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COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde039/22	Art therapy in special education

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

Type, volume, methods and workload of the student - additional information
2S - 2 hours seminar (S)/week, for a total of 22 hours per semester.
Student workload:
11x2 hours of direct teaching = 22 hours of teaching; preparation for the seminar paper - 15 hours; preparation for the final assessment (test) of the student - 15 hours. TOTAL 51 hours of student workload.
Learning methods:
Monological methods in the form of interpretation and lectures, dialogical methods - interviews and discussion, self-study through e-learning, artistic methods - the implementation of art techniques with a focus on art therapy, the use of presentations and other material from practice (tests, drawings, photo documentation), test methods, descriptions and characterization of activities, other specific methods.

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The student will be evaluated for the midterm seminar paper (30%) and the final test of the knowledge acquired throughout the semester (70%). A minimum of 91 points is required for an A grade, a minimum of 81 points is required for a B grade, a minimum of 73 points is required for a C grade, a minimum of 66 points is required for a D grade and a minimum of 60 points is required for an E grade. Credit will not be awarded to a student who earns less than 59 points on the assessment.
A - the student approaches activities and assignments responsibly and creatively, enriches them with new ideas and knowledge, expresses his/her own opinions, expresses himself/herself, is active, develops his/her expression and reflects independently, is critical and objective, is original in his/her work;
B - the student approaches activities and assignments responsibly, tries to be creative, sporadically enriches the teaching with his/her own opinions, the student is less original, draws on preconceptions, is less interested in new trends;
C - student shows adequate interest, full of duties as assigned, not in addition, does not show much creativity or originality, student answers questions simply, does not deepen or develop his/her answers, takes a rather neutral, passive position, does not apply knowledge sufficiently in implementations;

D - in his/her activities and in completing assignments, the student fulfils the teacher's expectations only to a certain extent, the student completes the assignment, "does what he/she has to do", the results are not of sufficient quality, the student does not try to perform better, there is no critical thinking or application of knowledge in practice;
E - the student performs his/her duties to the lowest possible degree, performs his/her duties minimally, is passive, inactive, shows no interest, is apathetic, does the minimum to complete and conclude the course;
Fx - the student does not meet the requirements and expectations of the instructor, does not meet the conditions for satisfactory completion of the course.
The grade is given on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students will acquire appropriate theoretical knowledge and practical skills in the subject in order to use them in the context of working in special schools and institutions and in counselling services. Upon successful completion of the course, the student should have mastered the basic theoretical knowledge, concepts related to art therapy. The student will gain information about the stage development and deeper meanings of children's drawing. The student will learn about the stadial development of drawing in normality and in pathology, be able to find differences, focus on detail and examine the drawing in detail both in its formal aspect and in its content. The student can identify pathological features in the drawing of children (pupils) with different kinds of disability, disorder or threat. The student will become familiar with drawing tests and learn how to use and apply them. The student should understand the principles of creation in the visual arts, and should be able to capture simple expressions of creation. Theoretically, the student knows the basic art techniques, and is familiar with basic art materials, tools, and supplies. The student can interpret children's drawings and is familiar with ICT in art therapy and the diagnosis of individuals with disabilities.

Class syllabus:
Art therapy - concept and definition of art therapy in special education. Content, tasks and goals of art therapy in special education. Development of children's drawing. Children's drawing in norm and in pathology. Identification of pathological features of drawing of children with different kinds of disabilities. Drawing tests. Forms of realization of art activities focusing on art therapy and diagnostics of children's drawing. Interpretation of children's artistic expression. ICT in art therapy and diagnosis of individuals with disabilities.
The content of the course is theoretical and practical. The lectures are conducted in such a way that the student is theoretically and practically familiar with basic art therapy procedures. The student approaches the study material responsibly, learning to manipulate a variety of art tools, working with tests and various test methods. The student learns about art activities not only as separate techniques, but conceives of them in a deeper way, art technique as a therapeutic form of expression as well as action. At the same time, he is able to recognize and name various pathological manifestations by them.

Recommended literature:
Compulsory readings:

BABYRÁDOVÁ, S. H., 2004. Symbol v dětském výtvarném projevu. 2. vyd. Brno: Masarykova univerzita, 2004, 132 s. ISBN 80-210-3360-6
GREUŠOVÁ, H. a kol. Arteterapia v špeciálnej pedagogike. Teória a prax. Bratislava: Iris, 2011. 329 s. ISBN 978-80-89238-52-1
ŠICKOVÁ, J. Základy arteterapie. Praha: Portál, 2002
Recommended readings:
GREUŠOVÁ, H. IKT v edukácii a arteterapii viacnásobne postihnutých osôb. In Informácie ZPMP v SR.-č.44/45. 2001
GREUŠOVÁ, H. Kresba a jej význam v diagnostike mentálne postihnutých jednotlivcov. In Efeta -otvor sa. Martin: Osveta, 2002
ŠICKOVÁ, J. Arteterapia – ú(zá)žitkové umenie. Bratislava: Petrus, 2006

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

Notes:

Past grade distribution
Total number of evaluated students: 24

A	ABS	B	C	D	E	FX
83,33	0,0	4,17	0,0	0,0	0,0	12,5

Lecturers: PhDr. Jozef Štefan, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-SPPde039/22	**Course title:** Art therapy in special education

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

Type, volume, methods and workload of the student - additional information
2S - 2 hours seminar (S)/week, for a total of 22 hours per semester.
Student workload:
11x2 hours of direct teaching = 22 hours of teaching; preparation for the seminar paper - 15 hours; preparation for the final assessment (test) of the student - 15 hours. TOTAL 51 hours of student workload.
Learning methods:
Monological methods in the form of interpretation and lectures, dialogical methods - interviews and discussion, self-study through e-learning, artistic methods - the implementation of art techniques with a focus on art therapy, the use of presentations and other material from practice (tests, drawings, photo documentation), test methods, descriptions and characterization of activities, other specific methods.

