outcomes:

Learning outcomes:

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

Class syllabus:

Brief outline of the course:

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

Recommended literature:

Recommended reading:

De Zareta, A. (2021). Škola podľa našich predstáv, Učiť sa ako sa nám páči. Bratislava CEEV Živica, 2021. 165s.

Drtílová, T. (2020). Herník - zážitkové hry. Bratislava: MO Plusko, 2020. 239s.

Franc, D., Zounková, D., Martin, A. (2007). Učení zážitkem a hrou: praktická příručka instruktora. Praha : Computer Press, 2007. 201s.

Martin, K. (2018). Learner centered Innovation: Spark Curiosity, Ignite Passion and Unleash Genius. Canterbury: IMP Press, UK, 2018. 356p.

Rasfeld, M., Breidenbach, S. (2019). Školy v pohybe, Ako pripraviť dnešné deti na svet zajtrajška. Bratislava: CEEV Živica, 2019. 142s.

Languages necessary to complete the course:

knowledge of Slovak and English.

Notes:

Past grade distribution

Total number of evaluated students: 27

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

Lecturers:

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde015/22	Course title: Experiential learning training
Educational activities: Type of activities: practicals Number of hours: per week: per level/semester: 20s Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with a grade of 100/0. Active completion of the individual course blocks in attendance 50 points. During the course, students will complete 2 interim assignments (reflections on the training), 1 interim assignment 25 points, total 50 points. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course you must obtain a minimum of 60% of the marks. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

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

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

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

Learning outcomes:

Learning outcomes:

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

Class syllabus:

Brief outline of the course:

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

Recommended literature:

Recommended reading:

De Zareta, A. (2021). Škola podľa našich predstáv, Učiť sa ako sa nám páči. Bratislava CEEV Živica, 2021. 165s.

Drtílová, T. (2020). Herník - zážitkové hry. Bratislava: MO Plusko, 2020. 239s.

Franc, D., Zounková, D., Martin, A. (2007). Učení zážitkem a hrou: praktická příručka instruktora. Praha : Computer Press, 2007. 201s.

Martin, K. (2018). Learner centered Innovation: Spark Curiosity, Ignite Passion and Unleash Genius. Canterbury: IMP Press, UK, 2018. 356p.

Rasfeld, M., Breidenbach, S. (2019). Školy v pohybe, Ako pripraviť dnešné deti na svet zajtrajška. Bratislava: CEEV Živica, 2019. 142s.

Languages necessary to complete the course:

knowledge of Slovak and English.

Notes:

Past grade distribution

Total number of evaluated students: 27

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

Lecturers:

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde014/22	Course title: Inclusive education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course ends with an assessment, weighting of the interim and final assessment 100/0 - participation in class or active involvement in discussions (30 points); - group presentation of a selection of topics (30 points) The individual groups will be divided according to the following topics: 1) Inclusive education and the Dalton Plan; 2) Inclusive education and Maria Montessori's Pedagogy; 3) Inclusive education and Susan Kovalik's Integrated Thematic Teaching; 4) Inclusive education and another alternative pedagogical approach of their choice. Each group has to present in an engaging way a general description of the chosen pedagogical approach; present several concrete examples of pedagogical or didactic activities from this approach; demonstrate at least one activity (relevant for the 2nd grade of primary or secondary school) in the classroom; evaluate the usefulness and relevance of this approach for Inclusive education; provide basic information about schools in Slovakia that apply these pedagogical approaches in practice. - group seminar paper on the topic of the presentation (40 points) The seminar paper will be co-authored by all members of the group who will present on the topic. The assignment is to present (approx. 10 standard pages) the pedagogical approach about which the group presented in class and analytically and critically evaluate its usefulness in pedagogical practice in relation to Inclusive education with a focus on the second level of primary and/or secondary schools in the Slovak Republic, or to discuss its advantages, disadvantages and limitations. It is to be a seminar paper based on a critical analysis of the literature. It should therefore not be exclusively descriptive work, but also analytical. The aim is to critically and argumentatively evaluate the usefulness of the approach in relation to Inclusive education. One of the criteria of the thesis is coherence, i.e. the unity of the thesis as a whole. The rating is awarded on a scale: A 100 - 91% (excellent - outstanding results), B 90 - 81% (very good - above average standard), C 80 - 73% (good - normal reliable operation), D 72 - 66% (satisfactory - acceptable results), E 65 - 60% (sufficient - results meet minimum criteria),	

Fx 59% or less (insufficient).

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

For a grade of A, the student needs to produce consistently excellent results, be capable of independent study, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is familiar with theoretical and empirical knowledge in the field of Inclusive education and can apply it in his/her pedagogical practice. At the same time, students are able to work in a team and collaborate on assignments.

A grade of B means that the student achieved above average results throughout the semester, was able to study independently, knows basic information about Inclusive education, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are also shortcomings in his critical and creative thinking. At the same time, students are able to work in a team and collaborate on assignments.

A grade of C means that the student has performed standardly well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare individual literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.

The grade D means that the student was less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, as well as in group work, cannot critically analyze information and has problems applying knowledge to practice.

A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge in the course.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes and transferable competences:

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

Class syllabus:

Brief outline of the course:

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

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

Recommended literature:

Recommended reading:

BAGALOVÁ, Ľ., BIZÍKOVÁ, Ľ., FATULOVÁ, Z. (2015). Metodika podporujúca inkluzívne vzdelávanie v školách. Bratislava: ŠPÚ, 154 s. ISBN: 978-80-8118-143-6

https://www.statpedu.sk/files/articles/nove_dokumenty/projekty/eea_grants/metodika-podporujuca-inkluzivne-vzdelavanie-skolach.pdf

BOOTH, T., AINSCOW, M. (2019). Index inklúzie: Príručka na rozvoj škôl s dôrazom na 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

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

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

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 ohrozením ve škole. Praha: Portál, 440 s. ISBN: 978-80-7367-679-7

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

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution						
Total number of evaluated students: 157						
A	ABS	B	C	D	E	FX
42,04	0,0	37,58	12,1	3,82	1,27	3,18
Lecturers:						
Last change: 10.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde014/22	Course title: Inclusive education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course ends with an assessment, weighting of the interim and final assessment 100/0 - participation in class or active involvement in discussions (30 points); - group presentation of a selection of topics (30 points) The individual groups will be divided according to the following topics: 1) Inclusive education and the Dalton Plan; 2) Inclusive education and Maria Montessori's Pedagogy; 3) Inclusive education and Susan Kovalik's Integrated Thematic Teaching; 4) Inclusive education and another alternative pedagogical approach of their choice. Each group has to present in an engaging way a general description of the chosen pedagogical approach; present several concrete examples of pedagogical or didactic activities from this approach; demonstrate at least one activity (relevant for the 2nd grade of primary or secondary school) in the classroom; evaluate the usefulness and relevance of this approach for Inclusive education; provide basic information about schools in Slovakia that apply these pedagogical approaches in practice. - group seminar paper on the topic of the presentation (40 points) The seminar paper will be co-authored by all members of the group who will present on the topic. The assignment is to present (approx. 10 standard pages) the pedagogical approach about which the group presented in class and analytically and critically evaluate its usefulness in pedagogical practice in relation to Inclusive education with a focus on the second level of primary and/or secondary schools in the Slovak Republic, or to discuss its advantages, disadvantages and limitations. It is to be a seminar paper based on a critical analysis of the literature. It should therefore not be exclusively descriptive work, but also analytical. The aim is to critically and argumentatively evaluate the usefulness of the approach in relation to Inclusive education. One of the criteria of the thesis is coherence, i.e. the unity of the thesis as a whole. The rating is awarded on a scale: A 100 - 91% (excellent - outstanding results), B 90 - 81% (very good - above average standard), C 80 - 73% (good - normal reliable operation), D 72 - 66% (satisfactory - acceptable results), E 65 - 60% (sufficient - results meet minimum criteria),	

Fx 59% or less (insufficient).

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

For a grade of A, the student needs to produce consistently excellent results, be capable of independent study, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is familiar with theoretical and empirical knowledge in the field of Inclusive education and can apply it in his/her pedagogical practice. At the same time, students are able to work in a team and collaborate on assignments.

A grade of B means that the student achieved above average results throughout the semester, was able to study independently, knows basic information about Inclusive education, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are also shortcomings in his critical and creative thinking. At the same time, students are able to work in a team and collaborate on assignments.

A grade of C means that the student has performed standardly well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare individual literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.

The grade D means that the student was less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, as well as in group work, cannot critically analyze information and has problems applying knowledge to practice.

A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge in the course.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes and transferable competences:

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

Class syllabus:

Brief outline of the course:

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

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

Recommended literature:

Recommended reading:

- BAGALOVÁ, Ľ., BIZÍKOVÁ, Ľ., FATULOVÁ, Z. (2015). Metodika podporujúca inkluzívne vzdelávanie v školách. Bratislava: ŠPÚ, 154 s. ISBN: 978-80-8118-143-6
https://www.statpedu.sk/files/articles/nove_dokumenty/projekty/eea_grants/metodika-podporujuca-inkluzivne-vzdelavanie-skolach.pdf
- BOOTH, T., AINSCOW, M. (2019). Index inklúzie: Príručka na rozvoj škôl s dôrazom na 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
- 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
- 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
- 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:

Past grade distribution						
Total number of evaluated students: 157						
A	ABS	B	C	D	E	FX
42,04	0,0	37,58	12,1	3,82	1,27	3,18
Lecturers:						
Last change: 10.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde023/22	Course title: Integrative and inclusive pedagogy
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by examination, the ratio of midterm/final assessment is 50/50. During the semester, students will prepare and present a seminar paper on selected current topics (max. 30 points). Students' activity during discussions is also assessed (max. 20 points). The final examination will be conducted in oral form (max. 50 points). For an overall grade of A, you need at least 91 points, for a grade of B at least 81 points, for a grade of C at least 73 points, for a grade of D at least 66 points and for a grade of E at least 60 points. To pass the course you must obtain a minimum of 60% of the marks. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

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

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

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

Learning outcomes:

Learning outcomes:

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

Transferable competences: continuous development of communication competences

Class syllabus:

Brief outline of the course:

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

Recommended literature:

Reference sources:

Required reading:

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

Recommended reading:

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

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

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

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

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

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

Languages necessary to complete the course:

Slovak and Czech

Notes:**Past grade distribution**

Total number of evaluated students: 50

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

Lecturers: Mgr. Vladimíra Zemančíková, PhD.**Last change:** 09.11.2022**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde004/22	Course title: Interactive methods of teaching educational disciplines
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: Prerequisites for successful completion of the course: The course is completed by examination, the ratio of midterm/final assessment is 50/50. During the semester students have to prepare 2 seminar papers of 25 points each (according to the teacher's assignment; one of them can be a micro-output focused on direct teaching with a selected interactive educational method, the other one can be a review of a selected professional publication dealing with an interactive teaching method). As part of the final assessment of the course, students will complete a written and/or oral examination (50 points). In total, students can obtain a maximum of 100 points. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it (critically evaluate, develop, enrich with own ideas), is oriented in the issue of interactive teaching methods and can also critically analyze and evaluate them and can consider their use and implementation with implications for practice. B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop, enrich with own ideas, but only in specific selected problems and not generalizing, is oriented in the issue of interactive teaching methods current and can also critically evaluate them and can consider their use and implementation with implications for practice. C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented	

in the issues of interactive teaching methods current, but lacks their critical and generalizing evaluation.

D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in the issue of interactive teaching methods is limited to specific areas, their critical evaluation is absent.

E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, there is no critical analysis and development of own ideas, the orientation in the issue of interactive teaching methods is limited to specific areas, there is no critical evaluation and generalization,

Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in the issue of interactive teaching methods is incoherent, limited to specific areas, their generalizing application is absent.

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

Learning outcomes:

Learning outcomes:

By completing the course, the student will be competent to implement analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of interactive teaching methods, will be familiar with and be able to apply (in the specific outcomes of the course) specific interactive teaching methods in pedagogical disciplines. Students will also be able to reflect on the adequacy of the use of specific interactive educational methods depending on the teaching paradigm/strategy they choose.

Transferable competences: the student will know and be able to apply resources, strategies and methods for the continuous development of intra and interpersonal communication, organizational, (self-)cognitive competences

Class syllabus:

Brief outline of the course:

The course focuses on the theoretical-appractical analysis of interactive teaching methods and practices (and their relation to the transmissive versus (social-)constructivist paradigm of teaching), on the characteristics and practical demonstrations of individual interactive teaching methods and the possibilities of their use in teaching pedagogical disciplines. It emphasizes the existence of a significant connection between the philosophy of educational concepts, concepts of teaching and the chosen interactive educational methods.

Content structure of the course: definition of the terms educational (teaching) method and interactive educational method. The position of interactive educational methods in the teaching of pedagogical disciplines and their importance in education today. Classification of teaching methods. Possibilities of classification of interactive educational methods. Characteristics of selected interactive methods. Possibilities and criteria for selecting adequate interactive methods in teaching specific pedagogical disciplines. Practical examples of some interactive teaching methods. Specifics of instructional design (preparation for teaching) with the use of interactive educational methods in relation to the chosen paradigm/strategy of teaching in the teaching of pedagogical disciplines. Evaluation of the effectiveness of the used interactive methods.

Recommended literature:

Required reading:

TÓBLOVÁ, E. 2019. Aktivizujúce vyučovacie metódy – analýza využívania aktivizujúcich metód. Bratislava: Univerzita Komenského v Bratislave, 2019. 1. vydanie, 146 s., ISBN 978-80-223-4817-1 Recommended reading: ČAPEK, R. 2015. Moderní didaktika. Lexikon výukových a hodnoticích metod. Praha. Grada. 2015. 624s. ISBN 978-80-247-3450-7 FULKOVÁ, E. 2011. Teoretické východiská využívania aktivizujúcich metód vo vyučovacom procese. In Aktuálne otázky pedagogiky. Bratislava: Univerzita Komenského v Bratislave, 2011. ISBN 978-80-223-3121-0. HANULIAKOVÁ, J. Inovatívne stratégie aktivizujúceho vyučovania. 95 s., VŠ DTI ISBN 978-80-8222-006-6 JANKOVCOVÁ, M., PRŮCHA, J., KOUDELA, J. 1989. Aktivizující metody v pedagogické praxi středních škol. Praha : SPN, 1989. ISBN 80-04-23209-4. KOLEŇÁKOVÁ, Š. (ed.), 2019. Inovatívne trendy odborových didaktík. Prepojenie teórie a praxe výučbových stratégií kritického a tvorivého myslenia. Zborník štúdií z medzinárodnej vedeckej konferencie. Nitra: PF UKF, s.12-19. ISBN 978-80-558-1408-7 KOSTRUB, D. 2008. Dieťa/žiak/šľudent – učivo - učiteľ, didaktický trojuholník alebo bermudský trojuholník? Prešov : Rokus, 2008, 169 s. ISBN 978-80-89055-87-6. KOSTRUB, D., SEVERINI, E., REHÚŠ, M. 2012. Proces výučby a digitálne technológie. 1. vyd. Bratislava/Martin : Alfa print, s. r. o., 2012. 110 s. ISBN 978- 80-971081-6-8. KOSTURKOVÁ, M. - FERENCOVÁ, J. 2019. Stratégie rozvoja kritického myslenia. Kritické argumentovanie, debatovanie, písanie a organizovanie poznatkov. Bratislava: Wolters Kluwer, 2019, 236 s. 978-80-571-0049-2 KOTRBA, T., LACINA, L. 2007. Praktické využití aktivizačních metod ve výuce. Brno: Barrister&Principial, 186 s., ISBN 808-702-912-7 KOTRBA, T., LACINA, L. 2011. Aktivizační metody ve výuce. Příručka moderního pedagoga. Brno: Barrister&Principial, 188 s., ISBN 978-80-8747-434-1 TÓBLOVÁ, E. 2021. Research of activating methods application in pedagogical disciplines from the perspective of teachers and students . INTED 2021, 15 [Valencia, Španielsko] In: INTED Proceedings 2021: 15th International Technology, Education and Development Conference , 1. vyd. – Valencia (Španielsko) : IATED, 2021. – ISBN 978-84-09-27666-0. – ISSN 2340-1079, s. 4077-4086 [online] TOMENGOVÁ, A. 2012. Aktívne učenie sa žiakov-stratégie a metódy. Bratislava : MPC, 2012, 64 s. ISBN 978-80-8052-421-0. TÓTHOVÁ, R. 2014. Konštruktivistický prístup vo výučbe ako možnosť rozvoja myslenia žiakov. Bratislava: MPC, 2014, 87 s. ISBN 978-80-565-0004-0. TÓTHOVÁ, R.-KOSTRUB, D. - FERKOVÁ, Š. 2017. Žiak, učiteľ a výučba (všeobecná didaktika učiteľstva). Prešov: Rokus, 2017, 370 s. ISBN 978-80-89510-61-0. TUREK, I. 2014. Didaktika. Bratislava: Iura Edition , 2014. ISBN 978-80-8168-004-5						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 79						
A	ABS	B	C	D	E	FX
41,77	0,0	29,11	13,92	6,33	7,59	1,27
Lecturers: Ing. Eva Tóblová, PhD.						

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde021/22	Course title: Learning theories and concepts of teaching
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The weighting of the interim and final evaluation is 50/50. The course is completed by examination. As part of the interim assessment, students will produce interim work during the semester (basic principles of learning theories and concepts of teaching). Interim papers are assessed for 20 points. As part of the midterm assessment, students will develop and present a midterm paper - a conceptual design of a teaching unit using the chosen teaching concept - in a micro-exercise. The final thesis is assessed for 30 points. At the end of the semester, students will complete a colloquial assessment aimed at analysing, evaluating and critically assessing current didactic learning theories and teaching concepts. The final colloquium is assessed for 50 points. Interim, semester and final grades are included in the course grade. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), B (93-86%, very good - above average standard), C (85-76%, well - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) The condition for successful completion of the course is obtaining at least 60 % of the maximum possible course grade. Characteristics of student performance: A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it (critically evaluate, develop, enrich with own ideas), is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them. The student is able to critically, factually assess and evaluate solutions presented by others. B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, but only in specifically selected problems and not in a generalized	

way, is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them.