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
The student will be evaluated for the midterm seminar paper (30%) and the final test of the knowledge acquired throughout the semester (70%). A minimum of 91 points is required for an A grade, a minimum of 81 points is required for a B grade, a minimum of 73 points is required for a C grade, a minimum of 66 points is required for a D grade and a minimum of 60 points is required for an E grade. Credit will not be awarded to a student who earns less than 59 points on the assessment.
A - the student approaches activities and assignments responsibly and creatively, enriches them with new ideas and knowledge, expresses his/her own opinions, expresses himself/herself, is active, develops his/her expression and reflects independently, is critical and objective, is original in his/her work;
B - the student approaches activities and assignments responsibly, tries to be creative, sporadically enriches the teaching with his/her own opinions, the student is less original, draws on preconceptions, is less interested in new trends;
C - student shows adequate interest, full of duties as assigned, not in addition, does not show much creativity or originality, student answers questions simply, does not deepen or develop his/her answers, takes a rather neutral, passive position, does not apply knowledge sufficiently in implementations;

D - in his/her activities and in completing assignments, the student fulfils the teacher's expectations only to a certain extent, the student completes the assignment, "does what he/she has to do", the results are not of sufficient quality, the student does not try to perform better, there is no critical thinking or application of knowledge in practice;
E - the student performs his/her duties to the lowest possible degree, performs his/her duties minimally, is passive, inactive, shows no interest, is apathetic, does the minimum to complete and conclude the course;
Fx - the student does not meet the requirements and expectations of the instructor, does not meet the conditions for satisfactory completion of the course.
The grade is given on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students will acquire appropriate theoretical knowledge and practical skills in the subject in order to use them in the context of working in special schools and institutions and in counselling services. Upon successful completion of the course, the student should have mastered the basic theoretical knowledge, concepts related to art therapy. The student will gain information about the stage development and deeper meanings of children's drawing. The student will learn about the stadial development of drawing in normality and in pathology, be able to find differences, focus on detail and examine the drawing in detail both in its formal aspect and in its content. The student can identify pathological features in the drawing of children (pupils) with different kinds of disability, disorder or threat. The student will become familiar with drawing tests and learn how to use and apply them. The student should understand the principles of creation in the visual arts, and should be able to capture simple expressions of creation. Theoretically, the student knows the basic art techniques, and is familiar with basic art materials, tools, and supplies. The student can interpret children's drawings and is familiar with ICT in art therapy and the diagnosis of individuals with disabilities.

Class syllabus:
Art therapy - concept and definition of art therapy in special education. Content, tasks and goals of art therapy in special education. Development of children's drawing. Children's drawing in norm and in pathology. Identification of pathological features of drawing of children with different kinds of disabilities. Drawing tests. Forms of realization of art activities focusing on art therapy and diagnostics of children's drawing. Interpretation of children's artistic expression. ICT in art therapy and diagnosis of individuals with disabilities.
The content of the course is theoretical and practical. The lectures are conducted in such a way that the student is theoretically and practically familiar with basic art therapy procedures. The student approaches the study material responsibly, learning to manipulate a variety of art tools, working with tests and various test methods. The student learns about art activities not only as separate techniques, but conceives of them in a deeper way, art technique as a therapeutic form of expression as well as action. At the same time, he is able to recognize and name various pathological manifestations by them.

Recommended literature:
Compulsory readings:

BABYRÁDOVÁ, S. H., 2004. Symbol v dětském výtvarném projevu. 2. vyd. Brno: Masarykova univerzita, 2004, 132 s. ISBN 80-210-3360-6
GREUŠOVÁ, H. a kol. Arteterapia v špeciálnej pedagogike. Teória a prax. Bratislava: Iris, 2011. 329 s. ISBN 978-80-89238-52-1
ŠICKOVÁ, J. Základy arteterapie. Praha: Portál, 2002
Recommended readings:
GREUŠOVÁ, H. IKT v edukácii a arteterapii viacnásobne postihnutých osôb. In Informácie ZPMP v SR.-č.44/45. 2001
GREUŠOVÁ, H. Kresba a jej význam v diagnostike mentálne postihnutých jednotlivcov. In Efeta -otvor sa. Martin: Osveta, 2002
ŠICKOVÁ, J. Arteterapia – ú(zá)žitkové umenie. Bratislava: Petrus, 2006

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

Notes:

Past grade distribution
Total number of evaluated students: 24

A	ABS	B	C	D	E	FX
83,33	0,0	4,17	0,0	0,0	0,0	12,5

Lecturers: PhDr. Jozef Štefan, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde044/22	Braille

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

Type, volume, methods and workload of the student - additional information
2E - 2 hours per week of practicum, total of 22 hours per semester by the combined method, primarily by attendance.
Student workload:
2x11 - 22 hours of direct teaching; 10 hours of preparation for interim assessment; 23 hours of preparation for final assessment; TOTAL: 55 hours.
Learning methods:
interpretation of the curriculum, discussion, guided discussion, methods of practical activity (methods of practicing practical skills), methods of repetition and consolidation of the curriculum, self-study.

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
There will be one practical test during the semester in reading and writing continuously learned Braille characters, in which the student will have the opportunity to earn a maximum of 20 points. In the final assessment, which will focus on practical reading and writing of Braille, including numbers and punctuation, the student may earn a maximum of 80 points. A total of 100 points for both assessments.
In order to pass the course and receive the appropriate number of credits, the student must earn:
- A minimum of 91 points is required for the final A grades,
- at least 81 points for a B grade,
- at least 73 points for grade C,
- at least 66 points for grade D
- and for grade E at least 60 points.

To pass the course, you must obtain a minimum of 60% of the marks.
A - excellent performance, the student knows Braille comprehensively, can name and operate Braille writing and reading aids, and can apply what he/she has learned to practice;
B - excellent performance, the student has a theoretical knowledge of Braille, but there are slight deficiencies in reading and writing (missing one or two characters);
C - good performance, the student has learned but can only partially apply what he/she has learned to practice (gaps of 3-4 characters);

D - acceptable performance, the student has learned only partially, has significant deficiencies in the subject matter, cannot apply what he/she has learned in practice (gaps of 5-6 characters);
E - minimally acceptable performance, the student has learned minimally, cannot adequately apply to practice (gaps of 7-10 characters);
Fx - unacceptable performance, does not know the system, writing and reading Braille characters. Student did not meet the requirements set by the instructor during the semester.
The grade is given on a scale:
A (100-91%, proficient - excellent performance),
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).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Upon completion of the course, the student will be proficient in Braille, including punctuation marks and numbers, not only in reading, but also in writing the script on Tatrapoint. The student will have more advanced information about the possibilities of using Braille in practice, will master the operation of a Braille printer (Index Everest), will master the use of Braille display (line). He will also acquire basic knowledge of the notation of characters used in vocational subjects (music education, mathematics, physics, chemistry, etc.). Can write dictated text on Tatrapoint.
During the course, the student will develop his/her communication skills, ICT skills, critical thinking, reasoning in context.

Class syllabus:
The system and methods of writing Braille, the aids used to write Braille, and the aids used to read Braille that may be encountered as a future special educator working with an individual with a visual impairment; the student will learn the system and methods of writing relief-point Braille.
Slovak standardised Braille notation (familiarisation with the BP system and learning how to write individual letters, numbers, punctuation, mathematical notation and the notation of specific signs - e.g. @, ©, €, etc.); the student will master the theoretical and practical notation of specific Braille signs, develop his/her ability to communicate and his/her digital skills.
Writing the letters of the Braille alphabet. Methodological sequence of BP training. Sequence 1 - A, B, L, E; Sequence 2 - K, U; Sequence 3 - C, O, M, I; Sequence 4 - V, A, C, R; Sequence 5 - comma, S, Ú, P; Sequence 6 - PZ, dot, Í, Š; Sequence 7 - D, Ď, N, G, É; Sequence 8 - J, T, Y; Sequence 9 - ! (or +); Sequence 10 - Z, F, Ň, Ý, dash; Sequence 11 - H, Ť, Ž, colon; Sequence 12 - Ô, Ľ, Ó, Ĺ; Sequence 13 - Ä, Ŕ, X, quotation marks; Sequence 14 - apostrophe; Sequence 15 - Q, W, parentheses (); Sequence 15 - VP, ČZ, asterisk.
Braille printing, basic functions of a relief-point printer, working in the appropriate Braille printing software. Writing on Tatrapoint. The student will acquire the skill of operating the Tatrapoint and Braille printer. The student will learn how to produce relief-point type on the printer. The student will be proficient in writing Braille on the Tatrapoint and, if interested, on the Prague board.
Work with the Braille line (display). The student will learn to operate the basic functions of the Braille line and work in a word processor or mathematical notation software (Lambda). The student will acquire knowledge and basic skills in the use of the braille line.

Recommended literature:
Compulsory readings:
LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.

LOPÚCHOVÁ, J. ZEMKO, M. Z výskumu overovania programu prípravných cvičení na nácvik čítania a písania reliéfno-bodového písma u nevidiacich detí [elektronický dokument] In: MMK 2018 [elektronický dokument] : recenzovaný sborník příspěvků mezinárodní vědecké konference : Roč. 9. Hradec Králové : Magnanimitas akademické sdružení, 2018. - S. 813-823 [CD-ROM]. ISBN 978-80-87952-27-6
Pravidlá písania a používania Braillovho písma v Slovenskej republike, Slovenský knižnica pre nevidiacich – Slovenská autorita pre Braillovo písmo, Levoča 2021, ISBN: 978-80-18-10144-5
CINTULA, Vladimír. K metodike vyučovania Braillovho písma. Špeciálna pedagogika,II.1993.
JESENSKÝ, Ján a kol. Prolegomena systému tyflorehabilitace a metodiky tyflorehabilitačních výcviků. 1. vyd. Praha: UJAK, 2007. 659 s. ISBN 978-80-86723-49-5.
Recommended readings:
LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN 978-80-89238-61-3.
LOPÚCHOVÁ, J. Z výskumu overovania programu prípravných cvičení na nácvik čítania a písania reliéfno-bodového písma u nevidiacich detí. MMK 2018 [elektronický dokument] : recenzovaný sborník příspěvků mezinárodní vědecké konference : Roč. 9. - : 1. vyd. ISBN 978-80-87952-27-6. - Hradec Králové : Magnanimitas akademické sdružení, 2018. - S. 813-823 [CD-ROM]
JESENSKÝ, Ján Metodika výcviku čtení a psaní zrakově postižených I. Praha: SI. 1983.

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
88,89	0,0	0,0	11,11	0,0	0,0	0,0

Lecturers: Mgr. Marek Hlina

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde044/22	Braille

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

Type, volume, methods and workload of the student - additional information
2E - 2 hours per week of practicum, total of 22 hours per semester by the combined method, primarily by attendance.
Student workload:
2x11 - 22 hours of direct teaching; 10 hours of preparation for interim assessment; 23 hours of preparation for final assessment; TOTAL: 55 hours.
Learning methods:
interpretation of the curriculum, discussion, guided discussion, methods of practical activity (methods of practicing practical skills), methods of repetition and consolidation of the curriculum, self-study.

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
There will be one practical test during the semester in reading and writing continuously learned Braille characters, in which the student will have the opportunity to earn a maximum of 20 points. In the final assessment, which will focus on practical reading and writing of Braille, including numbers and punctuation, the student may earn a maximum of 80 points. A total of 100 points for both assessments.
In order to pass the course and receive the appropriate number of credits, the student must earn:
- A minimum of 91 points is required for the final A grades,
- at least 81 points for a B grade,
- at least 73 points for grade C,
- at least 66 points for grade D
- and for grade E at least 60 points.