C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks development of his/her own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current learning theories and teaching concepts, but lacks critical evaluation.

D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development with own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, orientation in the current learning theories and teaching concepts, critical assessment and evaluation is completely absent.

E (65-60%, sufficient - results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts in terms of correctness, there is no critical analysis and development of own ideas, orientation in current learning theories and teaching concepts is limited to specific areas, there is no critical evaluation and generalization.

Fx (59-0%, insufficient - additional work required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outcomes, its application is incoherent, limited to limited contexts, orientation in current learning theories and teaching concepts is incoherent, limited to specific areas, their generalizing application is absent.

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

Learning outcomes:

Learning objectives and outcomes:

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

Transferable competences:

In solving, presenting and discussing the results of the continuous and semester assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills. Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future pedagogical practice. Students will know and be able to apply theories, concepts, strategies and methods for the continuous development of intra and interpersonal communicative, organizational, (self-)cognitive competences.

Class syllabus:

Brief outline of the course:

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

In addition to traditional theories of learning and concepts of teaching, students will also become familiar with current and alternative theories of the 20th and 21st centuries, which can be classified as modern approaches in education in the theoretical background of Slovak and foreign authors.

Topics:

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

Recommended literature:

Recommended reading:

Compulsory reading:

TOTHOVÁ R., KOSTRUB, D., FERKOVÁ Š. (2017). Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva). Prešov: ROKUS. ISBN 978-80-89510-61-0 (kapitoly: 5. s. 104-131; 6. s. 132 –179; 8. s.199-223)

Recommended reading:

BERTRAND, Y. (1998). Soudobé teorie vzdělávání. Praha: Portál, 248 s. ISBN 80-7178-216-5

ČAPEK, R. (2015). Moderní didaktika. 1. vydání. Praha: Grada Publishing, a. s., 608 s. ISBN 978-80-247-3450-7

FISHER, R. (2011). Učíme děti myslet a učit se. Praha: Portál, 176 s. ISBN 978-80-26200-43-7

HANULIAKOVÁ, J. Aktivizujúce vyučovanie. 1. vydanie. Bratislava: PhDr. Milan Štefanko – IRIS, 2015. 127 s. ISBN 978-80-8153-036-4

KOSTRUB, D. (2008). Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS, 169 s. ISBN 978-80-89055-87-6

OSTRADICKÝ, P. (2017). Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017, Brno: Masarykova univerzita, s. 843-852. ISBN 978-80-87952-22-1.

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:

Past grade distribution						
Total number of evaluated students: 1007						
A	ABS	B	C	D	E	FX
58,19	0,0	22,84	10,43	3,97	2,28	2,28
Lecturers: Ing. Eva Tóblová, PhD.						
Last change: 10.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde021/22	Course title: Learning theories and concepts of teaching
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The weighting of the interim and final evaluation is 50/50. The course is completed by examination. As part of the interim assessment, students will produce interim work during the semester (basic principles of learning theories and concepts of teaching). Interim papers are assessed for 20 points. As part of the midterm assessment, students will develop and present a midterm paper - a conceptual design of a teaching unit using the chosen teaching concept - in a micro-exercise. The final thesis is assessed for 30 points. At the end of the semester, students will complete a colloquial assessment aimed at analysing, evaluating and critically assessing current didactic learning theories and teaching concepts. The final colloquium is assessed for 50 points. Interim, semester and final grades are included in the course grade. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), B (93-86%, very good - above average standard), C (85-76%, well - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) The condition for successful completion of the course is obtaining at least 60 % of the maximum possible course grade. Characteristics of student performance: A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it (critically evaluate, develop, enrich with own ideas), is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them. The student is able to critically, factually assess and evaluate solutions presented by others. B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, but only in specifically selected problems and not in a generalized	

way, is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them.

C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks development of his/her own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current learning theories and teaching concepts, but lacks critical evaluation.

D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development with own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, orientation in the current learning theories and teaching concepts, critical assessment and evaluation is completely absent.

E (65-60%, sufficient - results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts in terms of correctness, there is no critical analysis and development of own ideas, orientation in current learning theories and teaching concepts is limited to specific areas, there is no critical evaluation and generalization.

Fx (59-0%, insufficient - additional work required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outcomes, its application is incoherent, limited to limited contexts, orientation in current learning theories and teaching concepts is incoherent, limited to specific areas, their generalizing application is absent.

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

Learning outcomes:

Learning objectives and outcomes:

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

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:

Past grade distribution						
Total number of evaluated students: 1007						
A	ABS	B	C	D	E	FX
58,19	0,0	22,84	10,43	3,97	2,28	2,28
Lecturers: Ing. Eva Tóblová, PhD.						
Last change: 10.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde004/22	Course title: Master thesis seminar
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment, which is handed in on the due date, is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level. B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level. C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level. D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level. E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project. Fx (59-0%, insufficient - extra work required).	

Scale of assessment (preliminary/final): 100/0						
Learning outcomes: Learning outcomes: Learning objectives and outcomes and transferable competences: The aim of the course is to familiarize students theoretically and practically with the principles and procedures that need to be mastered for the successful preparation of a diploma thesis. The student is able to define the topic or research problem of his/her own thesis, can correctly determine the methods of its processing, gains the ability to work selectively and correctly with the professional literature on the chosen topic. He/she is able to process the current state of the solved problem. Knows the individual parts of the final thesis. Is able to select appropriate research tools, evaluate the data obtained and analyse them. In the practical orientation of the thesis, he/she can make recommendations for practice. Is able to prepare and present the results of the thesis and is able to respond to questions on the thesis in discussion.						
Class syllabus: Brief outline of the course: Types of theses. Timetable of thesis processing. Definition of the topic and goal of the thesis. Study of literature. Excerpting material. Theoretical and methodological conception of the thesis. Methodology of problem processing. Methodology of elaboration of the thesis. Formal-compositional requisites of the final thesis. How to prepare for the defence of the thesis.						
Recommended literature: Recommended reading: Výber odbornej literatúry podľa zvolenej témy práce; Aktuálna smernica rektora UK o základných náležitostiach záverečných prác; GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVČÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského, ISBN 978-80-223-2951-4 (dostupné na: http://www.e-metodologia.fedu.uniba.sk/index.php/autori/zoznam.php) LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác. Bratislava: Stimul. 85 s. ISBN 978-80-8127-155-7 KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma, 162 s. ISBN 8089132454 STAROŇOVÁ, K. (2011). Vedecké písanie: ako písať akademické a vedecké texty. Bratislava: Osveta. 248 s. ISBN 978-80-8063-359-2.						
Languages necessary to complete the course: Slovak language (in the case of language subject approbations also the target language)						
Notes:						
Past grade distribution Total number of evaluated students: 942						
A	ABS	B	C	D	E	FX
66,24	0,0	19,96	9,02	2,23	1,59	0,96
Lecturers:						
Last change: 10.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde004/22	Course title: Master thesis seminar
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment, which is handed in on the due date, is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level. B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level. C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level. D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level. E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project. Fx (59-0%, insufficient - extra work required).	

Scale of assessment (preliminary/final): 100/0						
Learning outcomes: Learning outcomes: Learning objectives and outcomes and transferable competences: The aim of the course is to familiarize students theoretically and practically with the principles and procedures that need to be mastered for the successful preparation of a diploma thesis. The student is able to define the topic or research problem of his/her own thesis, can correctly determine the methods of its processing, gains the ability to work selectively and correctly with the professional literature on the chosen topic. He/she is able to process the current state of the solved problem. Knows the individual parts of the final thesis. Is able to select appropriate research tools, evaluate the data obtained and analyse them. In the practical orientation of the thesis, he/she can make recommendations for practice. Is able to prepare and present the results of the thesis and is able to respond to questions on the thesis in discussion.						
Class syllabus: Brief outline of the course: Types of theses. Timetable of thesis processing. Definition of the topic and goal of the thesis. Study of literature. Excerpting material. Theoretical and methodological conception of the thesis. Methodology of problem processing. Methodology of elaboration of the thesis. Formal-compositional requisites of the final thesis. How to prepare for the defence of the thesis.						
Recommended literature: Recommended reading: Výber odbornej literatúry podľa zvolenej témy práce; Aktuálna smernica rektora UK o základných náležitostiach záverečných prác; GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVČÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského, ISBN 978-80-223-2951-4 (dostupné na: http://www.e-metodologia.fedu.uniba.sk/index.php/autori/zoznam.php) LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác. Bratislava: Stimul. 85 s. ISBN 978-80-8127-155-7 KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma, 162 s. ISBN 8089132454 STAROŇOVÁ, K. (2011). Vedecké písanie: ako písať akademické a vedecké texty. Bratislava: Osveta. 248 s. ISBN 978-80-8063-359-2.						
Languages necessary to complete the course: Slovak language (in the case of language subject approbations also the target language)						
Notes:						
Past grade distribution Total number of evaluated students: 942						
A	ABS	B	C	D	E	FX
66,24	0,0	19,96	9,02	2,23	1,59	0,96
Lecturers: Mgr. Pavol Makyna, PhD., doc. Mgr. Jaroslav Šrank, PhD., Mgr. Miroslava Repiská, PhD., Mgr. Michal Bizoň, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD., doc. PaedDr. Martina Šipošová Chochulová, PhD., Dr. habil. Tamás Karáth, PhD., Elisabeth Oberlerchner						
Last change: 10.11.2022						

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

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZšt009/15	Course title: Master`s thesis defence
Number of credits: 14	
Educational level: II.	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The state examination, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020 Study Regulations of the Faculty of Arts of Charles University, as well as by the Internal Regulation No. 5/2021 Study Regulations of the Charles University. A student may take the state examination (a) after obtaining at least the number of credits necessary for the proper completion of studies after obtaining credits for successful completion of the last state examination and (b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme, except for the state examination and (c) without disciplinary proceedings being conducted against him/her. The student receives 14 credits for the successful defence of the diploma thesis (credits counted in the VUZ study plan). According to the VP 23/2021 Internal Quality Assurance System for Higher Education of the Charles University in Bratislava, the student is evaluated in particular: - Demonstrate the student's ability to integrate knowledge, manage complexity, and formulate decisions with incomplete or limited information, while still embracing the social and ethical responsibilities associated with the application of their knowledge and decisions; - Demonstration of the ability to communicate conclusions, findings and rationale clearly and unambiguously to both expert and lay audiences; - elaboration of the chosen topic at the level of a scientific study with a representative selection of literature, with appropriately chosen scientific procedures, hypotheses/research questions that can be verified. At the same time, the thesis must make a contribution to the specific field. The rating is awarded on a scale: A 100 - 91% (excellent - outstanding results), B 90 - 81% (very good - above average standard), C 80 - 73% (good - normal reliable operation), D 72 - 66% (satisfactory - acceptable results), E 65 - 60% (sufficient - results meet minimum criteria), Fx 59% or less (insufficient). A student is evaluated with the FX grade if he/she has fulfilled the requirements for the grade only at a level not exceeding 60% of the total highest possible level of fulfilling the requirements for passing the subject of the state examination - defence of the diploma thesis. In the same way, a student shall be evaluated with an FX if he/she has submitted a thesis in violation of paragraph 7 of Article 56 of the Internal Regulation of the University of Bratislava No. 23/2021 or has submitted a thesis that does not substantially meet the requirements according to paragraph 1 (d), paragraph 2 (d) or paragraph 3 (d) of Article 56 of the Internal Regulation of the University of Bratislava No. 23/2021 Internal Quality Assurance System for Higher Education of the University of Bratislava.	

The details and specifications of the requirements of the final theses for the individual teacher study programmes in combination (approbation) will be specified in the respective Study Programme Descriptions.
Learning outcomes: The learning outcome is in accordance with the Long-term Plan of the CU/PdF, the mission and strategic goals of the CU/PdF, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in individual subjects of the study plan of the study programme and other relevant documents. The student is able to elaborate the chosen topic at the level of a scientific study with a representative selection of literature, with appropriately chosen scientific procedures and hypotheses/research questions that can be verified. The thesis makes a contribution to the relevant field of study
Class syllabus: Brief outline of the course: 1. Contribution of the thesis to the field of study, depending on its nature and degree of study. The evaluation of the thesis takes into account whether the student adequately treats the chosen topic at the level of a scientific study with a representative selection of literature, whether the chosen scientific procedures are adequate and appropriate, and whether he/she adequately works with hypotheses that can be verified. The thesis should make a distinct contribution to the relevant field of study in which the student has completed the degree programme; 2. Originality of the thesis (the thesis must not be plagiarized, must not infringe the copyrights of other authors), the documentation for the defence of the thesis as a subject of the state examination includes originality protocols: from the Central Register and Theses, the results of which are commented on by the supervisor and the opponent in their opinions; 3. Correctness and correctness of citation of used information sources, research results of other authors and author teams, correctness of description of methods and working procedures of other authors or author teams; 4. Compliance of the structure of the thesis with the prescribed structure defined by the Internal Regulation No. 2/2018 Directive of the Rector of Charles University in Bratislava; 5. Respecting the recommended scope of the thesis (the recommended scope of the thesis is usually 50 - 70 standard pages - 90 000 to 126 000 characters including spaces), the adequacy of the scope of the thesis is judged by the supervisor; 6. Linguistic and stylistic level of the work and formal editing; 7. The manner and form of the thesis defence and the student's ability to respond adequately to comments and questions in the supervisor's and opponent's reports. 8. In the study programme focused on the teaching of art-educational subjects, the presentation of artistic outputs and performances may be part of the final thesis and its defence.
State exam syllabus:
Recommended literature: Recommended reading: according to the focus of the thesis topic
Languages necessary to complete the course: Slovak language, in case of language specialisations also the language of the respective subject specialisation
Last change: 10.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde002/22	Course title: Methodology of educational research
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed with an assessment of: 100% of the intermediate assessment The interim evaluation includes the following: - semester work in the form of a subject portfolio: proposal (design) of educational research of a quantitative or qualitative nature - 45 points, - assessment of knowledge and selected competences in the form of a written test - 55 points. The rating is awarded on a scale: A (100-94%, excellent - excellent results with only minimal errors), B (93-86%, very good - above average results with minor errors), C (85-76%, good - normal reliable work, average results), D (75-68%, satisfactory - acceptable results, but significant errors occur), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor. A	

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

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

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

Learning outcomes:

Learning objectives and outcomes and transferable competences:

Students will acquire knowledge of the fundamentals of educational research, become familiar with the basic concepts and theoretical-methodological knowledge necessary for designing (planning, implementing and evaluating) in the field of educational research. On a theoretical-empirical level, in the framework of the analysis of individual quantitative and qualitative tools, methods and techniques, they will acquire the knowledge and competences necessary for planning, conducting and evaluating pedagogical research of a quantitative and qualitative nature. Students will acquire the competences to solve and resolve problems in the field of research.

The course develops students' analytical, critical, evaluative, contextual and creative thinking and reasoning in context. In terms of self-reflection, the student is able to evaluate and assess his/her own availability to carry out pedagogical research.

Class syllabus:

Brief outline of the course:

Science and research. Types of research. Validity, reliability and objectivity/objective truth. Subjectivity/subjective truth. Ethical aspects of research. Subjects in research and their specificities. Quantitative and qualitative oriented educational research. Intentions, subjects and objects in pedagogical research, principals in scientific research, observed phenomena and conditions for the implementation of quantitative and qualitatively oriented pedagogical research.

Scientific hypotheses and variables for quantifying the phenomena under study. Operationalization of variables.

Questionnaire design, implementation and evaluation.

Assessment scales - typology, creation and evaluation.

The sociometry method and the measurement of social climate.

Interview design and use. Differences between quantitative and qualitative interviews.

Quantitative and qualitative observation in scientific research.

Content analysis of documents from a quantitative and qualitative point of view.

Data processing, data analysis and interpretation. Statistical-mathematical procedures and triangulation processes. Dissemination of findings. Study design/design

Recommended literature:

Compulsory reading:

GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVČÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4

KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Bratislava: UK. 161 s. ISBN 978-80-223-4166-0

Recommended reading:

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

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 865

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

Lecturers: prof. PaedDr. Dušan Kostrub, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde002/22	Course title: Methodology of educational research
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed with an assessment of: 100% of the intermediate assessment The interim evaluation includes the following: - semester work in the form of a subject portfolio: proposal (design) of educational research of a quantitative or qualitative nature - 45 points, - assessment of knowledge and selected competences in the form of a written test - 55 points. The rating is awarded on a scale: A (100-94%, excellent - excellent results with only minimal errors), B (93-86%, very good - above average results with minor errors), C (85-76%, good - normal reliable work, average results), D (75-68%, satisfactory - acceptable results, but significant errors occur), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor. A	

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

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

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

Learning outcomes:

Learning objectives and outcomes and transferable competences:

Students will acquire knowledge of the fundamentals of educational research, become familiar with the basic concepts and theoretical-methodological knowledge necessary for designing (planning, implementing and evaluating) in the field of educational research. On a theoretical-empirical level, in the framework of the analysis of individual quantitative and qualitative tools, methods and techniques, they will acquire the knowledge and competences necessary for planning, conducting and evaluating pedagogical research of a quantitative and qualitative nature. Students will acquire the competences to solve and resolve problems in the field of research.

The course develops students' analytical, critical, evaluative, contextual and creative thinking and reasoning in context. In terms of self-reflection, the student is able to evaluate and assess his/her own availability to carry out pedagogical research.

Class syllabus:

Brief outline of the course:

Science and research. Types of research. Validity, reliability and objectivity/objective truth. Subjectivity/subjective truth. Ethical aspects of research. Subjects in research and their specificities. Quantitative and qualitative oriented educational research. Intentions, subjects and objects in pedagogical research, principals in scientific research, observed phenomena and conditions for the implementation of quantitative and qualitatively oriented pedagogical research.

Scientific hypotheses and variables for quantifying the phenomena under study. Operationalization of variables.

Questionnaire design, implementation and evaluation.

Assessment scales - typology, creation and evaluation.

The sociometry method and the measurement of social climate.

Interview design and use. Differences between quantitative and qualitative interviews.

Quantitative and qualitative observation in scientific research.

Content analysis of documents from a quantitative and qualitative point of view.

Data processing, data analysis and interpretation. Statistical-mathematical procedures and triangulation processes. Dissemination of findings. Study design/design

Recommended literature:

Compulsory reading:

GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVČÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4

KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Bratislava: UK. 161 s. ISBN 978-80-223-4166-0

Recommended reading:

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

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 865

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

Lecturers: prof. PaedDr. Dušan Kostrub, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde018/22	Course title: Online teaching tools and e-learning basics
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for passing the course: 100% pass mark. The interim assessment consists of creating a concept/formulation of partial components of the semester project using a selected online tool (LMS Moodle, MS Teams, Zoom, others) - 20 points, the completion of the semester project concept design and preparation for presentation in the online environment - 30 points and the creation of the semester project according to the set structure - 50 points (includes the creation of the idea/problem, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students in the online environment by the creators of the semester project in 11. 11th week of continuous teaching). Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course, it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.	

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

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

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

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

Learning outcomes:

Learning objectives and outcomes:

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

- to gain knowledge both in the area of effective use of online teaching tools for e-learning support, as well as techniques and methodologies for their successful integration into the educational process,
- to acquire basic competences with the creation of electronic teaching materials and interactive presentations for selected parts of the curricula of general education subjects at the secondary level of education using supporting software applications,
- acquire basic competencies with design, creation and administration of e-learning courses in LMS Moodle, MS Teams, Zoom, others including management of teaching in e-learning environment.

Transferable competences: they apply the acquired knowledge and competences in the use of modern online tools for e-learning support primarily through their own creative activity and in their future school practice.

Class syllabus:

Brief outline of the course:

A brief introduction to the development, current situation and an estimate of future trends in the field of e-learning support at the relevant levels of education.

Programs and tools for creating e-learning teaching materials. Criteria for selecting the type of Learning Management System (LMS) Moodle, MS Teams, Zoom, or others.

Possibilities and methodology of creating educational materials in the environment of LMS Moodle, MS Teams, Zoom, or others. Tools for course administration and management. Design, creation and evaluation, self-reflection of e-learning course (project). Methodology of presenting (teaching) in the online environment. Oral presentation by students in the online environment (microlearning).

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

Recommended literature:

Reference sources:

Recommended reading:

BEISETZER, P. - BURGEROVÁ, J. - MANĚNA, V. - MANĚNOVÁ, M. - MYŠKA, K. 2013. Začíname s e-learningom. 1. vyd. Prešovská univerzita v Prešove: Fakulta humanitných a prírodných vied, 2013. ISBN 978-80-555-0898-6.

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

KVĚTOŇ, K. Začíname s e-learningem. Dostupné na internete: https://dokumenty.osu.cz/cit/elearning_kkveton.pdf (31-1-2022).

PIŠŮTOVÁ, K. 2020. Ako na online vzdelávanie - krátka metodická príručka pre učiteľov

UK. 2020. Dostupné na internete: [https://uniba.sk/fileadmin/ruk/cit/e-learning/S14-01-](https://uniba.sk/fileadmin/ruk/cit/e-learning/S14-01-Ako_na_online_vzdelavanie.pdf)

[Ako_na_online_vzdelavanie.pdf](https://uniba.sk/fileadmin/ruk/cit/e-learning/S14-01-Ako_na_online_vzdelavanie.pdf)

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

<https://itakademia.sk/wp-content/uploads/2020/08/>

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

Languages necessary to complete the course:

slovak language and czech language

Notes:

Past grade distribution

Total number of evaluated students: 33

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

Lecturers:

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde018/22	Course title: Online teaching tools and e-learning basics
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for passing the course: 100% pass mark. The interim assessment consists of creating a concept/formulation of partial components of the semester project using a selected online tool (LMS Moodle, MS Teams, Zoom, others) - 20 points, the completion of the semester project concept design and preparation for presentation in the online environment - 30 points and the creation of the semester project according to the set structure - 50 points (includes the creation of the idea/problem, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students in the online environment by the creators of the semester project in 11. 11th week of continuous teaching). Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course, it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.	

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

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

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

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

Learning outcomes:

Learning objectives and outcomes:

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

- to gain knowledge both in the area of effective use of online teaching tools for e-learning support, as well as techniques and methodologies for their successful integration into the educational process,
- to acquire basic competences with the creation of electronic teaching materials and interactive presentations for selected parts of the curricula of general education subjects at the secondary level of education using supporting software applications,
- acquire basic competencies with design, creation and administration of e-learning courses in LMS Moodle, MS Teams, Zoom, others including management of teaching in e-learning environment.

Transferable competences: they apply the acquired knowledge and competences in the use of modern online tools for e-learning support primarily through their own creative activity and in their future school practice.

Class syllabus:

Brief outline of the course:

A brief introduction to the development, current situation and an estimate of future trends in the field of e-learning support at the relevant levels of education.

Programs and tools for creating e-learning teaching materials. Criteria for selecting the type of Learning Management System (LMS) Moodle, MS Teams, Zoom, or others.

Possibilities and methodology of creating educational materials in the environment of LMS Moodle, MS Teams, Zoom, or others. Tools for course administration and management. Design, creation and evaluation, self-reflection of e-learning course (project). Methodology of presenting (teaching) in the online environment. Oral presentation by students in the online environment (microlearning).

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

Recommended literature:

Reference sources:

Recommended reading:

BEISETZER, P. - BURGEROVÁ, J. - MANĚNA, V. - MANĚNOVÁ, M. - MYŠKA, K. 2013. Začíname s e-learningom. 1. vyd. Prešovská univerzita v Prešove: Fakulta humanitných a prírodných vied, 2013. ISBN 978-80-555-0898-6.

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

KVĚTOŇ, K. Začíname s e-learningem. Dostupné na internete: https://dokumenty.osu.cz/cit/elearning_kkveton.pdf (31-1-2022).

PIŠÚTOVÁ, K. 2020. Ako na online vzdelávanie - krátka metodická príručka pre učiteľov

UK. 2020. Dostupné na internete: [https://uniba.sk/fileadmin/ruk/cit/e-learning/S14-01-](https://uniba.sk/fileadmin/ruk/cit/e-learning/S14-01-Ako_na_online_vzdelavanie.pdf)

[Ako_na_online_vzdelavanie.pdf](https://uniba.sk/fileadmin/ruk/cit/e-learning/S14-01-Ako_na_online_vzdelavanie.pdf)

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

<https://itakademia.sk/wp-content/uploads/2020/08/>

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

Languages necessary to complete the course:

slovak language and czech language

Notes:

Past grade distribution

Total number of evaluated students: 33

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

Lecturers:

Last change: 09.11.2022

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

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDšt006/22	Course title: Pedagogy
Number of credits: 3	
Educational level: II.	
Course requirements: Prerequisites: The State Examination in Pedagogy, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020 Study Regulations of the Faculty of Education of Charles University, as well as by the Internal Regulation No. 5/2021 Study Regulations of the Charles University. A student may take the state examination a) after obtaining at least such number of credits that after obtaining credits for successful completion of the last state examination he/she achieves the necessary number of credits for proper completion of studies and b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme except for the state examination and c) no disciplinary proceedings are conducted against him/her. The student receives 3 credits for successful completion of the state examination in pedagogy. Rating According to the VP 23/2021 Internal Quality Assurance System for Higher Education of the Charles University in Bratislava, the student is evaluated in particular by demonstrating the ability to integrate knowledge, the level of competences and competencies set out in the profile of the graduate. The overall answer evaluation is a synthesis of the evaluation of answers from the individual components of the state examination and reflects the overall level of student's insight in the field, the ability to synthesize and correlate knowledge, critically analyze information, apply theoretical knowledge, reveal the causes of problems and propose solutions. The level of knowledge, skills and competences relevant to the area specified in the relevant questions is assessed. The rating is awarded on a scale: A (excellent - excellent results), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (sufficient - the results meet the minimum criteria), Fx (understatement). A student is graded FX if he/she has only met the grade requirements at a level less than 60% of the total highest possible level of completion of the requirements for the state examination. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above	

average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

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

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

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

Learning outcomes:

Learning outcomes:

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

The aim of the state examination in the subject of pedagogy is to verify the level of acquisition of pedagogical terminology, current knowledge of pedagogy and its selected sub-disciplines and the student's ability to use individual knowledge in the design, implementation and evaluation of the educational and educational process.

Class syllabus:

Brief outline of the course:

1. Pedagogy as a scientific discipline, its subject and structure. Relationship of pedagogy to other sciences. Basic pedagogical concepts and their relations.
2. Methodology of investigating pedagogical phenomena, processes and regularities. Objectives, types and methods of pedagogical research.
3. Important historical milestones in the development of pedagogy and their influence on contemporary education and training (changes in the status of the subject and object of education, goals, means and conditions of education).
4. Education system of the Slovak Republic. Levels and types of education. Roles of school in society. Lifelong learning.
5. Pedagogical diagnostics of the educational environment, cognitive and affective characteristics of the pupil. Classroom and school climate.
6. Teacher in education. Personality and qualification requirements for a teacher. Typology, competences, and professional growth of a teacher.
7. Nature and types of teaching. Basic factors of teaching. Didactic system. Traditional, reform and contemporary conceptions of education.
8. System model of education and its elements. Goals, principles, conditions and means of education.

Subsystems of education. 9. Educational institutions. Education in the family, in school and in out-of-school institutions. 10. Selected educational problems and their solution at school (discipline, aggression, bullying). 11. Evaluations of the quality of the educational process. Cooperation between school and family. Quality of the school.
State exam syllabus:
Recommended literature: Reference sources: Recommended reading: BAĎURÍKOVÁ, Z. a kol. 2001. Školská pedagogika. Bratislava: UK, 2001. ČÁBALOVÁ, D. 2011. Pedagogika. Praha: Grada, 2011. ISBN 978-802-4729-930. DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IKAR, 146 s. DYTRTOVÁ, R., KRHUTOVÁ, M. 2009. Učitel - příprava na profesi. Praha: Grada, 2009. GAVORA, P. 2008. Úvod do pedagogického výskumu. Bratislava: Univerzita Komenského. GAVORA, P. 2010. Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: Enigma, 2010. HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R. 2006. Úvod do pedagogiky. Nitra : Enigma, 2006. ISBN 80-89132-29-4. KOSTELNÍK, J. 2014. Pedagogika I. Bratislava: Z-F LINGUA, 2014. ISBN 978-80-89328-94-9. KRATOCHVÍLOVÁ, E. a kol. 2007. Úvod do pedagogiky. Trnava: Trnavská univerzita, 2007. ISBN 978-80-8082-145-6. KYRIACOU, C. 2005. Klíčové dovednosti učitele. Praha: Portál, 2005. ISBN 80-7178-965-8 MAŇÁK, J., JANÍK, T., ŠVEC, V. 2008. Kurikulum v současné škole. Brno: Paido, 2008. ISBN 978-80-73151-75-1. MATULČÍKOVÁ, M. 2007. Reformnopedagogické a alternatívne školy a ich prínos pre reformu školy. Bratislava: AG Musica liturgica, 2007. ISBN 978-80-969784-0-3. MERTIN, V., KREJČOVÁ, L. eds. 2012. Metody a postupy poznávání žáka: pedagogická některých zákonov. Odborná časopisecká literatúra (Pedagogická revue, Pedagogické rozhľady, Pedagogika, Paidagogos, Technológia vzdelávania atď.) PÁVKOVÁ, J. 1999. Pedagogika volného času. Praha: Portál, 1999. ISBN 80-7178-569-9-5. PELIKÁN, J. 2011. Základy empirického výzkumu pedagogických jevů. Praha: Karolinum, 2011. ISBN 978-80-246-1916-3. PETLÁK, E. 2004. Všeobecná didaktika. Bratislava: Iris, 2004. ISBN 80-89018-64-5. POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská RV. Bratislava: UK, ISBN 978-80-223-2458-8. POTOČÁROVÁ, M., KOLDEOVÁ, L., FERKOVÁ, Š, DERKOVÁ, J. 2021. Teória výchovy 1. Bratislava: Univerzita Komenského v Bratislave: 2021. ISBN 978-80-223-5327-4 PRŮCHA, J. 2004. Alternativní školy a inovace ve vzdělávání. Praha: Portál, 2004. PRŮCHA, J. 2013. Moderní pedagogika. Praha: Portál, 2013. PŠENÁK, J. 2012. Dejiny školstva a pedagogiky. Žilina: EDIS, 2012. ISBN 978-80-554-0596-4. SKALKOVÁ, J. 2004. Pedagogika a výzvy nové doby. Brno: Paido, 2004. ISBN 80-731-5060-3. ŠMAHELOVÁ, B. 2008. Nástin vývoje pedagogického myšlení. Brno: MSD, spol. s r.o., 2008. ISBN 978-80-7395-040-1. TUREK, I. 2009. Kvalita vzdelávania. Bratislava: Iura Edition, 2009. ISBN 978-80-8078-243-6. TUREK, I. 2010. Didaktika. Bratislava: Iura Edition, 2010. ISBN 978-80-807-83-228. VALIŠOVÁ, A., KASÍKOVÁ, H. et.al. Pedagogika pro učitele. Praha: Grada, 2011. ISBN Zákon č. 245/ 2008 Z. z. o výchove a vzdelávani (školský zákon) a o zmene a doplnení ZELINA, M. 2004. Teórie výchovy alebo hľadanie dobra. Bratislava: SPN, 2004. ISBN

Languages necessary to complete the course: slovak and czech
Last change: 09.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde008/22	Course title: Pedeutology
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites: The course is completed by assessment, 100% of the interim assessment Continuous evaluation includes the evaluation of the performance of continuous tasks and assignments, which are mainly carried out in an individual form. These are mainly exercises aimed at analysing current situations in teacher-centred education policy. Using case studies and analysis of school policy programme documents, the student tests his/her ability to apply the knowledge acquired to practical teacher-oriented education policy (max. 30 points). In small groups during the class, they create a developmental program aimed at solving problems of teacher education and the teacher's position in society (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific pre-defined problem situation in education or in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of situations in the school environment and how to deal with them and can apply their knowledge in meaningful ways to create assignments. A grade of B means that students have performed above average throughout the semester, have been able to study independently, are able to navigate a variety of literary sources and critically select relevant sources for their studies, have knowledge of various situations in the school	

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.

A grade of C means that the students have performed well throughout the semester, their theoretical knowledge of various situations in the school environment and their solutions is at a good level, but they are deficient in their ability to apply this knowledge, and they are deficient in their critical evaluation and comparison of literary sources.

A grade of D indicates that students were less prepared during the semester, with slight deficiencies in theoretical knowledge related to various situations in the school environment and their solutions. They have considerable difficulties in working independently and cannot critically analyse information.

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

A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim is to acquire knowledge about the teacher, the nature of the teaching profession and its historical development and the current status of the teacher in contemporary society, to acquire knowledge about the categories of teaching qualifications and the basic rights and duties of teachers, including the code of ethics.

Students after completing the course:

- know the content of the concept of teacher and the teaching profession
- have knowledge of the historical development of the teaching profession and the position of teachers in contemporary Slovak society
- understand the issues of personal development of teachers and the qualifications for the teaching profession

Upon completion of the course, students will be able to:

- classify knowledge about the teacher and the teaching profession and understand their changes in the broader context of current issues in the educational environment
- formulate research topics in pedagogy and propose adequate research methods
- to work actively with the legislation on teaching and professional staff in formulating personal development and improving their own qualifications

Students are competent after completing the course:

- to communicate adequately about the teaching profession
- critically assess and influence their career development in the teaching profession

The transferable competences of the subject enable the student to orient in the legal school regulations in the exercise of the profession of a teacher in school, to orient in the social practice in the issue of the development of views on the profession of a teacher and to express constructive judgments on this topic and at the same time to have a theoretical basis on the teaching profession for research activities in this area.

Class syllabus:

Brief outline of the course:

1. The meaning of the term teacher and the teaching profession in terms of the teacher's position in society

2. Historical development of the teaching profession with special reference to the territory of the Slovak Republic
3. The views of the classics on the teacher and his mission and position in society
4. Teacher's rights and duties, code of ethics
5. General prerequisites and qualifications for the professional activity of a teacher
6. Structure of teaching categories and their content according to legislation in the Slovak Republic
7. Higher education teacher training for different levels of the education system and risk factors of the teaching profession
8. Starting teaching staff, independent teaching staff, senior teaching staff and career grades
9. Comparison of the current state of the teaching profession in the Slovak Republic and selected countries abroad
10. Teacher professional development and professional standards, the nature and content of teacher qualification training, attestation and the attestation procedure
11. Evaluation of the difficulty and quality of the teacher's performance, acquisition and use of his/her professional competences

Recommended literature:

Reference sources:

Required reading:

Kasáčová, B. 2004. Učiteľská profesia v trendoch teórie a praxe. Prešov: MPC.

Kosová, B. a kol. 2006. Profesijný rozvoj učiteľa. Prešov: Metodicko-pedagogické centrum v Prešove.

Recommended reading.

Burjan, V., Ftáčnik, M., Juráš, I., Vantuch, J., Višňovský E. a Vozár, L. 2017. Národný program rozvoja výchovy a vzdelávania na roky 2018 – 2027. Učiace sa Slovensko. Bratislava:

Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky.

Gluchmanová, M. 2011. Profesijná etika v učiteľskom povolání. Prešov: MVEK.

Hupková, M. 2006. Profesijná sebareflexia učiteľov. Nitra: UKF.

Kasáčová, B. 2004. Učiteľská profesia v trendoch teórie a praxe. Prešov: MPC.

Kosová, B. a kol. 2006. Profesijný rozvoj učiteľa. Prešov: Metodicko-pedagogické centrum v Prešove.