To pass the course, you must obtain a minimum of 60% of the marks.
A - excellent performance, the student knows Braille comprehensively, can name and operate Braille writing and reading aids, and can apply what he/she has learned to practice;
B - excellent performance, the student has a theoretical knowledge of Braille, but there are slight deficiencies in reading and writing (missing one or two characters);
C - good performance, the student has learned but can only partially apply what he/she has learned to practice (gaps of 3-4 characters);

D - acceptable performance, the student has learned only partially, has significant deficiencies in the subject matter, cannot apply what he/she has learned in practice (gaps of 5-6 characters);
E - minimally acceptable performance, the student has learned minimally, cannot adequately apply to practice (gaps of 7-10 characters);
Fx - unacceptable performance, does not know the system, writing and reading Braille characters. Student did not meet the requirements set by the instructor during the semester.
The grade is given on a scale:
A (100-91%, proficient - excellent performance),
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).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Upon completion of the course, the student will be proficient in Braille, including punctuation marks and numbers, not only in reading, but also in writing the script on Tatrapoint. The student will have more advanced information about the possibilities of using Braille in practice, will master the operation of a Braille printer (Index Everest), will master the use of Braille display (line). He will also acquire basic knowledge of the notation of characters used in vocational subjects (music education, mathematics, physics, chemistry, etc.). Can write dictated text on Tatrapoint.
During the course, the student will develop his/her communication skills, ICT skills, critical thinking, reasoning in context.

Class syllabus:
The system and methods of writing Braille, the aids used to write Braille, and the aids used to read Braille that may be encountered as a future special educator working with an individual with a visual impairment; the student will learn the system and methods of writing relief-point Braille.
Slovak standardised Braille notation (familiarisation with the BP system and learning how to write individual letters, numbers, punctuation, mathematical notation and the notation of specific signs - e.g. @, ©, €, etc.); the student will master the theoretical and practical notation of specific Braille signs, develop his/her ability to communicate and his/her digital skills.
Writing the letters of the Braille alphabet. Methodological sequence of BP training. Sequence 1 - A, B, L, E; Sequence 2 - K, U; Sequence 3 - C, O, M, I; Sequence 4 - V, A, C, R; Sequence 5 - comma, S, Ú, P; Sequence 6 - PZ, dot, Í, Š; Sequence 7 - D, Ď, N, G, É; Sequence 8 - J, T, Y; Sequence 9 - ! (or +); Sequence 10 - Z, F, Ň, Ý, dash; Sequence 11 - H, Ť, Ž, colon; Sequence 12 - Ô, Ľ, Ó, Ĺ; Sequence 13 - Ä, Ŕ, X, quotation marks; Sequence 14 - apostrophe; Sequence 15 - Q, W, parentheses (); Sequence 15 - VP, ČZ, asterisk.
Braille printing, basic functions of a relief-point printer, working in the appropriate Braille printing software. Writing on Tatrapoint. The student will acquire the skill of operating the Tatrapoint and Braille printer. The student will learn how to produce relief-point type on the printer. The student will be proficient in writing Braille on the Tatrapoint and, if interested, on the Prague board.
Work with the Braille line (display). The student will learn to operate the basic functions of the Braille line and work in a word processor or mathematical notation software (Lambda). The student will acquire knowledge and basic skills in the use of the braille line.

Recommended literature:
Compulsory readings:
LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.

LOPÚCHOVÁ, J. ZEMKO, M. Z výskumu overovania programu prípravných cvičení na nácvik čítania a písania reliéfno-bodového písma u nevidiacich detí [elektronický dokument] In: MMK 2018 [elektronický dokument] : recenzovaný sborník příspěvků mezinárodní vědecké konference : Roč. 9. Hradec Králové : Magnanimitas akademické sdružení, 2018. - S. 813-823 [CD-ROM]. ISBN 978-80-87952-27-6
Pravidlá písania a používania Braillovho písma v Slovenskej republike, Slovenský knižnica pre nevidiacich – Slovenská autorita pre Braillovo písmo, Levoča 2021, ISBN: 978-80-18-10144-5
CINTULA, Vladimír. K metodike vyučovania Braillovho písma. Špeciálna pedagogika,II.1993.
JESENSKÝ, Ján a kol. Prolegomena systému tyflorehabilitace a metodiky tyflorehabilitačních výcviků. 1. vyd. Praha: UJAK, 2007. 659 s. ISBN 978-80-86723-49-5.
Recommended readings:
LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN 978-80-89238-61-3.
LOPÚCHOVÁ, J. Z výskumu overovania programu prípravných cvičení na nácvik čítania a písania reliéfno-bodového písma u nevidiacich detí. MMK 2018 [elektronický dokument] : recenzovaný sborník příspěvků mezinárodní vědecké konference : Roč. 9. - : 1. vyd. ISBN 978-80-87952-27-6. - Hradec Králové : Magnanimitas akademické sdružení, 2018. - S. 813-823 [CD-ROM]
JESENSKÝ, Ján Metodika výcviku čtení a psaní zrakově postižených I. Praha: SI. 1983.

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
88,89	0,0	0,0	11,11	0,0	0,0	0,0

Lecturers: Mgr. Marek Hlina

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-PZPde009/22	Braille and typhlography in the education of the visually impaired

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
2S - two hours of seminar per week for a total of 22 hours per semester by the combined method, primarily by full-time attendance.
Student workload:
2x11=22 hours of direct teaching; 20 hours of making a product in Braille; 28 hours of making a product (typhlography); 20 hours of preparation for the final exam. Total: 90 hours.
Methods of delivery of educational content:
interpretation of the curriculum, discussion, methods of practical activity (methods of practicing practical skills), methods of repetition and consolidation of the curriculum, self-study.