Ormis, S. 1874. Výchovoveda pre seminaristov a rodičov. Druhý diel. Veľká Revúca:

Kníhtlačiarstvo-účastníarsky spolok v Turčianskom sv. Martine.

Plavčan, P. 2021. Teória vzdelávacej politiky. Brno: MSD.

Porubská, G. - Seidler, P. - Kurincová, V. 2001. Diferenciácia, integrácia a kooperácia v edukačnom prostredí. Nitra: UKF.

Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 50

A	ABS	B	C	D	E	FX
50,0	0,0	24,0	18,0	6,0	0,0	2,0

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde008/22	Course title: Pedeutology
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites: The course is completed by assessment, 100% of the interim assessment Continuous evaluation includes the evaluation of the performance of continuous tasks and assignments, which are mainly carried out in an individual form. These are mainly exercises aimed at analysing current situations in teacher-centred education policy. Using case studies and analysis of school policy programme documents, the student tests his/her ability to apply the knowledge acquired to practical teacher-oriented education policy (max. 30 points). In small groups during the class, they create a developmental program aimed at solving problems of teacher education and the teacher's position in society (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific pre-defined problem situation in education or in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of situations in the school environment and how to deal with them and can apply their knowledge in meaningful ways to create assignments. A grade of B means that students have performed above average throughout the semester, have been able to study independently, are able to navigate a variety of literary sources and critically select relevant sources for their studies, have knowledge of various situations in the school	

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.

A grade of C means that the students have performed well throughout the semester, their theoretical knowledge of various situations in the school environment and their solutions is at a good level, but they are deficient in their ability to apply this knowledge, and they are deficient in their critical evaluation and comparison of literary sources.

A grade of D indicates that students were less prepared during the semester, with slight deficiencies in theoretical knowledge related to various situations in the school environment and their solutions. They have considerable difficulties in working independently and cannot critically analyse information.

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

A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim is to acquire knowledge about the teacher, the nature of the teaching profession and its historical development and the current status of the teacher in contemporary society, to acquire knowledge about the categories of teaching qualifications and the basic rights and duties of teachers, including the code of ethics.

Students after completing the course:

- know the content of the concept of teacher and the teaching profession
- have knowledge of the historical development of the teaching profession and the position of teachers in contemporary Slovak society
- understand the issues of personal development of teachers and the qualifications for the teaching profession

Upon completion of the course, students will be able to:

- classify knowledge about the teacher and the teaching profession and understand their changes in the broader context of current issues in the educational environment
- formulate research topics in pedagogy and propose adequate research methods
- to work actively with the legislation on teaching and professional staff in formulating personal development and improving their own qualifications

Students are competent after completing the course:

- to communicate adequately about the teaching profession
- critically assess and influence their career development in the teaching profession

The transferable competences of the subject enable the student to orient in the legal school regulations in the exercise of the profession of a teacher in school, to orient in the social practice in the issue of the development of views on the profession of a teacher and to express constructive judgments on this topic and at the same time to have a theoretical basis on the teaching profession for research activities in this area.

Class syllabus:

Brief outline of the course:

1. The meaning of the term teacher and the teaching profession in terms of the teacher's position in society

2. Historical development of the teaching profession with special reference to the territory of the Slovak Republic
3. The views of the classics on the teacher and his mission and position in society
4. Teacher's rights and duties, code of ethics
5. General prerequisites and qualifications for the professional activity of a teacher
6. Structure of teaching categories and their content according to legislation in the Slovak Republic
7. Higher education teacher training for different levels of the education system and risk factors of the teaching profession
8. Starting teaching staff, independent teaching staff, senior teaching staff and career grades
9. Comparison of the current state of the teaching profession in the Slovak Republic and selected countries abroad
10. Teacher professional development and professional standards, the nature and content of teacher qualification training, attestation and the attestation procedure
11. Evaluation of the difficulty and quality of the teacher's performance, acquisition and use of his/her professional competences

Recommended literature:

Reference sources:

Required reading:

Kasáčová, B. 2004. Učiteľská profesia v trendoch teórie a praxe. Prešov: MPC.

Kosová, B. a kol. 2006. Profesionálny rozvoj učiteľa. Prešov: Metodicko-pedagogické centrum v Prešove.

Recommended reading.

Burjan, V., Ftáčnik, M., Juráš, I., Vantuch, J., Višňovský E. a Vozár, L. 2017. Národný program rozvoja výchovy a vzdelávania na roky 2018 – 2027. Učiac sa Slovensko. Bratislava:

Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky.

Gluchmanová, M. 2011. Profesionálna etika v učiteľskom povolání. Prešov: MVEK.

Hupková, M. 2006. Profesionálna sebareflexia učiteľov. Nitra: UKF.

Kasáčová, B. 2004. Učiteľská profesia v trendoch teórie a praxe. Prešov: MPC.

Kosová, B. a kol. 2006. Profesionálny rozvoj učiteľa. Prešov: Metodicko-pedagogické centrum v Prešove.

Ormis, S. 1874. Výchovoveda pre seminaristov a rodičov. Druhý diel. Veľká Revúca:

Kníhtlačiarstvo-účastníarsky spolok v Turčianskom sv. Martine.

Plavčan, P. 2021. Teória vzdelávacej politiky. Brno: MSD.

Porubská, G. - Seidler, P. - Kurincová, V. 2001. Diferenciácia, integrácia a kooperácia v edukačnom prostredí. Nitra: UKF.

Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 50

A	ABS	B	C	D	E	FX
50,0	0,0	24,0	18,0	6,0	0,0	2,0

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

COURSE DESCRIPTION

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

COURSE DESCRIPTION

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde017/22	Course title: Personal and social development
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 24s Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed by assessment. Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out individually or in groups at different stages of the course implementation. Individual assignments focus on the preparation of materials and the development of assignments on which direct teaching will be based. This involves working with various questionnaires and tests, information sources (publications aimed at developing pupils' social-psychological competences) and official school documents (30% of the assessment). Within the group work, space is devoted to specific exercises and simulation of experiential learning in teachers' work (30%) and to the analysis of the objectives, meaning, methods of the cross-cutting theme of Personal and Social Development and its integration into selected educational areas (30%). A reflective essay concludes the continuous assessment (10% of the assessment). The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A grade A is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with methods, techniques and other specifics related to the field of experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings, manifests himself/herself as a full member of the group and actively expresses his/her own opinion. A B grade is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with the methods, techniques and other specifics related to the field of	

experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, to a lesser extent, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings but needs more time and space to verbalise them, shows himself as a full member of the group and actively expresses his own opinion.

Grade C will be awarded to a student who has acquired the knowledge related to the content of the cross-cutting topic at an average level, is familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, is usually actively involved in individual activities, shows interest and effort to develop his/her competences, only in some topics and areas, makes little use of his/her personal qualities in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by experiential learning, shows himself/herself to be a full member of the group and actively expresses his/her own opinion.

A grade D is awarded if the student has acquired basic knowledge related to the content of the cross-cutting theme, is generally familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, engages to a limited extent in individual activities, and shows only sporadic interest and effort to develop his/her competencies, often only with external help, seeks original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, is more passive and more like a marginal member of the group, even though he or she actively expresses his or her own opinion.

A student receives a grade of E if the student has mastered the basic knowledge related to the content of the cross-cutting topic and is at least partially oriented in the methods, techniques and other specifics related to the field of experiential and active social learning, behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competences, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, cannot find his/her place in the group, expresses his/her own opinion sporadically and not always in an appropriate way. The grade of Fx requires extra work, extra study; this grade is given exceptionally, most often because of non-participation in class and failure to complete the assigned interim assignments, refusal to cooperate in any way, refusal to take a stand on required topics and to express one's own opinion.

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

Learning outcomes:

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of the course is to familiarize students with the cross-cutting theme of personal and social development and experiential learning aimed at the development of social-psychological competencies in the school and classroom environment.

The student after completing the course:

- distinguishes the different stages of group development, perceives its variability and can assess the impact of the teacher's role in this area,
- knows the content, methods and objectives of the cross-cutting theme of Personal and Social Development and can identify and propose its integration within his/her study programme,
- can use techniques and strategies of experiential and active social learning leading to the fulfilment of the objectives of the cross-cutting theme, to promote group cohesion and a positive atmosphere in the group,
- is oriented in the available literature and is able to modify the acquired knowledge for the purposes of educational practice,

- Through experiential activities, gain first-hand experience of active social and experiential learning.						
Class syllabus: Brief outline of the course: 1. Cross-cutting theme Personal and social development and national curricula for lower and upper secondary education 2. Objectives, outcomes, content, methods of the cross-cutting theme and its integration into selected educational areas 3. Experiential and active social learning: models and theories of learning, methods and techniques. 4. Experiential and active social learning: space, tools, rules and challenging situations. 5. The school class as a group (the position, status and role of the individual in the group). 6. Group dynamics - group dynamics.						
Recommended literature: Compulsory reading: HAMRANOVÁ, A. (2013). Sociálno – psychologický výcvik v príprave učiteľov (metodické pokyny). In: SOKOLOVÁ, L. et al. (eds.). (2013). Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. 2013, s. 33-36. ISBN 978-80-223-3483-9 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf LEMEŠOVÁ, M., HAMRANOVÁ, A., 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) Recommended reading: HERMOCHOVÁ, S. (2005). Skupinová dynamika ve školní třídě. Kladno: AISIS. 180 s. ISBN 8023956124 HERMOCHOVÁ, S. (2006). Teambuilding. Praha: Grada. 116 s. ISBN: 80-247-1155-9 KOLAŘÍK, M. (2019). Interakční psychologický výcvik. Praha: Grada. 192 s. ISBN 9788027121939						
Languages necessary to complete the course: Slovak and Czech language						
Notes: subject with a psychological focus, in the study plan marked *) The subject is usually implemented in the form of block teaching or continuously during the semester.						
Past grade distribution Total number of evaluated students: 252						
A	ABS	B	C	D	E	FX
94,44	0,0	0,0	0,4	0,0	0,0	5,16
Lecturers: Mgr. Miroslava Lemešová, PhD.						

Last change: 10.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde017/22	Course title: Personal and social development
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 24s Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed by assessment. Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out individually or in groups at different stages of the course implementation. Individual assignments focus on the preparation of materials and the development of assignments on which direct teaching will be based. This involves working with various questionnaires and tests, information sources (publications aimed at developing pupils' social-psychological competences) and official school documents (30% of the assessment). Within the group work, space is devoted to specific exercises and simulation of experiential learning in teachers' work (30%) and to the analysis of the objectives, meaning, methods of the cross-cutting theme of Personal and Social Development and its integration into selected educational areas (30%). A reflective essay concludes the continuous assessment (10% of the assessment). The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A grade A is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with methods, techniques and other specifics related to the field of experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings, manifests himself/herself as a full member of the group and actively expresses his/her own opinion. A B grade is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with the methods, techniques and other specifics related to the field of	

experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, to a lesser extent, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings but needs more time and space to verbalise them, shows himself as a full member of the group and actively expresses his own opinion.

Grade C will be awarded to a student who has acquired the knowledge related to the content of the cross-cutting topic at an average level, is familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, is usually actively involved in individual activities, shows interest and effort to develop his/her competences, only in some topics and areas, makes little use of his/her personal qualities in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by experiential learning, shows himself/herself to be a full member of the group and actively expresses his/her own opinion.

A grade D is awarded if the student has acquired basic knowledge related to the content of the cross-cutting theme, is generally familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, engages to a limited extent in individual activities, and shows only sporadic interest and effort to develop his/her competencies, often only with external help, seeks original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, is more passive and more like a marginal member of the group, even though he or she actively expresses his or her own opinion.

A student receives a grade of E if the student has mastered the basic knowledge related to the content of the cross-cutting topic and is at least partially oriented in the methods, techniques and other specifics related to the field of experiential and active social learning, behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competences, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, cannot find his/her place in the group, expresses his/her own opinion sporadically and not always in an appropriate way. The grade of Fx requires extra work, extra study; this grade is given exceptionally, most often because of non-participation in class and failure to complete the assigned interim assignments, refusal to cooperate in any way, refusal to take a stand on required topics and to express one's own opinion.

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

Learning outcomes:

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of the course is to familiarize students with the cross-cutting theme of personal and social development and experiential learning aimed at the development of social-psychological competencies in the school and classroom environment.

The student after completing the course:

- distinguishes the different stages of group development, perceives its variability and can assess the impact of the teacher's role in this area,
- knows the content, methods and objectives of the cross-cutting theme of Personal and Social Development and can identify and propose its integration within his/her study programme,
- can use techniques and strategies of experiential and active social learning leading to the fulfilment of the objectives of the cross-cutting theme, to promote group cohesion and a positive atmosphere in the group,
- is oriented in the available literature and is able to modify the acquired knowledge for the purposes of educational practice,

- Through experiential activities, gain first-hand experience of active social and experiential learning.

Class syllabus:

Brief outline of the course:

1. Cross-cutting theme Personal and social development and national curricula for lower and upper secondary education
2. Objectives, outcomes, content, methods of the cross-cutting theme and its integration into selected educational areas
3. Experiential and active social learning: models and theories of learning, methods and techniques.
4. Experiential and active social learning: space, tools, rules and challenging situations.
5. The school class as a group (the position, status and role of the individual in the group).
6. Group dynamics - group dynamics.

Recommended literature:

Compulsory reading:

HAMRANOVÁ, A. (2013). Sociálno – psychologický výcvik v príprave učiteľov (metodické pokyny). In: SOKOLOVÁ, L. et al. (eds.). (2013). Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. 2013, s. 33-36. ISBN 978-80-223-3483-9 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf

LEMEŠOVÁ, M., HAMRANOVÁ, A., 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)

Recommended reading:

HERMOCHOVÁ, S. (2005). Skupinová dynamika ve školní třídě. Kladno: AISIS. 180 s. ISBN 8023956124

HERMOCHOVÁ, S. (2006). Teambuilding. Praha: Grada. 116 s. ISBN: 80-247-1155-9

KOLAŘÍK, M. (2019). Interakční psychologický výcvik. Praha: Grada. 192 s. ISBN 9788027121939

Languages necessary to complete the course:

Slovak and Czech language

Notes:

subject with a psychological focus, in the study plan marked *) The subject is usually implemented in the form of block teaching or continuously during the semester.

Past grade distribution

Total number of evaluated students: 252

A	ABS	B	C	D	E	FX
94,44	0,0	0,0	0,4	0,0	0,0	5,16

Lecturers:

Last change: 10.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde003/22	Course title: Philosophical anthropology and axiology
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: Midterm/final grade weighting: 100/0, the course is completed with an evaluation. The interim assessment includes two interim didactic tests (50% + 50% of the assessment). To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: And 100-91%, well done - excellent results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an A grade in terms of cumulative points or percentage. Note: The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the amount of knowledge they have acquired. The tests are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a B grade in terms of cumulative points or percentage. C 80-73%, well - normal reliable work. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a C grade in terms of cumulative scores or percentages. D 72-66%, satisfactory - acceptable results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a grade D in the aggregate score or percentage. E 65-60%, enough. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an E grade in terms of cumulative points and percentages. Fx 59-0%, not enough. The student did not meet the required thresholds for passing the course. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Learning objectives and outcomes and transferable competences:	

The aim of the course is to convey a wide range of views on man as philosophy has grasped him through its means in different historical periods and cultural contexts. In the course, students will learn not only the basic images, views and concepts of man in their historical-philosophical, but also in their ethical-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. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde003/22	Course title: Philosophical anthropology and axiology
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: Midterm/final grade weighting: 100/0, the course is completed with an evaluation. The interim assessment includes two interim didactic tests (50% + 50% of the assessment). To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: And 100-91%, well done - excellent results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an A grade in terms of cumulative points or percentage. Note: The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the amount of knowledge they have acquired. The tests are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a B grade in terms of cumulative points or percentage. C 80-73%, well - normal reliable work. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a C grade in terms of cumulative scores or percentages. D 72-66%, satisfactory - acceptable results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a grade D in the aggregate score or percentage. E 65-60%, enough. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an E grade in terms of cumulative points and percentages. Fx 59-0%, not enough. The student did not meet the required thresholds for passing the course. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Learning objectives and outcomes and transferable competences:	

The aim of the course is to convey a wide range of views on man as philosophy has grasped him through its means in different historical periods and cultural contexts. In the course, students will learn not only the basic images, views and concepts of man in their historical-philosophical, but also in their ethical-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. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde001/22	Course title: Philosophy of education
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by examination, the ratio of interim and final assessment is 50/50. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 50). The seminar paper is a condition for the award of the overall grade. As part of the final assessment of the course, students will take an oral examination (maximum possible points - 50). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points). The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), FX (59-0%, insufficient - completing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good	

professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

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

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

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

Learning outcomes:

Learning outcomes:

Aims and learning outcomes: the aim of philosophy of education is to acquire and understand the philosophical foundations of pedagogical theories and educational systems in their historical development and present, to develop the ability to analyse educational situations in terms of their philosophical and social conditioning. The student can apply his/her knowledge of the philosophy of education in relation to other compulsory elective subjects - History of Education and Pedagogy or Contemporary Alternative Directions in Pedagogy.

The student develops transferable competences - communication skills, critical thinking, reasoning in context.