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, the student will prepare/create two products/materials/aids according to the conditions set by the teacher at the beginning of the semester (each product can earn 30 points). The course ends with an assessment of the acquired knowledge and a practical examination aimed at verifying the competence in reading and writing Braille and the procedures for creating typhlographic materials (the student may obtain a maximum of 40 points). A total of 100 points for both assessments.
The grade is awarded on a scale:
A (100-91 points, excellent - outstanding),
B (90-81 points, very good - above average standard),
C (80-73 points, good - normal reliable work),
D (72-66 points, satisfactory - acceptable results),
E (65-60 points, satisfactory - results meet the minimum criteria),
Fx (59-0 points, inadequate - extra work required).
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than 50% on any of the assignments. To pass the course, a minimum score of 60% is required.
A - excellent performance, the student has mastered the basic concepts and terminology of typography, can read and write in Braille, can apply what he/she has learnt in a practical way; his/

her work during the semester is systematic; the products produced during the semester meet the conditions set by the teacher, are original and suitable for work with an individual with a visual impairment;
B - excellent performance, the student knows the basic concepts and terminology of typhlography, but there are slight deficiencies in the application of the knowledge to the practical level; the products produced during the semester have minor deficiencies, but meet the conditions for possible use in work with an individual with a visual impairment;
C - good performance, the student has acquired the established terminology of typography, but can only partially apply what he/she has learnt to practice; problems occur when writing and reading Braille, the products made during the semester have slight deficiencies, they only partially meet the conditions for possible use when working with an individual with a visual impairment;
D - acceptable performance, the student has acquired concepts and terminology in the field of typhlography at a very low level, there are significant deficiencies in the subject matter, the student cannot transfer what he/she has learned to practice; his/her work during the semester meets the minimum criteria; the products produced during the semester have significant deficiencies;
E - minimally acceptable performance, student has minimal mastery of the subject matter, lacks critical thinking and evaluation, cannot adequately transfer what is learned into practice; products produced during the semester have significant deficiencies and are nearly unusable in practice;
Fx - unacceptable performance, the student has not met the requirements set by the instructor during the semester.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The goal of the course is to prepare the student, a future special educator, to work with individuals with visual impairments in order to actively use typhlography and Braille in education.
After completing the course, the students not only master the concepts and terminology in the field of typhlography, but also the theoretical and especially practical procedures (skills) of creating typhlographic materials in 2D dimension (relief maps and plans, pictures, materials to illustrate the problems of geometry, tactile books, tactile boards, etc.) and in 3D dimension (models and their production taking into account the specifics and needs of blind pupils). They are oriented in the concepts of relief point and its parameters, six-point, relief line, relief surface, they are able to identify them in practical terms. They acquire the skills to create typographic outputs using a variety of materials.
Students have competence in reading and writing Braille (also focusing on the creation of writing legends to typhlographic materials). Students are proficient in Braille, including punctuation and numbers, not only in reading, but also in writing Braille on Tatrapoint. After completing the course, the student will have more advanced information about the possibilities of using Braille in practice, will be able to operate a Braille printer (Index Everest), and will be able to work with a Braille display (line). He/she will also acquire basic knowledge of the notation of characters used in specialized subjects (music education, mathematics, physics, chemistry...). Can write dictated text on Tatrapoint.
During the course, the student will develop his/her communication skills, ICT literacy, critical thinking, reasoning in context.

Class syllabus:
Conceptual and professional terminology in the field of typhlography, the aims of typhlography and the subject of its study. The development of typhlography abroad and in the Slovak Republic from the earliest times to the present day. Students will acquire new knowledge in the field of reference of typhlography. They will master the terminology and professional terminology and be able to

communicate it professionally. They will gain an overview of the development of typhlography and typhlographic practices in the past and present.
Basic typographic parameters in the creation of typographic materials in 2D dimensions.
Definition and dimensions of the terms point, line, area, creation of 2D typhlographic materials, etc. Students will learn to differentiate and control the basic parameters of 2D output. At the same time, they will learn to work with them in a practical way.
Basic typhlographic parameters in the creation of 3D models (use of appropriate materials, size of models, technical design of models). 3D printers and their use in the educational process of students with visual impairment, creation of 3D typhlographic materials. Students will learn to distinguish and control the basic parameters of 3D outputs. At the same time they will learn to work with them in a practical level. They will become familiar with the technologies of preparation and creation of 3D outputs. They will learn how to work in Blender.
Didactic methods and procedures for practicing "reading" by touch typhlographic images. Creation of a legend in Braille and its correct placement in typhlographic plans, maps and models. Creation of tactile books. Students will gain an overview, learn and master the didactic methods and procedures of creating typhlographic outcomes and their labelling in Braille.
Braille, Braille sign, Slovak Braille alphabet, Braille machine - Tatrapoint. The student will gain knowledge about the system and methods of writing Braille, about the devices used for writing and reading Braille, which as a future special educator may encounter when working with individuals with visual impairments. The student will learn the system and methods of writing relief-point braille. The student will become familiar with the Slovak standardized Braille notation (familiarity with the notation of individual letters, numbers, punctuation, mathematical notation and the notation of specific signs - e.g. @, ©, €, etc.). The student will master both theoretically and practically the notation of specific Braille signs, develop his/her ability to communicate and his/her digital skills. Writing the letters of the Braille alphabet. Methodical sequence of braille training. Sequence 1 - A, B, L, E; Sequence 2 - K, U; Sequence 3 - C, O, M, I; Sequence 4 - V, A, C, R; Sequence 5 - comma, S, Ú, P; Sequence 6 - PZ, dot, Í, Š; Sequence 7 - D, Ď, N, G, É; Sequence 8 - J, T, Y; Sequence 9 - ! (or +); Sequence 10 - Z, F, Ň, Ý, dash; Sequence 11 - H, Ť, Ž, colon; Sequence 12 - Ô, Ľ, Ó, Ĺ; Sequence 13 - Ä, Ŕ, X, quotation marks; Sequence 14 - apostrophe; Sequence 15 - Q, W, parentheses (); Sequence 15 – capital letters, number code, asterisk.
Technique and technology for relief-point writing. The student will learn how to operate and work with a braille printer, master basic printer functions, and work in appropriate braille printing software. The student will become proficient in the operation of Tatrapoint and the braille printer. The student will become familiar with working on the braille line (display), will master the basic functions of the braille line and work in a text editor or mathematical notation software (Lambda). The student will develop skills in the use of the braille line.