Class syllabus:

Brief outline of the course:

Thematic focus of lectures:

1. Introduction to the philosophy of education

- Basic terminological issues (characteristics of philosophy and pedagogy as a science)
- relationship between philosophy and education
- philosophy of education as a philosophical discipline
- historical outline of the constitution of philosophy of education
- importance of philosophy for education and pedagogy
- man and education in the history of European philosophical thought

2. Ancient philosophy and its reflection in education

- characteristics of the period and philosophy
- the most important representatives of ancient philosophy (Sophists, Socrates, Democritus, Plato, Aristotle, and others)
- the philosophical foundations of education in the works of philosophers

3. Educational ideals in the Patristic and Scholastic periods

- characteristics of the period and philosophy
- the most important representatives of Patristic (Aurelius Augustinus, ...) and Scholastic (Thomas Aquinas, Roger Bacon, ...)
- the reflection of philosophy in the views on education

4. Educational ideals in humanism and the Renaissance

- characteristics of the period and philosophy
- the most important representatives (Thomas Morus, J.L. Vivés, F. Rabelais...)
- reflection of philosophical Renaissance thinking in education

5. Modern philosophy and its reflection in education

- characteristics of the period and philosophy
- the most important philosophical trends: empiricism and rationalism, their representatives and influence on education (Francis Bacon, Francois Rabelais ...)- Enlightenment philosophy and pedagogy and its philosophical foundations

6. Philosophical foundations of the pedagogical system of J. A. Comenius

- characteristics of the period and philosophy
- philosophical foundations of the pedagogical system of J. A. Comenius - characteristics of the period and philosophy
- philosophical foundations of the pedagogical system of J. A. Comenius
- the stages of Comenius' pedagogical work (pre-Pansophic, Pan-Sophic and Pan-Enlightenment)
- their reflection in his works
- the importance of Comenius for the philosophy of education and pedagogy

7. Basic philosophical trends in the 19th century and their influence on education- characteristics of the period and philosophy

- the most important philosophical trends, their characteristics and representatives:

a) positivism

b) Marxism

c) voluntarism

d) anthropological philosophy

(e) philosophy of life, and others

- their representatives and influence on pedagogical thinking in Europe

8. The influence of philosophical trends on pedagogical thinking in the 20th century

- characteristics of the period and philosophy - the most important philosophical trends (neopositivism, pragmatism, existentialism, Marxism ...)
- philosophical and pedagogical anthropology
- man and education from the aspect of philosophical anthropology
- anthropological social and axiological and global contexts of human education

9. Philosophical foundations of education in the present

- characteristics of the period and philosophy - the most important philosophical trends in Europe
- the philosophical foundations of education in the present - Europeanization and globalization of education
- current trends and representatives of the philosophy of education in Europe

10. Objectives of education and their philosophical foundations

- Characteristics of educational objectives in relation to the definition of the nature of education
- Philosophical bases of educational objectives
- Approaches to the determination of educational objectives (sociological, psychological and convergent conceptions of education)
- Determination and concretization of educational objectives in the historical context and in the present day

- Relationship between the philosophy of education and the sociology of education

11. Versatility and harmony in education

- historical aspects of the development of versatility and harmony in education in the different periods of development (ancient, medieval, humanist and renaissance, modern, 19th and 20th century, contemporary)
- multifaceted and harmonious development of the personality - reflection of versatility and harmony in the aims and content of education

12. Democracy and power in education

- characteristics of democracy and pluralism, reflection of democracy and power in education in the field of objectives, content, methods, management,
- manipulative and communicative pedagogy, their characteristics and manifestations

Recommended literature:

Required reading:

BREZINKA, V (1996) Filozofické základy výchovy. Praha: Zvon, 174 s. ISBN 80-7113-169-5

KASPER, T.- KASPEROVÁ, D. Dejiny pedagogiky. Praha : GRADA, 224 s. ISBN 978-80-247-2429-4

KOSOVÁ, B. (2013) Filozofické a globálne súvislosti edukácie. Banská Bystrica: UMB, 165 s. ISBN 978-80-557-0434-0

KUDLÁČOVÁ, B. (2003) Človek a výchova v dejinách európskeho myslenia. Trnava: PF TU, 168 s. ISBN 80-89074-66-9

RAJSKÝ, A. (2021) Filozofia výchovy. Vybrané state. Trnava : Trnavská univerzita a VEDA vydavateľstvo SAV, 265 s. ISBN 978-80-568-0407-0

Recommended reading:

BREZINKA, W. (2001) Východiská k poznání výchovy. Brno: Nakladatelství L.Marek, 310 s. ISBN- 80-86263-23-1

GÁLIKOVÁ- TOLNAIOVÁ, S. (2007) Problém výchovy na prahu 21. storočia v súčasnej filozofii výchovy. Bratislava : IRIS, 231 s. ISBN 978-80-89256-04-4

KUDLÁČOVÁ, B. 2010. Európske pedagogické myslenie od antiky po modernu. Trnava: Trnavská univerzita/ VEDA, 2010, 317 s. ISBN 978-80-8082-336-8A

KUDLÁČOVÁ, B.; RAJSKÝ, A. 2012. Európske pedagogické myslenie od moderny k postmoderne po súčasnosť. Trnava: Trnavská univerzita/ VEDA. 293 s. ISBN 978-80-8082-574-4

PALOUŠ, R. (1991) K filozofii výchovy. Praha: SNP, 115 s. ISBN 80-04-25390-3

PELCOVÁ, N. (2000) Filozofická a pedagogická antropologie. Praha : Karolinum, 196 s. ISBN 80-246-0076-5

SKARUPSKÁ, H. (2016) Filozofie a Teorie výchovy. Studijní opora. Praha: Hnutí R. 51 s. ISBN 978-80- 86798-70-7

ŠARNÍKOVÁ, G. (2011) Z dejín filozofie výchovy. Starovek. Ružomberok : KU- VERBUM, 75 s. ISBN 978-80-8084-685-5

ŠARNÍKOVÁ, G. (2012) Z dejín filozofie výchovy. Od scholastiky po osvietenstvo. Ružomberok : KU- VERBUM, 132 s. ISBN 978-80-8084- 868-2

Languages necessary to complete the course:

: slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 91

A	ABS	B	C	D	E	FX
29,67	0,0	51,65	13,19	0,0	1,1	4,4

Lecturers: prof. PhDr. Mária Potočárová, PhD.

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde024/22	Course title: Processing and interpretation of statistical data
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment, the weighting of the interim and final assessment is 100/0. The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving focused on understanding and interpreting statistical concepts. During the semester, students will submit 5 assignments of 6 points each, which will be focused on solving statistical assignments using MS EXCEL and JASP software from individual topics (descriptive statistics, correlation and regression analysis, sampling, hypothesis testing), and at the end of the semester, the student will submit and present a term paper for 40 points. The term paper will include an independent statistical treatment and interpretation of quantitative research (own or from data taken, for example, from thesis, rigor or PhD theses). The student will submit the thesis electronically in MS Word and MS EXCEL, and prepare the presentation in MS PowerPoint or Prezi. The student will demonstrate through the development and presentation of the term project that he/she is able to independently statistically evaluate quantitative research and interpret them. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 3 points on any of the 5 assignments. To pass the course, a score of at least 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student has excellent knowledge of the theoretical knowledge of statistical data processing and can interpret it correctly and clearly; he/she solves problems in a creative way, can react promptly and spontaneously during lectures and systematically prepares assignments for seminars, the student is proactive, asks questions in the context of the problem being solved. He is active in seminars. He brings his own experience and insights from practice to the teaching. His oral and written expression is correct, citationally correct, grammatically flawless. B (90-81%, very good - above average standard), the student has mastered the theoretical knowledge of statistical data processing and can interpret it correctly and clearly with minor shortcomings, has acquired key competences, can respond promptly during lectures to the teacher's	

challenges, the student is self-initiative and asks questions in the context of the problem addressed. His/her written expression in the term paper is correct, grammatically sound and creative. He brings his own experiences and insights from practice to the teaching. The results of his activities are of good quality, with minor shortcomings.

C (80-73%, good - normal reliable work), the student knows the theoretical knowledge of statistical data processing and can interpret them at an average, i.e. good level, has acquired theoretical knowledge and skills using MS EXCEL and JASP software in solving problems, can respond to the teacher's challenges. He/she does not take initiative himself/herself, does not ask questions in the context of the problem being solved. His communication style is not disruptive, but he is unsure of his answer and his speech does not have significant disruptive elements. He transfers experience from practice with problems. His, grammatical speech is of lesser quality.

D (72-66%, Satisfactory-Acceptable performance), the student has mastered the material at a satisfactory level. He/she knows the theory with minor gaps, but cannot apply it to the solution of practical experiences, he/she needs help in interpreting the obtained statistical data. He is not very active during teaching, does not bring new solutions, takes the role of a passive observer. Memorisation rather than critical thinking prevails in the student. Analysis from practice is less constructive. His/her written expression has some inaccuracies to serious deficiencies.

E (65-60%, sufficient - the results meet the minimum criteria), the student has a low level of theoretical knowledge of statistical data processing, responds to the teacher's instructions and prompts with considerable inaccuracies; the student himself is not proactive and does not ask questions in the context of the problem addressed. Applies theoretical knowledge with considerable problems; in practical terms, does not have recommendations for correct solution options. The student is rather in the position of a passive recipient of knowledge and is not active in the seminars. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not error-free and stylistically correct.

Fx (59-0%, Insufficient - extra work required) this grade will be given if the student fails to meet any of the required minimum criteria and is not allowed to take the final test. This means that the student has not mastered the knowledge and skills to a degree that would enable him/her to meet at least the minimum criteria for a passing grade.

Learning outcomes:

Learning outcomes

Learning objectives and outcomes and transferable competences:

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

Class syllabus:

Brief outline of the course:

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

1. Descriptive statistics - description of the statistical population
2. Descriptive statistics - data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables
6. Probability distribution

7. Selective enquiry 8. Estimates of the characteristics of the base set 9. Hypothesis testing 10. Semester project presentation						
Recommended literature: Recommended reading: 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						
Languages necessary to complete the course: slovak and czech						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: doc. PaedDr. Lilla Koreňová, PhD.						
Last change: 10.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde024/22	Course title: Processing and interpretation of statistical data
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment, the weighting of the interim and final assessment is 100/0. The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving focused on understanding and interpreting statistical concepts. During the semester, students will submit 5 assignments of 6 points each, which will be focused on solving statistical assignments using MS EXCEL and JASP software from individual topics (descriptive statistics, correlation and regression analysis, sampling, hypothesis testing), and at the end of the semester, the student will submit and present a term paper for 40 points. The term paper will include an independent statistical treatment and interpretation of quantitative research (own or from data taken, for example, from thesis, rigor or PhD theses). The student will submit the thesis electronically in MS Word and MS EXCEL, and prepare the presentation in MS PowerPoint or Prezi. The student will demonstrate through the development and presentation of the term project that he/she is able to independently statistically evaluate quantitative research and interpret them. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 3 points on any of the 5 assignments. To pass the course, a score of at least 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student has excellent knowledge of the theoretical knowledge of statistical data processing and can interpret it correctly and clearly; he/she solves problems in a creative way, can react promptly and spontaneously during lectures and systematically prepares assignments for seminars, the student is proactive, asks questions in the context of the problem being solved. He is active in seminars. He brings his own experience and insights from practice to the teaching. His oral and written expression is correct, citationally correct, grammatically flawless. B (90-81%, very good - above average standard), the student has mastered the theoretical knowledge of statistical data processing and can interpret it correctly and clearly with minor shortcomings, has acquired key competences, can respond promptly during lectures to the teacher's	

challenges, the student is self-initiative and asks questions in the context of the problem addressed. His/her written expression in the term paper is correct, grammatically sound and creative. He brings his own experiences and insights from practice to the teaching. The results of his activities are of good quality, with minor shortcomings.

C (80-73%, good - normal reliable work), the student knows the theoretical knowledge of statistical data processing and can interpret them at an average, i.e. good level, has acquired theoretical knowledge and skills using MS EXCEL and JASP software in solving problems, can respond to the teacher's challenges. He/she does not take initiative himself/herself, does not ask questions in the context of the problem being solved. His communication style is not disruptive, but he is unsure of his answer and his speech does not have significant disruptive elements. He transfers experience from practice with problems. His, grammatical speech is of lesser quality.

D (72-66%, Satisfactory-Acceptable performance), the student has mastered the material at a satisfactory level. He/she knows the theory with minor gaps, but cannot apply it to the solution of practical experiences, he/she needs help in interpreting the obtained statistical data. He is not very active during teaching, does not bring new solutions, takes the role of a passive observer. Memorisation rather than critical thinking prevails in the student. Analysis from practice is less constructive. His/her written expression has some inaccuracies to serious deficiencies.

E (65-60%, sufficient - the results meet the minimum criteria), the student has a low level of theoretical knowledge of statistical data processing, responds to the teacher's instructions and prompts with considerable inaccuracies; the student himself is not proactive and does not ask questions in the context of the problem addressed. Applies theoretical knowledge with considerable problems; in practical terms, does not have recommendations for correct solution options. The student is rather in the position of a passive recipient of knowledge and is not active in the seminars. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not error-free and stylistically correct.

Fx (59-0%, Insufficient - extra work required) this grade will be given if the student fails to meet any of the required minimum criteria and is not allowed to take the final test. This means that the student has not mastered the knowledge and skills to a degree that would enable him/her to meet at least the minimum criteria for a passing grade.

Learning outcomes:

Learning outcomes

Learning objectives and outcomes and transferable competences:

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

Class syllabus:

Brief outline of the course:

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

1. Descriptive statistics - description of the statistical population
2. Descriptive statistics - data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables
6. Probability distribution

7. Selective enquiry 8. Estimates of the characteristics of the base set 9. Hypothesis testing 10. Semester project presentation						
Recommended literature: Recommended reading: CHAJDIK, J. (2013). Štatistika jednoducho v Exceli, Bratislava, Statis, 341 s. ISBN 978-80-855-974-0 NEUBAUER, J., SEDLAČÍK, M., KRÍŽ, O. (2016). Základy statistiky. Praha, Grada, 280 s. ISBN 978-80-247-5786-5 RIMARČÍK, M. (2007). Štatistika pre prax. Košice, Marián Rimarčík, 200 s. ISBN 8096981311						
Languages necessary to complete the course: slovak and czech						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: doc. PaedDr. Lilla Koreňová, PhD.						
Last change: 10.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde021/22	Course title: Project designing
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: the course is completed with a grade of 100/0. During the semester there will be two colloquial midterm evaluations of 15 points each and 1 30b midterm assignment will be worked on. Final assessment in the form of a group presentation of the 40b learning block project. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course you must obtain a minimum of 60% of the marks. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

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

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

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

Learning outcomes:

Learning outcomes:

- The graduate of the course is well versed and able to define the project plan and define the project objectives.
- The graduate understands the processes of creating an innovative culture in a classroom setting.
- He approaches the assigned tasks in a complex way, using both the process of analysis and synthesis in the search for solutions. In making decisions, he/she uses thinking strategies based on critical evaluation, which is based on facts and clearly formulated information from reliable information sources.
- The graduate understands the project management process and the project life cycle.
- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. Can analyze the problem and synthesize new solutions. Actively and flexibly brings new solutions to the assigned task. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning. Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.

Class syllabus:

Brief outline of the course:

1. Project thinking - teacher and project creation
2. Creating an innovative culture in school
3. Tips and Tricks - Fundraising Basics
4. Project management life cycle
5. Group dynamics and conflict resolution in a group using the win-win method
6. Design Thinking problem solving method.

Ongoing tasks: students work in small groups on their own project project plan (working in the role of teachers from the same school), which aims to bring the principles of an innovative culture into the classroom, enabling the development of competences needed for the 21st century.

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

Final assessment: students keep a portfolio (not something like a journal) for the course throughout the semester, capturing their reflection after each class meeting (what I found interesting, what

surprised me, what I learned, what I disagreed with, what I needed to convey differently). At the end of the lecture period, each student who has fulfilled the requirements of the mid-term evaluation will have an individual interview with the teacher, where they will present their portfolio, carry out a self-assessment. The final evaluation is an intersection of the teacher's feedback, the student's self-reflection and a group presentation of the project to representatives from the practice (teachers and school management).

Recommended literature:

Reference sources:

Recommended reading:

Doležal, J., Krátky, J. (2016). Projektový management v praxi. Bratislava: Grada, 2016. 176s.

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

Martin, K. (2018). Learner centered Innovation: Spark Curiosity, Ignite Passion and Unleash Genius. Canterbury: IMP Press, UK, 2018. 356p.

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

Languages necessary to complete the course:

knowledge of Slovak and English.

Notes:**Past grade distribution**

Total number of evaluated students: 24

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

Lecturers:

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde021/22	Course title: Project designing
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: the course is completed with a grade of 100/0. During the semester there will be two colloquial midterm evaluations of 15 points each and 1 30b midterm assignment will be worked on. Final assessment in the form of a group presentation of the 40b learning block project. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course you must obtain a minimum of 60% of the marks. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

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

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

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

Learning outcomes:

Learning outcomes:

- The graduate of the course is well versed and able to define the project plan and define the project objectives.
- The graduate understands the processes of creating an innovative culture in a classroom setting.
- He approaches the assigned tasks in a complex way, using both the process of analysis and synthesis in the search for solutions. In making decisions, he/she uses thinking strategies based on critical evaluation, which is based on facts and clearly formulated information from reliable information sources.
- The graduate understands the project management process and the project life cycle.
- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. Can analyze the problem and synthesize new solutions. Actively and flexibly brings new solutions to the assigned task. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning. Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.

Class syllabus:

Brief outline of the course:

1. Project thinking - teacher and project creation
2. Creating an innovative culture in school
3. Tips and Tricks - Fundraising Basics
4. Project management life cycle
5. Group dynamics and conflict resolution in a group using the win-win method
6. Design Thinking problem solving method.

Ongoing tasks: students work in small groups on their own project project plan (working in the role of teachers from the same school), which aims to bring the principles of an innovative culture into the classroom, enabling the development of competences needed for the 21st century.

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

Final assessment: students keep a portfolio (not something like a journal) for the course throughout the semester, capturing their reflection after each class meeting (what I found interesting, what

surprised me, what I learned, what I disagreed with, what I needed to convey differently). At the end of the lecture period, each student who has fulfilled the requirements of the mid-term evaluation will have an individual interview with the teacher, where they will present their portfolio, carry out a self-assessment. The final evaluation is an intersection of the teacher's feedback, the student's self-reflection and a group presentation of the project to representatives from the practice (teachers and school management).

Recommended literature:

Reference sources:

Recommended reading:

Doležal, J., Krátky, J. (2016). Projektový management v praxi. Bratislava: Grada, 2016. 176s.