Recommended literature:

Compulsory readings:
LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN 978-80-89238-61-3.
LOPÚCHOVÁ, J. ZEMKO, M. Z výskumu overovania programu prípravných cvičení na nácvik čítania a písania reliéfno-bodového písma u nevidiacich detí [elektronický dokument] In: MMK, Roč. 9. Hradec Králové: Magnanimitas akademické sdružení, 2018. S. 813-823 [CD-ROM]. ISBN 978-80-87952-27-6
Pravidlá písania a používania Braillovho písma v Slovenskej republike, Slovenský knižnica pre nevidiacich – Slovenská autorita pre Braillovo písmo, Levoča 2021, ISBN: 978-80-18-10144-5
JESENSKÝ, J. 1988. Hmatové vnímání informací s pomocí tyflografiky. 1. vydání. Praha: Státní pedagogické nakladatelství, 1988. 226 s.

LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.
Recommended readings:
SALISBURY, R. 2008. Teaching pupils with visual impairment. 1 vyd. NY: New York, Routledge, 2008. s. 153. ISBN 978-1-84312-395-8
CINTULA, Vladimír. K metodike vyučovania Braillovho písma. Špeciálna pedagogika,II.1993.
JESENSKÝ, Ján a kol. Prolegomena systému tyflorehabilitace a metodiky tyflorehabilitačních výcviků. 1. vyd. Praha: UJAK, 2007. 659 s. ISBN 978-80-86723-49-5.

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

Notes:

Past grade distribution
Total number of evaluated students: 62

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

Lecturers: Mgr. Marek Hlina

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-PZPde009/22	Braille and typhlography in the education of the visually impaired

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
2S - two hours of seminar per week for a total of 22 hours per semester by the combined method, primarily by full-time attendance.
Student workload:
2x11=22 hours of direct teaching; 20 hours of making a product in Braille; 28 hours of making a product (typhlography); 20 hours of preparation for the final exam. Total: 90 hours.
Methods of delivery of educational content:
interpretation of the curriculum, discussion, methods of practical activity (methods of practicing practical skills), methods of repetition and consolidation of the curriculum, self-study.

Number of credits: 3

Recommended semester: 4.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, the student will prepare/create two products/materials/aids according to the conditions set by the teacher at the beginning of the semester (each product can earn 30 points). The course ends with an assessment of the acquired knowledge and a practical examination aimed at verifying the competence in reading and writing Braille and the procedures for creating typhlographic materials (the student may obtain a maximum of 40 points). A total of 100 points for both assessments.
The grade is awarded on a scale:
A (100-91 points, excellent - outstanding),
B (90-81 points, very good - above average standard),
C (80-73 points, good - normal reliable work),
D (72-66 points, satisfactory - acceptable results),
E (65-60 points, satisfactory - results meet the minimum criteria),
Fx (59-0 points, inadequate - extra work required).
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than 50% on any of the assignments. To pass the course, a minimum score of 60% is required.
A - excellent performance, the student has mastered the basic concepts and terminology of typography, can read and write in Braille, can apply what he/she has learnt in a practical way; his/

her work during the semester is systematic; the products produced during the semester meet the conditions set by the teacher, are original and suitable for work with an individual with a visual impairment;
B - excellent performance, the student knows the basic concepts and terminology of typhlography, but there are slight deficiencies in the application of the knowledge to the practical level; the products produced during the semester have minor deficiencies, but meet the conditions for possible use in work with an individual with a visual impairment;
C - good performance, the student has acquired the established terminology of typography, but can only partially apply what he/she has learnt to practice; problems occur when writing and reading Braille, the products made during the semester have slight deficiencies, they only partially meet the conditions for possible use when working with an individual with a visual impairment;
D - acceptable performance, the student has acquired concepts and terminology in the field of typhlography at a very low level, there are significant deficiencies in the subject matter, the student cannot transfer what he/she has learned to practice; his/her work during the semester meets the minimum criteria; the products produced during the semester have significant deficiencies;
E - minimally acceptable performance, student has minimal mastery of the subject matter, lacks critical thinking and evaluation, cannot adequately transfer what is learned into practice; products produced during the semester have significant deficiencies and are nearly unusable in practice;
Fx - unacceptable performance, the student has not met the requirements set by the instructor during the semester.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The goal of the course is to prepare the student, a future special educator, to work with individuals with visual impairments in order to actively use typhlography and Braille in education.
After completing the course, the students not only master the concepts and terminology in the field of typhlography, but also the theoretical and especially practical procedures (skills) of creating typhlographic materials in 2D dimension (relief maps and plans, pictures, materials to illustrate the problems of geometry, tactile books, tactile boards, etc.) and in 3D dimension (models and their production taking into account the specifics and needs of blind pupils). They are oriented in the concepts of relief point and its parameters, six-point, relief line, relief surface, they are able to identify them in practical terms. They acquire the skills to create typographic outputs using a variety of materials.
Students have competence in reading and writing Braille (also focusing on the creation of writing legends to typhlographic materials). Students are proficient in Braille, including punctuation and numbers, not only in reading, but also in writing Braille on Tatrapoint. After completing the course, the student will have more advanced information about the possibilities of using Braille in practice, will be able to operate a Braille printer (Index Everest), and will be able to work with a Braille display (line). He/she will also acquire basic knowledge of the notation of characters used in specialized subjects (music education, mathematics, physics, chemistry...). Can write dictated text on Tatrapoint.
During the course, the student will develop his/her communication skills, ICT literacy, critical thinking, reasoning in context.

Class syllabus:
Conceptual and professional terminology in the field of typhlography, the aims of typhlography and the subject of its study. The development of typhlography abroad and in the Slovak Republic from the earliest times to the present day. Students will acquire new knowledge in the field of reference of typhlography. They will master the terminology and professional terminology and be able to

communicate it professionally. They will gain an overview of the development of typhlography and typhlographic practices in the past and present.
Basic typographic parameters in the creation of typographic materials in 2D dimensions.
Definition and dimensions of the terms point, line, area, creation of 2D typhlographic materials, etc. Students will learn to differentiate and control the basic parameters of 2D output. At the same time, they will learn to work with them in a practical way.
Basic typhlographic parameters in the creation of 3D models (use of appropriate materials, size of models, technical design of models). 3D printers and their use in the educational process of students with visual impairment, creation of 3D typhlographic materials. Students will learn to distinguish and control the basic parameters of 3D outputs. At the same time they will learn to work with them in a practical level. They will become familiar with the technologies of preparation and creation of 3D outputs. They will learn how to work in Blender.
Didactic methods and procedures for practicing "reading" by touch typhlographic images. Creation of a legend in Braille and its correct placement in typhlographic plans, maps and models. Creation of tactile books. Students will gain an overview, learn and master the didactic methods and procedures of creating typhlographic outcomes and their labelling in Braille.
Braille, Braille sign, Slovak Braille alphabet, Braille machine - Tatrapoint. The student will gain knowledge about the system and methods of writing Braille, about the devices used for writing and reading Braille, which as a future special educator may encounter when working with individuals with visual impairments. The student will learn the system and methods of writing relief-point braille. The student will become familiar with the Slovak standardized Braille notation (familiarity with the notation of individual letters, numbers, punctuation, mathematical notation and the notation of specific signs - e.g. @, ©, €, etc.). The student will master both theoretically and practically the notation of specific Braille signs, develop his/her ability to communicate and his/her digital skills. Writing the letters of the Braille alphabet. Methodical sequence of braille training. Sequence 1 - A, B, L, E; Sequence 2 - K, U; Sequence 3 - C, O, M, I; Sequence 4 - V, A, C, R; Sequence 5 - comma, S, Ú, P; Sequence 6 - PZ, dot, Í, Š; Sequence 7 - D, Ď, N, G, É; Sequence 8 - J, T, Y; Sequence 9 - ! (or +); Sequence 10 - Z, F, Ň, Ý, dash; Sequence 11 - H, Ť, Ž, colon; Sequence 12 - Ô, Ľ, Ó, Ĺ; Sequence 13 - Ä, Ŕ, X, quotation marks; Sequence 14 - apostrophe; Sequence 15 - Q, W, parentheses (); Sequence 15 – capital letters, number code, asterisk.
Technique and technology for relief-point writing. The student will learn how to operate and work with a braille printer, master basic printer functions, and work in appropriate braille printing software. The student will become proficient in the operation of Tatrapoint and the braille printer. The student will become familiar with working on the braille line (display), will master the basic functions of the braille line and work in a text editor or mathematical notation software (Lambda). The student will develop skills in the use of the braille line.

Recommended literature:

Compulsory readings:
LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN 978-80-89238-61-3.
LOPÚCHOVÁ, J. ZEMKO, M. Z výskumu overovania programu prípravných cvičení na nácvik čítania a písania reliéfno-bodového písma u nevidiacich detí [elektronický dokument] In: MMK, Roč. 9. Hradec Králové: Magnanimitas akademické sdružení, 2018. S. 813-823 [CD-ROM]. ISBN 978-80-87952-27-6
Pravidlá písania a používania Braillovho písma v Slovenskej republike, Slovenský knižnica pre nevidiacich – Slovenská autorita pre Braillovo písmo, Levoča 2021, ISBN: 978-80-18-10144-5
JESENSKÝ, J. 1988. Hmatové vnímání informací s pomocí tyflografiky. 1. vydání. Praha: Státní pedagogické nakladatelství, 1988. 226 s.

LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.
Recommended readings:
SALISBURY, R. 2008. Teaching pupils with visual impairment. 1 vyd. NY: New York, Routledge, 2008. s. 153. ISBN 978-1-84312-395-8
CINTULA, Vladimír. K metodike vyučovania Braillovho písma. Špeciálna pedagogika,II.1993.
JESENSKÝ, Ján a kol. Prolegomena systému tyflorehabilitace a metodiky tyflorehabilitačních výcviků. 1. vyd. Praha: UJAK, 2007. 659 s. ISBN 978-80-86723-49-5.

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

Notes:

Past grade distribution
Total number of evaluated students: 62

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

Lecturers: Mgr. Marek Hlina

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPOde018/22	Career education and counseling

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching, and organizational form:
2 hours of lecture, a total of 22 hours per semester, combined (mainly face-to-face)
Student workload:
11x2 hours of direct teaching = 22 hours; preparation of the seminar work (10 hours), preparation for the mid-term test (15 hours). A total of 47 hours.
Teaching Methods:
lecture, heuristic method, work with professional text and information sources, case study analysis, activating methods of education, dialogic (discussion) methods, group teaching methods, methods developing critical thinking, modeling, group and individual active social learning, experiential techniques.

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
70 % of the mid-term assessment + 30 % of the final assessment
The mid-term assessment includes the preparation of a seminar paper on a selected topic from the field of career education and career counseling of individuals with disabilities (max. 60 points).
The mid-term assessment will consist of a written test of (40 points) focused on acquired knowledge and the ability to solve a model situation in career education and career counseling of individuals with disabilities.
In order to successfully complete the subject, it is necessary to obtain at least 60 % of the point evaluation.
The rating is given on a scale:
A (100-94 %, excellent - excellent results),
B (93-86 %, very good – above average standard),
C (85-76 %, good - regular reliable work),
D (75-68 %, satisfactorily - acceptable results),
E (67-60 %, sufficient – the results meet the minimum criteria),
Fx (59-0 %, insufficient - more additional work required).
For grade A, it is necessary for students to consistently deliver excellent results throughout the semester and to be able to study independently. Students know how to choose relevant resources