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

Martin, K. (2018). Learner centered Innovation: Spark Curiosity, Ignite Passion and Unleash Genius. Canterbury: IMP Press, UK, 2018. 356p.

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

Languages necessary to complete the course:

knowledge of Slovak and English.

Notes:**Past grade distribution**

Total number of evaluated students: 24

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

Lecturers:

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde018/22	Course title: Psychological analysis of school educational situations
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for passing the course: 100% of continuous assessment Continuous assessment includes the evaluation of the completion of continuous tasks and assignments, which are carried out in an individual or group form. These are mainly experiential activities and exercises aimed at solving school educational situations. Using role-play and cooperative games, the student practises various strategies and techniques for coping with pupils' inappropriate behaviour (max. 30 points). In small groups during class, they develop a proposal for a prevention or intervention program aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them, and are able to apply their knowledge in meaningful ways to create assignments. A grade of B means that the students achieved above average results throughout the semester, were able to study independently, are able to navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school	

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.

A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.

A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.

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

A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.

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

Learning outcomes:

Learning outcomes

Learning objectives and outcomes and transferable competences:

The goal is to increase sensitivity to inter-individual differences and group dynamics in the context of dealing with school educational situations and to learn specific strategies and techniques for dealing with these situations.

Students after completing the course:

- understand and orient themselves to the basic background and possible reasons for pupil behaviour at school
- know the different forms of inappropriate behaviour at school
- understand the processes of group dynamics in the school classroom
- know the procedures for dealing with different types of inappropriate behaviour at school
- know the intervention methods used in the prevention and resolution of various educational situations

Upon completion of the course, students will be able to:

- identify inappropriate behaviour of the pupil in the educational environment
- to address the occurrence of various forms of inappropriate pupil behaviour
- sensitively take into account inter-individual differences in group dynamics when dealing with school situations
- design and implement an intervention programme aimed at preventing inappropriate behaviour among pupils
- design and implement an intervention programme to address pupil misbehaviour

Students are competent after completing the course:

- think analytically and critically in the design of prevention and intervention programmes
- communicate adequately in cooperation with the pupil's parents or the pupil himself/herself

Class syllabus:

Brief outline of the course:

1. The basic background of inappropriate behaviour of a child at school and its possible causes.
2. Selected types of inappropriate student behaviour in the educational environment and the possibilities of their identification.
3. The influence of family environment and sibling constellation on children's inappropriate behavior at school.

4. The impact of different types of parenting styles in the family and school environment on child behavior.
5. Dreikurs' theory of mistaken behavioral goals (attention, power, revenge, failure avoidance).
6. Intervention techniques appropriate for addressing particular types of inappropriate behavior.
7. Prevention techniques applicable to the prevention of particular types of inappropriate behaviour. Planning prevention strategies.
8. The dynamics of the school classroom as a social group and its influence on student behavior.
9. Classroom management strategies and techniques.
10. Family and school cooperation. Interview with parents.
11. Practical skills training of students in dealing with educational situations in school.

Recommended literature:

Compulsory reading:

BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton. 208 s., ISBN 978-80-7387-432-2

CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6

Recommended reading.

FONTANA, D. (2010). Psychologie ve školní praxi. Praha: Portál. 384 s. ISBN

978-80-262-0741-2

LEMEŠOVÁ, M., HAMRANOVÁ, A., 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

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LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVÍČOVÁ, K., SABOVÁ, L., SOKOLOVÁ,

L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN

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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:

Last change: 10.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde018/22	Course title: Psychological analysis of school educational situations
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for passing the course: 100% of continuous assessment Continuous assessment includes the evaluation of the completion of continuous tasks and assignments, which are carried out in an individual or group form. These are mainly experiential activities and exercises aimed at solving school educational situations. Using role-play and cooperative games, the student practises various strategies and techniques for coping with pupils' inappropriate behaviour (max. 30 points). In small groups during class, they develop a proposal for a prevention or intervention program aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them, and are able to apply their knowledge in meaningful ways to create assignments. A grade of B means that the students achieved above average results throughout the semester, were able to study independently, are able to navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school	

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.

A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.

A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.

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

A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.

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

Learning outcomes:

Learning outcomes

Learning objectives and outcomes and transferable competences:

The goal is to increase sensitivity to inter-individual differences and group dynamics in the context of dealing with school educational situations and to learn specific strategies and techniques for dealing with these situations.

Students after completing the course:

- understand and orient themselves to the basic background and possible reasons for pupil behaviour at school
- know the different forms of inappropriate behaviour at school
- understand the processes of group dynamics in the school classroom
- know the procedures for dealing with different types of inappropriate behaviour at school
- know the intervention methods used in the prevention and resolution of various educational situations

Upon completion of the course, students will be able to:

- identify inappropriate behaviour of the pupil in the educational environment
- to address the occurrence of various forms of inappropriate pupil behaviour
- sensitively take into account inter-individual differences in group dynamics when dealing with school situations
- design and implement an intervention programme aimed at preventing inappropriate behaviour among pupils
- design and implement an intervention programme to address pupil misbehaviour

Students are competent after completing the course:

- think analytically and critically in the design of prevention and intervention programmes
- communicate adequately in cooperation with the pupil's parents or the pupil himself/herself

Class syllabus:

Brief outline of the course:

1. The basic background of inappropriate behaviour of a child at school and its possible causes.
2. Selected types of inappropriate student behaviour in the educational environment and the possibilities of their identification.
3. The influence of family environment and sibling constellation on children's inappropriate behavior at school.

4. The impact of different types of parenting styles in the family and school environment on child behavior.
5. Dreikurs' theory of mistaken behavioral goals (attention, power, revenge, failure avoidance).
6. Intervention techniques appropriate for addressing particular types of inappropriate behavior.
7. Prevention techniques applicable to the prevention of particular types of inappropriate behaviour. Planning prevention strategies.
8. The dynamics of the school classroom as a social group and its influence on student behavior.
9. Classroom management strategies and techniques.
10. Family and school cooperation. Interview with parents.
11. Practical skills training of students in dealing with educational situations in school.

Recommended literature:

Compulsory reading:

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: Mgr. Štefánia Ferková, PhD.

Last change: 10.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde012/22	Course title: Qualitative research methods in teaching and pedagogical sciences
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an assessment, the ratio of interim to final assessment is 100/0. As part of the assessment, students will create (25 points) and critically analyse (25 points) a (self)reflective journal (can take the form of a concept map) focused on pedagogical-methodological situational (self)reflection (50 points in total) and develop (30 points) and defend (in a colloquial discussion) (20 points) a term paper - a conceptual research proposal focused on a qualitative exploration of educational reality. The outcomes of the mid-term and final assessment will be assessed in the assessment period. The aim of the assigned tasks is a coherent pedagogical-methodological (self-)reflection of the student teacher, a critique, identification of critical moments of the investigation of teaching and education from the perspective of student teachers of pedagogy, and a coherent conceptual design of a research study aimed at a purposeful and methodologically accurate (in accordance with the principles of qualitative methodology) design of research activities. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyse, synthesise and assess (critically evaluate, develop, enrich with own ideas), is oriented in current scientific-pedagogical	

theories and can also critically analyse and evaluate them - in relation to the key stages of their development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,

B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, is familiar with current scientific and pedagogical theories and can also critically evaluate them - in relation to the key stages of their development and their implications for practice, but only in selected problems, not in a generalizing way.

C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it adequately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific-pedagogical theories, but lacks their critical and generalizing evaluation,

D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation is absent,

E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, critical analysis and development of own ideas is absent, orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation and generalization is absent,

Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in current scientific-pedagogical theories is incoherent, limited to specific areas, their generalizing application is absent.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim of the course is that students, upon successful completion, will know and be able to apply the basic principles of qualitative research. Students will be able to develop and apply knowledge of the general and specific areas of the work of the qualitatively oriented researcher and teacher-researcher.

By completing the course, the student will be competent to implement analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of qualitative methodology and pedagogical research, processes of personal-professional development on the basis of cognition and (self-)reflection and will know and be able to apply (in the specific outcomes of the course) the necessary resources, strategies and methods for this purpose.

Transferable competences: the student will know and be able to apply resources, strategies and methods for the continuous development of intra and interpersonal communication, organizational, (self-)cognitive competences.

Class syllabus:

Brief outline of the course:

Principles of qualitative methodology and their theoretical-methodological foundations.

Criteria for methodological rigour in qualitative research.

Subjects and objects of qualitative research.

Qualitative research designs.

Data collection and analysis processes. Data interpretation in qualitative research. Specifics of qualitatively oriented educational research. Objectives of qualitatively oriented educational research. Teacher as researcher. Action and teacher research
Recommended literature: Reference sources: Required reading: KOSTRUB, D. 2016. Základy kvalitatívnej metodológie. Keď interpretované významy znamenajú viac ako vysoké čísla. Bratislava : Univerzita Komenského, 2016. ISBN 978-80-223-4166-0. Recommended reading: FLICK, U. 2009. An Introduction to qualitative research. London : SAGE publications Inc. 2009. ISBN 978-1- 84787-323-1. GAVORA, P. 2001. Výskum životného príbehu: učiteľka Adamová. In Pedagogika. 2001, roč. 51, č. 3, s. 352 – 368. GAVORA, P. 2008. Úvod do pedagogického výskumu. Bratislava : Vydavateľstvo Univerzity Komenského, 2008. 236 s. ISBN 978-80-223-2391-8. KOSTRUB, D. – OSTRADICKÝ, P. 2019. A qualitative methodology framework of investigation of learning and teaching based on the use of augmented reality. In ICETA 2019 [elektronický dokument] : 17th IEEE International conference on emerging elearning technologies and applications : Information and communication technologies in learning. Starý Smokovec, Slovakia. 2019, s. 425-440. - : 1. vyd. ISBN 978-1-7281-4967-7. KOSTRUB, D. 2019. The inspiration by qualitative methodology in pedagogical research. Horn : Druckerei Berger, 2019. 238, s. ISBN 978-3-200-06619-9. KOSTRUB, D. –SEVERINI, E. 2018. Výučba a kvalitatívny výskum. Akčný výskum v didaktickej realite. Siedlce : AKKA, 2018. ISBN 978-83-948104-5-0. KOSTRUB, D. –TOMÁNKOVÁ, M. 2014. Interakčný príklon vs. interakčný odklon rodiča voči svojmu dieťaťu v pozorovanom správaní. In Sapere Aude 2014 : pedagogika, psychologie a dnešní společnost 4 Hradec Králové : Magnanimitas, 2014. S. 9-21. ISBN 978-80-87952-03-02. OSTRADICKÝ, P. KOSTRUB, D. 2021. Chain (re)actions as the birth and development of pupil autonomy. In EDULEARN21 [elektronický dokument] : 13th annual International Conference on Education and New Learning Technologies, Barcelona, 5th - 6th of July, 2021 : Roč. 13. - : 1. vyd. ISBN 978-84-09-31267-2. - Barcelona : IATED, 2021. - S. 11734-11742 [CD-ROM]. ŠIPOŠOVÁ, M. OSTRADICKÝ, P. 2021. Formovanie pedagogického myslenia študentov učiteľstva angličtiny o problematike výučby gramatiky cudzieho jazyka v kontinuu ich cudzojazyčnej výučby (výskumná štúdia) In Forlang [elektronický dokument] : periodický zborník vedeckých príspevkov a odborných článkov z medzinárodnej vedeckej konferencie konanej 23. - 24. júna 2021 : Roč. 8, č. 1. - : 1. vyd. ISBN 978-80-553-3948-1. - Košice : Technická univerzita v Košiciach, 2021. - S. 368-380 [CD-ROM]. ŠVAŘÍČEK, R.- ŠEĐOVÁ, K. a kol. 2014. Kvalitatívny výzkum v pedagogických vědách. Praha : Portál, 2014. ISBN 978-80-262-0644-6. ŠVEC, Š., a kol. 1998. Metodológia vied o výchove. Bratislava : IRIS. 1998. 303 s. ISBN 80-88778-73-5.
Languages necessary to complete the course: slovak and czech and english
Notes:

Past grade distribution						
Total number of evaluated students: 44						
A	ABS	B	C	D	E	FX
90,91	0,0	6,82	0,0	0,0	0,0	2,27
Lecturers: prof. PaedDr. Dušan Kostrub, PhD., Mgr. Peter Ostradický, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde012/22	Course title: Qualitative research methods in teaching and pedagogical sciences
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an assessment, the ratio of interim to final assessment is 100/0. As part of the assessment, students will create (25 points) and critically analyse (25 points) a (self)reflective journal (can take the form of a concept map) focused on pedagogical-methodological situational (self)reflection (50 points in total) and develop (30 points) and defend (in a colloquial discussion) (20 points) a term paper - a conceptual research proposal focused on a qualitative exploration of educational reality. The outcomes of the mid-term and final assessment will be assessed in the assessment period. The aim of the assigned tasks is a coherent pedagogical-methodological (self-)reflection of the student teacher, a critique, identification of critical moments of the investigation of teaching and education from the perspective of student teachers of pedagogy, and a coherent conceptual design of a research study aimed at a purposeful and methodologically accurate (in accordance with the principles of qualitative methodology) design of research activities. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyse, synthesise and assess (critically evaluate, develop, enrich with own ideas), is oriented in current scientific-pedagogical	

theories and can also critically analyse and evaluate them - in relation to the key stages of their development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,

B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, is familiar with current scientific and pedagogical theories and can also critically evaluate them - in relation to the key stages of their development and their implications for practice, but only in selected problems, not in a generalizing way.

C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it adequately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific-pedagogical theories, but lacks their critical and generalizing evaluation,

D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation is absent,

E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, critical analysis and development of own ideas is absent, orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation and generalization is absent,

Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in current scientific-pedagogical theories is incoherent, limited to specific areas, their generalizing application is absent.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim of the course is that students, upon successful completion, will know and be able to apply the basic principles of qualitative research. Students will be able to develop and apply knowledge of the general and specific areas of the work of the qualitatively oriented researcher and teacher-researcher.

By completing the course, the student will be competent to implement analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of qualitative methodology and pedagogical research, processes of personal-professional development on the basis of cognition and (self-)reflection and will know and be able to apply (in the specific outcomes of the course) the necessary resources, strategies and methods for this purpose.

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Class syllabus:

Brief outline of the course:

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Qualitative research designs.

Data collection and analysis processes. Data interpretation in qualitative research. Specifics of qualitatively oriented educational research. Objectives of qualitatively oriented educational research. Teacher as researcher. Action and teacher research
Recommended literature: Reference sources: Required reading: KOSTRUB, D. 2016. Základy kvalitatívnej metodológie. Keď interpretované významy znamenajú viac ako vysoké čísla. Bratislava : Univerzita Komenského, 2016. ISBN 978-80-223-4166-0. Recommended reading: FLICK, U. 2009. An Introduction to qualitative research. London : SAGE publications Inc. 2009. ISBN 978-1- 84787-323-1. GAVORA, P. 2001. Výskum životného príbehu: učiteľka Adamová. In Pedagogika. 2001, roč. 51, č. 3, s. 352 – 368. GAVORA, P. 2008. Úvod do pedagogického výskumu. Bratislava : Vydavateľstvo Univerzity Komenského, 2008. 236 s. ISBN 978-80-223-2391-8. KOSTRUB, D. – OSTRADICKÝ, P. 2019. A qualitative methodology framework of investigation of learning and teaching based on the use of augmented reality. In ICETA 2019 [elektronický dokument] : 17th IEEE International conference on emerging elearning technologies and applications : Information and communication technologies in learning. Starý Smokovec, Slovakia. 2019, s. 425-440. - : 1. vyd. ISBN 978-1-7281-4967-7. KOSTRUB, D. 2019. The inspiration by qualitative methodology in pedagogical research. Horn : Druckerei Berger, 2019. 238, s. ISBN 978-3-200-06619-9. KOSTRUB, D. –SEVERINI, E. 2018. Výučba a kvalitatívny výskum. Akčný výskum v didaktickej realite. Siedlce : AKKA, 2018. ISBN 978-83-948104-5-0. KOSTRUB, D. –TOMÁNKOVÁ, M. 2014. Interakčný príklon vs. interakčný odklon rodiča voči svojmu dieťaťu v pozorovanom správaní. In Sapere Aude 2014 : pedagogika, psychologie a dnešní společnost 4 Hradec Králové : Magnanimitas, 2014. S. 9-21. ISBN 978-80-87952-03-02. OSTRADICKÝ, P. KOSTRUB, D. 2021. Chain (re)actions as the birth and development of pupil autonomy. In EDULEARN21 [elektronický dokument] : 13th annual International Conference on Education and New Learning Technologies, Barcelona, 5th - 6th of July, 2021 : Roč. 13. - : 1. vyd. ISBN 978-84-09-31267-2. - Barcelona : IATED, 2021. - S. 11734-11742 [CD-ROM]. ŠIPOŠOVÁ, M. OSTRADICKÝ, P. 2021. Formovanie pedagogického myslenia študentov učiteľstva angličtiny o problematike výučby gramatiky cudzieho jazyka v kontinuu ich cudzojazyčnej výučby (výskumná štúdia) In Forlang [elektronický dokument] : periodický zborník vedeckých príspevkov a odborných článkov z medzinárodnej vedeckej konferencie konanej 23. - 24. júna 2021 : Roč. 8, č. 1. - : 1. vyd. ISBN 978-80-553-3948-1. - Košice : Technická univerzita v Košiciach, 2021. - S. 368-380 [CD-ROM]. ŠVAŘÍČEK, R.- ŠEĐOVÁ, K. a kol. 2014. Kvalitatívny výzkum v pedagogických vědách. Praha : Portál, 2014. ISBN 978-80-262-0644-6. ŠVEC, Š., a kol. 1998. Metodológia vied o výchove. Bratislava : IRIS. 1998. 303 s. ISBN 80-88778-73-5.
Languages necessary to complete the course: slovak and czech and english
Notes:

Past grade distribution						
Total number of evaluated students: 44						
A	ABS	B	C	D	E	FX
90,91	0,0	6,82	0,0	0,0	0,0	2,27
Lecturers: prof. PaedDr. Dušan Kostrub, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde016/22	Course title: Religious studies
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with a 100% interim assessment, which includes: a presentation of a selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment). For successful completion of the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results; students performed excellently during the semester, actively participated in the teaching and showed interest in the subject, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a high level), B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a very good level), C (80-73%, good - normal reliable work; students performed standardly well during the semester, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of religious studies is at a good level), D (72-66%, satisfactory - acceptable results; students have limited ability to work independently with the literature and are able to process and present the acquired knowledge with problems; they have slight deficiencies in theoretical knowledge of religious studies), E (65-60%, sufficient - the results meet the minimum criteria; students have considerable difficulties in working independently with the literature as well as in processing and presenting the acquired knowledge, they have significant deficiencies in theoretical knowledge of religious studies), Fx (59-0%, insufficient - extra work required). Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Learning objectives and outcomes and transferable competences:	

The course will provide students with background information and orientation in the history and present of religions and sufficient background to understand religion as a significant spiritual component of the life of society. By completing the course, students will gain the ability to analyze religion in its interconnectedness as a personal, historical, cultural, ethical, social, and transcendent phenomenon. It will orient them to the world's major religious systems as well as new religious movements. They will be able to use the acquired knowledge effectively in the pedagogical process as part of civics, with an emphasis on education for religious and, in general, attitudinal tolerance. By completing the course, students will develop transferable competencies such as communication skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.

Learning objectives:

To provide students with the basic information needed to understand religion as a phenomenon that plays a significant role in the life of the individual as well as in society and to familiarize them primarily with the world's dominant religious systems, which are the largest in terms of both number of adherents and geographical representation.

Class syllabus:

Brief outline of the course:

1. Religious studies as a discipline and its key concepts.
2. Hypotheses about the origins of religion; the religious scene of today.
3. Primitive religions: manism and totemism.
4. Ancient religions: Egyptian, Canaanite, Greek, Roman, Celtic and Slavic.
5. Ethnic religions: Taoism, Confucianism and Shintoism.
6. Judaism: doctrine and practice.
7. Christianity: doctrine and practice.
8. Islam: teaching and practice.
9. Hinduism: doctrine and practice.
10. Buddhism: teaching and practice.

Recommended literature:

Compulsory reading:

ZAVIŠ, M. (2008). 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. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde016/22	Course title: Religious studies
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with a 100% interim assessment, which includes: a presentation of a selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment). For successful completion of the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results; students performed excellently during the semester, actively participated in the teaching and showed interest in the subject, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a high level), B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a very good level), C (80-73%, good - normal reliable work; students performed standardly well during the semester, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of religious studies is at a good level), D (72-66%, satisfactory - acceptable results; students have limited ability to work independently with the literature and are able to process and present the acquired knowledge with problems; they have slight deficiencies in theoretical knowledge of religious studies), E (65-60%, sufficient - the results meet the minimum criteria; students have considerable difficulties in working independently with the literature as well as in processing and presenting the acquired knowledge, they have significant deficiencies in theoretical knowledge of religious studies), Fx (59-0%, insufficient - extra work required). Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Learning objectives and outcomes and transferable competences:	

The course will provide students with background information and orientation in the history and present of religions and sufficient background to understand religion as a significant spiritual component of the life of society. By completing the course, students will gain the ability to analyze religion in its interconnectedness as a personal, historical, cultural, ethical, social, and transcendent phenomenon. It will orient them to the world's major religious systems as well as new religious movements. They will be able to use the acquired knowledge effectively in the pedagogical process as part of civics, with an emphasis on education for religious and, in general, attitudinal tolerance. By completing the course, students will develop transferable competencies such as communication skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.

Learning objectives:

To provide students with the basic information needed to understand religion as a phenomenon that plays a significant role in the life of the individual as well as in society and to familiarize them primarily with the world's dominant religious systems, which are the largest in terms of both number of adherents and geographical representation.

Class syllabus:

Brief outline of the course:

1. Religious studies as a discipline and its key concepts.
2. Hypotheses about the origins of religion; the religious scene of today.
3. Primitive religions: manism and totemism.
4. Ancient religions: Egyptian, Canaanite, Greek, Roman, Celtic and Slavic.
5. Ethnic religions: Taoism, Confucianism and Shintoism.
6. Judaism: doctrine and practice.
7. Christianity: doctrine and practice.
8. Islam: teaching and practice.
9. Hinduism: doctrine and practice.
10. Buddhism: teaching and practice.

Recommended literature:

Compulsory reading:

ZAVIŠ, M. (2008). 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. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde022/22	Course title: School evaluation and self-evaluation
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for passing the course: 100% of continuous assessment Continuous evaluation includes the evaluation of the performance of continuous tasks and assignments, which are mainly carried out in an individual form. These are mainly exercises aimed at dealing with actual situations in the different phases of evaluation in the school. (max. 30 points). In small groups during lessons, they develop a proposal for a prevention or intervention programme aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them and are able to apply their knowledge in meaningful ways to create assignments. A grade of B means that the students achieved above average results throughout the semester, were able to study independently, can navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.	

A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.

A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.

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

A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim is to acquire knowledge about evaluation and self-evaluation as a tool of educational policy at national and international level, to know the relationship between performance and results in the activities of schools, school organizations and individual actors of educational policy, especially teachers in specific educational situations in schools and to acquire specific knowledge about the phases applied in the process of school self-evaluation.

Students after completing the course:

- understand and understand the basic background and terminology of school evaluation and self-evaluation.
- know the content of evaluation as an educational policy tool
- know the content of the phases applied in the school self-evaluation process
- know the basic methods used in research in the field of educational policy theory
- Upon completion of the course, students will be able to:
 - formulate research topics in the field of school evaluation and self-evaluation and propose adequate research methods
 - recognise the differences in the categories of evaluation and inspection in the context of dealing with specific situations
- Students are competent after completing the course:
 - to analyse the conditions for the implementation of school self-evaluation and areas of the school subject to self-evaluation in the development of programme documents in education and school
 - Communicate adequately on the issues of school evaluation and self-evaluation.

Transferable competence is also the acquisition of knowledge about the structure and content of the phases of school evaluation and self-evaluation and the possibility to use it in school practice to gain knowledge useful for improving school management and the educational process in school.

Transferable competencies include the formation of a theoretical basis on educational policy for research activities in this area.

Class syllabus:

Brief outline of the course:

1. International level evaluation and evaluation projects of international organisations.
2. Analysis and interpretation of selected findings of pupils' results from the PISA, PIRLS and TIMSS international surveys.

3. The national level of evaluation of the education system and the tasks of the state school inspection.
4. Summary reports of school inspections in regional education by level of the school system and interpretation of the results of the summary reports.
5. Structure of activities assessed in school. The difference between inspection and evaluation. The relationship between internal and external evaluation.
6. School self-evaluation - explanation and definitions. The essence of self-evaluation and its benefits and risks.
7. Self-evaluation process and its phases.
8. The role of educational research in the design and innovation of school-based evaluation.
9. Selected findings from educational research on school evaluation.
10. Current status of self-evaluation in schools in the Slovak Republic.
11. Need for guidance and training in self-evaluation.

Recommended literature:

Reference sources:

Required reading:

Pisoňová, M. a kol. (2021). Manažment vzdelávania - Teoretické, empirické a praxeologické aspekty riadenia vzdelávacích inštitúcií. Wolters Kluwer.

Vašátková, J. (2006). Úvod do autoevaluace školy. Olomouc: Univerzita Palackého v Olomouci. Recommended reading.

Kolář, Z. - Šikulová, R. (2005). Hodnocení žáků. Praha: Grada.

Pavlov, I. (1999). Sebahodnotenie kvality školy. Prešov: Metodické centrum.

Plavčan, P. (2019). PIRLS – TIMSS – PISA. Vzdelávanie a kvalita. Brno: MSD.

Veteška, J. - Tureckiová, M. (2008). Kompetence ve vzdělávání. Praha: Grada.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 63

A	ABS	B	C	D	E	FX
96,83	0,0	1,59	0,0	0,0	0,0	1,59

Lecturers:

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde022/22	Course title: School evaluation and self-evaluation
Educational activities: Type of activities: lecture + seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for passing the course: 100% of continuous assessment Continuous evaluation includes the evaluation of the performance of continuous tasks and assignments, which are mainly carried out in an individual form. These are mainly exercises aimed at dealing with actual situations in the different phases of evaluation in the school. (max. 30 points). In small groups during lessons, they develop a proposal for a prevention or intervention programme aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them and are able to apply their knowledge in meaningful ways to create assignments. A grade of B means that the students achieved above average results throughout the semester, were able to study independently, can navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.	

A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.

A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.

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

A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim is to acquire knowledge about evaluation and self-evaluation as a tool of educational policy at national and international level, to know the relationship between performance and results in the activities of schools, school organizations and individual actors of educational policy, especially teachers in specific educational situations in schools and to acquire specific knowledge about the phases applied in the process of school self-evaluation.

Students after completing the course:

- understand and understand the basic background and terminology of school evaluation and self-evaluation.
- know the content of evaluation as an educational policy tool
- know the content of the phases applied in the school self-evaluation process
- know the basic methods used in research in the field of educational policy theory
- Upon completion of the course, students will be able to:
 - formulate research topics in the field of school evaluation and self-evaluation and propose adequate research methods
 - recognise the differences in the categories of evaluation and inspection in the context of dealing with specific situations
- Students are competent after completing the course:
 - to analyse the conditions for the implementation of school self-evaluation and areas of the school subject to self-evaluation in the development of programme documents in education and school
 - Communicate adequately on the issues of school evaluation and self-evaluation.

Transferable competence is also the acquisition of knowledge about the structure and content of the phases of school evaluation and self-evaluation and the possibility to use it in school practice to gain knowledge useful for improving school management and the educational process in school.

Transferable competencies include the formation of a theoretical basis on educational policy for research activities in this area.

Class syllabus:

Brief outline of the course:

1. International level evaluation and evaluation projects of international organisations.
2. Analysis and interpretation of selected findings of pupils' results from the PISA, PIRLS and TIMSS international surveys.

3. The national level of evaluation of the education system and the tasks of the state school inspection.
4. Summary reports of school inspections in regional education by level of the school system and interpretation of the results of the summary reports.
5. Structure of activities assessed in school. The difference between inspection and evaluation. The relationship between internal and external evaluation.
6. School self-evaluation - explanation and definitions. The essence of self-evaluation and its benefits and risks.
7. Self-evaluation process and its phases.
8. The role of educational research in the design and innovation of school-based evaluation.
9. Selected findings from educational research on school evaluation.
10. Current status of self-evaluation in schools in the Slovak Republic.
11. Need for guidance and training in self-evaluation.

Recommended literature:

Reference sources:

Required reading:

Pisoňová, M. a kol. (2021). Manažment vzdelávania - Teoretické, empirické a praxeologické aspekty riadenia vzdelávacích inštitúcií. Wolters Kluwer.

Vašátková, J. (2006). Úvod do autoevaluace školy. Olomouc: Univerzita Palackého v Olomouci. Recommended reading.

Kolář, Z. - Šikulová, R. (2005). Hodnocení žáků. Praha: Grada.

Pavlov, I. (1999). Sebahodnotenie kvality školy. Prešov: Metodické centrum.

Plavčan, P. (2019). PIRLS – TIMSS – PISA. Vzdelávanie a kvalita. Brno: MSD.

Veteška, J. - Tureckiová, M. (2008). Kompetence ve vzdělávání. Praha: Grada.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 63

A	ABS	B	C	D	E	FX
96,83	0,0	1,59	0,0	0,0	0,0	1,59

Lecturers:

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde019/22	Course title: School institution internships
Educational activities: Type of activities: internship Number of hours: per week: per level/semester: 20s Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of continuous assessment Assessment: consists of an interim and a final assessment (30+20, 50 points in total). Continuous assessment: consists of completing the internship in the required 20 hours in continuous or block form (30 pts.). Final assessment: consists of a written reflection on the internship according to a predetermined structure (20 pts.). The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor. A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students. A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks. Scale of assessment (preliminary/final): 100/0
Learning outcomes: Learning objectives and outcomes: A student completing the internship in educational institutions course should: - to get an overview of educational and state institutions (preferably those under the jurisdiction of the Ministry of Education, Science, Research and Sport of the Slovak Republic), - to get acquainted with the mission, the functioning of the above institutions and the possibilities of cooperation with the school and teachers, - to get acquainted with the real activities carried out by the employees of the organisations operating in the field of education and training (preferably those under the competence of the Ministry of Education of the Slovak Republic), - gain practical knowledge of the specifics of working in the institution visited. Transferable competences: to practise the ability to acquire and process relevant information about the current structure of the visited institution, its goals, tasks, methods of work organisation and quality assurance to apply the knowledge and competences in the study of other pedagogical disciplines and in their future school practice.
Class syllabus: Brief outline of the course: Instructions on how to organise an internship. Basic information about the selected organisation active in the field of education and training (preferably one that is under the jurisdiction of the Ministry of Education of the Slovak Republic). Familiarisation with the structure, objectives, specific tasks, organisation of work and quality assurance. Completion of an internship in a selected institution within a specified scope in a continuous or block form. Preparation of a written reflection on the traineeship according to a predetermined structure.
Recommended literature: Recommended reading: Applicable legislation and internal rules of the organisation in which the traineeship takes place. Interim and final reports of the projects implemented and being implemented by the organisation.
Languages necessary to complete the course: slovak and czech
Notes: Remarks: The course can be completed in continuous or block form.

Past grade distribution						
Total number of evaluated students: 64						
A	ABS	B	C	D	E	FX
98,44	0,0	1,56	0,0	0,0	0,0	0,0
Lecturers: PaedDr. Tímea Šeben Zatl'ková, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde019/22	Course title: School institution internships
Educational activities: Type of activities: internship Number of hours: per week: per level/semester: 20s Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of continuous assessment Assessment: consists of an interim and a final assessment (30+20, 50 points in total). Continuous assessment: consists of completing the internship in the required 20 hours in continuous or block form (30 pts.). Final assessment: consists of a written reflection on the internship according to a predetermined structure (20 pts.). The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

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

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

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

Learning outcomes:

Learning objectives and outcomes:

A student completing the internship in educational institutions course should:

- to get an overview of educational and state institutions (preferably those under the jurisdiction of the Ministry of Education, Science, Research and Sport of the Slovak Republic),
- to get acquainted with the mission, the functioning of the above institutions and the possibilities of cooperation with the school and teachers,
- to get acquainted with the real activities carried out by the employees of the organisations operating in the field of education and training (preferably those under the competence of the Ministry of Education of the Slovak Republic),
- gain practical knowledge of the specifics of working in the institution visited.

Transferable competences: to practise the ability to acquire and process relevant information about the current structure of the visited institution, its goals, tasks, methods of work organisation and quality assurance to apply the knowledge and competences in the study of other pedagogical disciplines and in their future school practice.

Class syllabus:

Brief outline of the course:

Instructions on how to organise an internship. Basic information about the selected organisation active in the field of education and training (preferably one that is under the jurisdiction of the Ministry of Education of the Slovak Republic). Familiarisation with the structure, objectives, specific tasks, organisation of work and quality assurance. Completion of an internship in a selected institution within a specified scope in a continuous or block form. Preparation of a written reflection on the traineeship according to a predetermined structure.

Recommended literature:

Recommended reading:

Applicable legislation and internal rules of the organisation in which the traineeship takes place. Interim and final reports of the projects implemented and being implemented by the organisation.

Languages necessary to complete the course:

slovak and czech

Notes:

Remarks: The course can be completed in continuous or block form.

Past grade distribution						
Total number of evaluated students: 64						
A	ABS	B	C	D	E	FX
98,44	0,0	1,56	0,0	0,0	0,0	0,0
Lecturers:						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde024/22	Course title: Social pedagogy for teachers
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points). The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

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

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

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim of the course School Social Pedagogy is to provide students with knowledge in the field of school social pedagogy. The student knows and understands the specifics of the concepts of school social pedagogical work. The student understands the functions and target groups of school social-educational work. The student can explain the importance of teacher collaboration with the school social educator and other professional and educational personnel in the eastern guidance system.

Can explain the negative consequences of a child's/pupil's disadvantaging family environment on the educational process. Knows and understands the specifics of the education of children and pupils from disadvantaged family backgrounds. Can name and justify selected support measures and intervention programmes in the education of pupils from disadvantaged backgrounds.

The student understands the socio-pedagogical aspects of prevention and intervention of problem behaviour of pupils. He/she can apply the acquired knowledge in solving educational difficulties of pupils resulting from difficult life situation and specifics of family life with special emphasis on pupils coming from socially disadvantaged background.

Transferable competences developed during students' work in seminars: by analysing, solving and discussing problems from seminar assignments, the student is able to communicate his/her conclusions, think critically and think in context.

Class syllabus:

Brief outline of the course:

Target groups of school social-educational work. Functions of school social-educational work. Classical conceptions of school socio-pedagogical work in Germany with emphasis on the concept of the School of Social Education (socio-pedagogical competences of the teacher).

Cooperation of the teacher with the school social pedagogue and other pedagogical and professional staff of the school.

Socio-pedagogical aspects of inclusive education. Socio-educational work with the class collective in an inclusive school environment.

Categorization of children/pupils from socially disadvantaged backgrounds. Specifics of education of pupils from socially disadvantaged backgrounds. School achievement of pupils from socially disadvantaged backgrounds. Socio-educational work with children and pupils from socially disadvantaged backgrounds. Pupil foreigner (with different mother tongue). Support measures and selected intervention programmes for children and pupils from disadvantaged family backgrounds.

Socio-pedagogical aspects of the education of pupils in a specific life situation: a pupil from a foster family in school. A pupil from a family in the process of divorce. A pupil from a family at risk of domestic violence.

Socio-educational aspects of working with pupils with problem behaviour, prevention and intervention.

Recommended literature:

Reference sources:

Required reading:

ŠUHAJDOVÁ, I. 2019. Výchova detí zo sociálne znevýhodňujúceho prostredia. Trnava:

Pedagogická fakulta Trnavskej univerzity v Trnave, 2019. ISBN 978-80-568-0358-5.

ZEMANČÍKOVÁ, V. 2012. Školská sociálno-pedagogická práca v Nemecku, vznik a klasické koncepcie In: Sociálny pedagóg v škole : zborník príspevkov z medzinárodného odborného seminára, Banská Bystrica, 2012. s. 173-180. ISBN 978-80-557-0465-4.

ZEMANČÍKOVÁ, V. 2014. Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), s.22-36. 2014. ISSN 1805-8825.

Recommended reading:

BAKOŠOVÁ, Z. 2005. Sociálna pedagogika ako životná pomoc. Bratislava: Stimul, 2005. ISBN 80-89236-00-6.

ČOKYNA, J. A okraje máš kde? N Press, 2019. ISBN 978-80-99925-06-0.

Reference sources:

Required reading:

ŠUHAJDOVÁ, I. 2019. Výchova detí zo sociálne znevýhodňujúceho prostredia. Trnava:

Pedagogická fakulta Trnavskej univerzity v Trnave, 2019. ISBN 978-80-568-0358-5.

ZEMANČÍKOVÁ, V. 2012. Školská sociálno-pedagogická práca v Nemecku, vznik a klasické koncepcie In: Sociálny pedagóg v škole : zborník príspevkov z medzinárodného odborného seminára, Banská Bystrica, 2012. s. 173-180. ISBN 978-80-557-0465-4.

ZEMANČÍKOVÁ, V. 2014. Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), s.22-36. 2014. ISSN 1805-8825.

Recommended reading:

BAKOŠOVÁ, Z. 2005. Sociálna pedagogika ako životná pomoc. Bratislava: Stimul, 2005. ISBN 80-89236-00-6.

ČOKYNA, J. A okraje máš kde? N Press, 2019. ISBN 978-80-99925-06-0.

LIBERČÁNOVÁ, K. 2020. Sociálnovýchovný proces u detí so špecifickými potrebami v oblasti správania sa. In Komponenty sociálnopedagogického procesu a ich aplikácia v spoločenskej praxi. Trnava: Trnavská univerzita, 2020, s.87-104. ISBN 978-80-568-0384-4.

NIKLOVÁ, M. 2020. Edukácia žiakov zo sociálne znevýhodneného prostredia. In Manažment školy v praxi. 1. 2020. ISSN 1339-925X.

ZEMANČÍKOVÁ, V. 2015. Rómske deti a ich vzdelanostný pokrok. In: Slovenská encyklopédia edukológie. Bratislava: Univerzita Komenského, 2015. s. 292-700. ISBN 978-80-223-3747-2.

ZEMANČÍKOVÁ, V. 2021. Sociálne aspekty čitateľskej gramotnosti s akcentom na dieťa zo sociálne znevýhodňujúceho prostredia na Slovensku. In: Sociální pedagogika: časopis pro vědu a praxi. 8(2), 2021.

ZEMANČÍKOVÁ, V.- BOMBA, L. 2012. Vplyv socioekonomického statusu rodiny na prospech žiaka v škole - súčasný stav na Liptove In: Pedagogika.sk, 2012. roč.17, č. 3, s. 145-171. ISSN 1338-0982.

Language required for the course: slovak language, czech language

Languages necessary to complete the course:

slovak language, czech language

Notes:						
Past grade distribution Total number of evaluated students: 9						
A	ABS	B	C	D	E	FX
55,56	0,0	11,11	22,22	0,0	0,0	11,11
Lecturers: Mgr. Vladimíra Zemančíková, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde024/22	Course title: Social pedagogy for teachers
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points). The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

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

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

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The aim of the course School Social Pedagogy is to provide students with knowledge in the field of school social pedagogy. The student knows and understands the specifics of the concepts of school social pedagogical work. The student understands the functions and target groups of school social-educational work. The student can explain the importance of teacher collaboration with the school social educator and other professional and educational personnel in the eastern guidance system.

Can explain the negative consequences of a child's/pupil's disadvantaging family environment on the educational process. Knows and understands the specifics of the education of children and pupils from disadvantaged family backgrounds. Can name and justify selected support measures and intervention programmes in the education of pupils from disadvantaged backgrounds.

The student understands the socio-pedagogical aspects of prevention and intervention of problem behaviour of pupils. He/she can apply the acquired knowledge in solving educational difficulties of pupils resulting from difficult life situation and specifics of family life with special emphasis on pupils coming from socially disadvantaged background.

Transferable competences developed during students' work in seminars: by analysing, solving and discussing problems from seminar assignments, the student is able to communicate his/her conclusions, think critically and think in context.

Class syllabus:

Brief outline of the course:

Target groups of school social-educational work. Functions of school social-educational work. Classical conceptions of school socio-pedagogical work in Germany with emphasis on the concept of the School of Social Education (socio-pedagogical competences of the teacher).

Cooperation of the teacher with the school social pedagogue and other pedagogical and professional staff of the school.

Socio-pedagogical aspects of inclusive education. Socio-educational work with the class collective in an inclusive school environment.

Categorization of children/pupils from socially disadvantaged backgrounds. Specifics of education of pupils from socially disadvantaged backgrounds. School achievement of pupils from socially disadvantaged backgrounds. Socio-educational work with children and pupils from socially disadvantaged backgrounds. Pupil foreigner (with different mother tongue). Support measures and selected intervention programmes for children and pupils from disadvantaged family backgrounds.

Socio-pedagogical aspects of the education of pupils in a specific life situation: a pupil from a foster family in school. A pupil from a family in the process of divorce. A pupil from a family at risk of domestic violence.

Socio-educational aspects of working with pupils with problem behaviour, prevention and intervention.

Recommended literature:

Reference sources:

Required reading:

ŠUHAJDOVÁ, I. 2019. Výchova detí zo sociálne znevýhodňujúceho prostredia. Trnava:

Pedagogická fakulta Trnavskej univerzity v Trnave, 2019. ISBN 978-80-568-0358-5.

ZEMANČÍKOVÁ, V. 2012. Školská sociálno-pedagogická práca v Nemecku, vznik a klasické koncepcie In: Sociálny pedagóg v škole : zborník príspevkov z medzinárodného odborného seminára, Banská Bystrica, 2012. s. 173-180. ISBN 978-80-557-0465-4.

ZEMANČÍKOVÁ, V. 2014. Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), s.22-36. 2014. ISSN 1805-8825.

Recommended reading:

BAKOŠOVÁ, Z. 2005. Sociálna pedagogika ako životná pomoc. Bratislava: Stimul, 2005. ISBN 80-89236-00-6.

ČOKYNA, J. A okraje máš kde? N Press, 2019. ISBN 978-80-99925-06-0.

Reference sources:

Required reading:

ŠUHAJDOVÁ, I. 2019. Výchova detí zo sociálne znevýhodňujúceho prostredia. Trnava:

Pedagogická fakulta Trnavskej univerzity v Trnave, 2019. ISBN 978-80-568-0358-5.

ZEMANČÍKOVÁ, V. 2012. Školská sociálno-pedagogická práca v Nemecku, vznik a klasické koncepcie In: Sociálny pedagóg v škole : zborník príspevkov z medzinárodného odborného seminára, Banská Bystrica, 2012. s. 173-180. ISBN 978-80-557-0465-4.

ZEMANČÍKOVÁ, V. 2014. Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), s.22-36. 2014. ISSN 1805-8825.

Recommended reading:

BAKOŠOVÁ, Z. 2005. Sociálna pedagogika ako životná pomoc. Bratislava: Stimul, 2005. ISBN 80-89236-00-6.

ČOKYNA, J. A okraje máš kde? N Press, 2019. ISBN 978-80-99925-06-0.

LIBERČÁNOVÁ, K. 2020. Sociálnovýchovný proces u detí so špecifickými potrebami v oblasti správania sa. In Komponenty sociálnopedagogického procesu a ich aplikácia v spoločenskej praxi. Trnava: Trnavská univerzita, 2020, s.87-104. ISBN 978-80-568-0384-4.

NIKLOVÁ, M. 2020. Edukácia žiakov zo sociálne znevýhodneného prostredia. In Manažment školy v praxi. 1. 2020. ISSN 1339-925X.

ZEMANČÍKOVÁ, V. 2015. Rómske deti a ich vzdelanostný pokrok. In: Slovenská encyklopédia edukológie. Bratislava: Univerzita Komenského, 2015. s. 292-700. ISBN 978-80-223-3747-2.

ZEMANČÍKOVÁ, V. 2021. Sociálne aspekty čitateľskej gramotnosti s akcentom na dieťa zo sociálne znevýhodňujúceho prostredia na Slovensku. In: Sociální pedagogika: časopis pro vědu a praxi. 8(2), 2021.

ZEMANČÍKOVÁ, V.- BOMBA, L. 2012. Vplyv socioekonomického statusu rodiny na prospech žiaka v škole - súčasný stav na Liptove In: Pedagogika.sk, 2012. roč.17, č. 3, s. 145-171. ISSN 1338-0982.

Language required for the course: slovak language, czech language

Languages necessary to complete the course:

slovak language, czech language

Notes:						
Past grade distribution Total number of evaluated students: 9						
A	ABS	B	C	D	E	FX
55,56	0,0	11,11	22,22	0,0	0,0	11,11
Lecturers: Mgr. Vladimíra Zemančíková, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

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

COURSE DESCRIPTION

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde005/22	Course title: Teaching practice 1 (A)
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 2t Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (A), will complete within 2 weeks 30 hours of practice in the approbation subject (A), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of pedagogical practice 1A is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (A) in primary and secondary schools. During the practicum the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing the pedagogical practice 1 A, the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing the pedagogical practice 1 A, the student can apply the requirements of school documentation when designing a teaching unit, can process the preparation for the lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher. Final colloquium of Teaching practice 1 (A): The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.																				
Recommended literature: Recommended reading: ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4 DOUŠKOVÁ, K., 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 učiteľ'ov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7 KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľ'stva 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. Učiteľ'ské 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 učitel'ství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6 National curriculum for ISCED 2 and ISCED 3 Pedagogical documentation according to subject specialization.																				
Languages necessary to complete the course: Slovak, English and Czech (in the case of language subject approbations also the target language)																				
Notes: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).																				
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Lecturers:																				
Last change: 10.11.2022																				
Approved by: prof. PaedDr. Dušan Kostrub, PhD.																				

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde005/22	Course title: Teaching practice 1 (A)
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 2t Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (A), will complete within 2 weeks 30 hours of practice in the approbation subject (A), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of pedagogical practice 1A is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (A) in primary and secondary schools. During the practicum the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing the pedagogical practice 1 A, the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing the pedagogical practice 1 A, the student can apply the requirements of school documentation when designing a teaching unit, can process the preparation for the lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher. Final colloquium of Teaching practice 1 (A): The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.																				
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Languages necessary to complete the course: Slovak, English and Czech (in the case of language subject approbations also the target language)																				
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Lecturers: doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Eva Faithová, PhD., Mgr. Ivana Dendys, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., Mgr. Lucia Hlavatá, PhD., Ing. Eva Tóblová, PhD., PaedDr. Eva Smetanová, PhD.																				
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Approved by: prof. PaedDr. Dušan Kostrub, PhD.																				

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde006/22	Course title: Teaching practice 1 (B)
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 2t Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (B), will complete within 2 weeks 30 hours of practice in the approbation subject (B), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

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

Learning outcomes:

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of Teaching practice 1 (B) is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (B) in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing Teaching practice 1 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 1 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher. Final colloquium of Teaching practice 1 (B): The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.																				
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Lecturers:																				
Last change: 10.11.2022																				
Approved by: prof. PaedDr. Dušan Kostrub, PhD.																				

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde006/22	Course title: Teaching practice 1 (B)
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 2t Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (B), will complete within 2 weeks 30 hours of practice in the approbation subject (B), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

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

Learning outcomes:

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of Teaching practice 1 (B) is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (B) in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing Teaching practice 1 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 1 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:

Brief outline of the course:

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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,

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Lecturers: 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., PaedDr. Matteo Verga																				
Last change: 10.11.2022																				
Approved by: prof. PaedDr. Dušan Kostrub, PhD.																				

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde007/22	Course title: Teaching practice 2 (A)
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 3t Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the apprenticeship methodologist (A), complete 45 hours of practice, including 10 hours of tutorials, 20 hours of outcomes and 15 hours of analysis with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

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

Learning outcomes:

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of Teaching practice 2 (A) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (A). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing Teaching practice 2 (A), the student is able to orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (A), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.
 Final colloquium of teaching practice 2 (A):
 The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (A) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., 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. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde007/22	Course title: Teaching practice 2 (A)
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 3t Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the apprenticeship methodologist (A), complete 45 hours of practice, including 10 hours of tutorials, 20 hours of outcomes and 15 hours of analysis with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

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

Learning outcomes:

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of Teaching practice 2 (A) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (A). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing Teaching practice 2 (A), the student is able to orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (A), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.
 Final colloquium of teaching practice 2 (A):
 The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (A) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., 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. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde008/22	Course title: Teaching practice 2 (B)
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 3t Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-praxis seminar with the apprenticeship methodologist (B), complete 45 hours of practice, including 10 hours of exercises, 20 hours of outcomes and 15 hours of analyses with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

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

Learning outcomes:

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of Teaching practice 2 (B) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (B). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing Teaching practice 2 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.
 Final colloquium of teaching practice 2 (B):
 The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (B) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., 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

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KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6

Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 826

A	ABS	B	C	D	E	FX
77,12	0,0	16,71	3,75	1,69	0,12	0,61

Lecturers: doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Ivana Dendys, PhD., Mgr. Dominika Weissová, PhD., Mgr. Lucia Hlavatá, PhD., PaedDr. Eva Smetanová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., Ing. Eva Tóblová, PhD.

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde008/22	Course title: Teaching practice 2 (B)
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 3t Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-praxis seminar with the apprenticeship methodologist (B), complete 45 hours of practice, including 10 hours of exercises, 20 hours of outcomes and 15 hours of analyses with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

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

Learning outcomes:

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of Teaching practice 2 (B) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (B). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing Teaching practice 2 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.
 Final colloquium of teaching practice 2 (B):
 The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (B) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., 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. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde015/22	Course title: Textbook and educational resources creation and evaluation
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment). During the semester, the student's task is to solve continuously assigned tasks and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated with points. The maximum possible number of points for all assignments combined is 30. The rating is awarded on a scale: A minimum of 28 points is required for a final grade A (excellent - outstanding results), a minimum of 25 points for a grade B (very good - above average standard), a minimum of 22 points for a grade C (good - normal reliable work), a minimum of 20 points for a grade D (satisfactory - acceptable results) and a minimum of 18 points for a grade E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students who score 17 points or less. To pass the course, a minimum score of 60% is required. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Learning objectives and outcomes and transferable competences: After completing the course, students will be able to explain the functions and individual elements of the textbook structure, describe the system of its creation and the current textbook policy in the Slovak Republic. They will be able to analyse, critically reflect on and discuss the elements of quality of a particular textbook defined in individual assignments. Students will be able to explain the background to the creation of various educational resources and define the specifics of the creation and use of digital educational resources in teaching. They will be able to search for digital educational content in its central repositories and open educational resources. Students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills while solving, presenting and discussing the results of ongoing assignments. Students will be able to use the acquired knowledge and skills creatively in the study of other didactic disciplines and in their future teaching practice.	
Class syllabus:	

Brief outline of the course: Textbook as a specific type of teaching aid. Functions and structure of a textbook. Textbook production system and textbook policy in the Slovak Republic. Analysis and evaluation of textbook quality. Basis for the development of teaching texts, textbooks and other educational resources. Specifics of creation and use of digital educational resources in teaching. Use of central repositories of digital educational content and open educational resources.																				
Recommended literature: Recommended reading: GAVORA, P., et al. How to develop students' reading comprehension. Nitra: Enigma, 2008. KNECHT, P., JANIK, T. et al. Textbooks from the perspective of pedagogical research. Brno: Paido, 2008. MAŇÁK, J., KNECHT, P. Textbook evaluation. Brno: Paido, 2007. MAŇÁK, J., KLAPKO, D. Textbooks under the magnifying glass. Brno: Paido, 2006. NOGOVÁ, M. et al. The procedure of creating and publishing textbooks. Bratislava : ŠPÚ, 2005. PŠENÁKOVÁ, I. Creation of didactic interactive materials and criteria of their quality evaluation. Trnava: Faculty of Education, Trnava University of Technology, 2021																				
Languages necessary to complete the course: slovak and czech																				
Notes:																				
Past grade distribution Total number of evaluated students: 76 <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>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> </table>							A	ABS	B	C	D	E	FX	93,42	0,0	1,32	1,32	0,0	0,0	3,95
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93,42	0,0	1,32	1,32	0,0	0,0	3,95														
Lecturers: Ing. Mgr. Jozef Strakoš, PhD.																				
Last change: 10.11.2022																				
Approved by: prof. PaedDr. Dušan Kostrub, PhD.																				

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde015/22	Course title: Textbook and educational resources creation and evaluation
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment). During the semester, the student's task is to solve continuously assigned tasks and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated with points. The maximum possible number of points for all assignments combined is 30. The rating is awarded on a scale: A minimum of 28 points is required for a final grade A (excellent - outstanding results), a minimum of 25 points for a grade B (very good - above average standard), a minimum of 22 points for a grade C (good - normal reliable work), a minimum of 20 points for a grade D (satisfactory - acceptable results) and a minimum of 18 points for a grade E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students who score 17 points or less. To pass the course, a minimum score of 60% is required. Scale of assessment (preliminary/final): 100/0	
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Class syllabus:	

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Notes:																				
Past grade distribution Total number of evaluated students: 76 <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														
Lecturers: Ing. Mgr. Jozef Strakoš, PhD.																				
Last change: 10.11.2022																				
Approved by: prof. PaedDr. Dušan Kostrub, PhD.																				

COURSE DESCRIPTION

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

COURSE DESCRIPTION

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

COURSE DESCRIPTION

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