for their studies, at an excellent career level, they understand the importance and tasks of career counseling and education for an individual, child/student with different types of disabilities, and they are able to apply their knowledge in the provision of career counseling services and actively participate in education components.
Grade B means that the students achieved above average results throughout the semester, demonstrated independent study, mastered the knowledge related to career counseling and career education at a very good level, and contained the acquired knowledge and acquired competences in the counseling process at a very good level.
Grade C means that the students performed normally well during the semester, their theoretical knowledge of career counseling and career education is at a good level, and they can find the use of knowledge in counseling education at a good level.
Grade D means that students are sufficiently prepared to understand career counseling and the provision of career counseling to specific groups, they have slight deficiencies in theoretical knowledge. They show partial deficiencies in the ability to connect the acquired knowledge with counseling practice, they can only partially critically analyze the information obtained and find their connection with knowledge of profiling subjects.
Grade E means that the students show serious deficiencies in more than one of the tasks, they lack the ability to analyze and compare multiple acquired knowledge, they only have basic theoretical knowledge from the issue of career counseling and career education, and at a low level they find a link between the acquired knowledge and counseling the environment.
Grade Fx – the student did not gain enough insight into the subject and the importance of career education and career counseling, he/she did not master the basic characteristics of the career development of a child/pupil with individual types of disabilities, he/she is unable to connect knowledge with the counseling environment.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The goal is to master the basic theories of career development, forms of career counseling, to understand the career development of individuals with a health handicap, to master and acquire the ability to use basic individual and group techniques of career education and counseling, to use the repertoire of assessment and diagnostic tools of career counseling, to apply the acquired knowledge and skills in the field of career education in an inclusive environment and in the environment of special schools, to understand the specifics of career development according to the type of disability, to be able to identify career needs, to intervene in the career development of an individual with a disadvantage.
After completion of the course, the student will master the basic topics of career counseling. He/she gets a basic overview of the theories of career counseling, he/she will understand the general laws of career development as well as the specifics of career development of individual target groups. Knows the particularities of career assessment and career diagnostics for individuals with various disabilities. The acquired knowledge can be applied in career interventions for a child/pupil with a disability in the educational environment. He/she is able to critically apply the knowledge of career counseling for individuals with various types of disabilities, to connect this knowledge with the knowledge obtained by studying profile subjects, and to apply the knowledge to the practice of career counseling. Studying the subject helps the integrated integration of the knowledge gained by studying the individual disciplines of special pedagogical counseling.

Class syllabus:
1. Career education and career counseling. Subject, meaning and goals of career counseling and career education. Career education and career counseling for people with disabilities.
2. Forms and methods of career counseling. Career interventions.

3. Provide career advice. Career counseling in the MoLSAF Department. Career services for people with disabilities.
4. Steps on the career path I.: Self-knowledge. Information about the world of work and professions. Setting goals, making decisions,
5. Steps on the career path II.: Job search strategies, job interview. Career development. Reflection of career development.
6. Specifics of career development and professional orientation of individual children/pupils with intellectual disabilities, physical disabilities,
7. Specifics of career development and professional orientation for people with hearing impairment and visual impairment.
8. Specifics of career development and professional orientation of gifted individuals and individuals with social disadvantages.
9. Theories in career counseling. Theories of career development. The importance of career theories for understanding the career development of individuals with disabilities.
10. Assessment of career development and diagnostics in career counseling and career education of individuals with disabilities.
11. Competences of a counselor in career counseling of individuals with disabilities.

Recommended literature:

Compulsory readings:

HUČÍK, J. 2007. Profesijná príprava postihnutých I. Martin: OSVETA.
AMUNDSON, N. E., HARRIS-BOWLSBEYOVÁ, J., NILES, S. G. 2012. Základné zložky kariérového poradenstva: Postupy a techniky. Bratislava: SAAIC - centrum Euroguidance. https://is.muni.cz/el/1423/jaro2015/PSY533/um/55344926/Zakladne_zlozky_karieroveho_poradenstva.pdf

Recommended readings:

HUČÍK J., GBÚR, I., PAMULA, M. 2011. Profesijná príprava žiakov s mentálnym postihnutím III. BOZP. Liptovský Ján: PROHU.
VENDEL, Š. 2007. Kariérní poradenství. Praha: Grada, 2007.
OECD. 2004. Kariérové poradenstvo. Príručka pre tvorcov koncepcií. Bratislava: OECD, SAAIC - centrum Euroguidance, 2004. Dostupné na: http://web.saaic.sk/nrcg_new/kniznica%5COECD-KP_prirucka%5CKarierove_poradenstvo-Koncepcna_prirucka.pdf
GROMA, M. 2012. Kariérové poradenstvo a facilitácia kariérového vývinu nepočujúcich. Bratislava: Univerzita Komenského v Bratislave.
Časopis Kariérové poradenstvo v teórii a praxi. http://www.euroguidance.sk/index.php?sw=6

Languages necessary to complete the course:

Slovak language, Czech language, English language (for further study)

Notes:

Past grade distribution

Total number of evaluated students: 376

A	ABS	B	C	D	E	FX
57,71	0,0	31,12	9,57	0,53	0,0	1,06

Lecturers: doc. PhDr. Marian Groma, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPOde018/22	Career education and counseling

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching, and organizational form:
2 hours of lecture, a total of 22 hours per semester, combined (mainly face-to-face)
Student workload:
11x2 hours of direct teaching = 22 hours; preparation of the seminar work (10 hours), preparation for the mid-term test (15 hours). A total of 47 hours.
Teaching Methods:
lecture, heuristic method, work with professional text and information sources, case study analysis, activating methods of education, dialogic (discussion) methods, group teaching methods, methods developing critical thinking, modeling, group and individual active social learning, experiential techniques.

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
70 % of the mid-term assessment + 30 % of the final assessment
The mid-term assessment includes the preparation of a seminar paper on a selected topic from the field of career education and career counseling of individuals with disabilities (max. 60 points).
The mid-term assessment will consist of a written test of (40 points) focused on acquired knowledge and the ability to solve a model situation in career education and career counseling of individuals with disabilities.
In order to successfully complete the subject, it is necessary to obtain at least 60 % of the point evaluation.
The rating is given on a scale:
A (100-94 %, excellent - excellent results),
B (93-86 %, very good – above average standard),
C (85-76 %, good - regular reliable work),
D (75-68 %, satisfactorily - acceptable results),
E (67-60 %, sufficient – the results meet the minimum criteria),
Fx (59-0 %, insufficient - more additional work required).
For grade A, it is necessary for students to consistently deliver excellent results throughout the semester and to be able to study independently. Students know how to choose relevant resources

for their studies, at an excellent career level, they understand the importance and tasks of career counseling and education for an individual, child/student with different types of disabilities, and they are able to apply their knowledge in the provision of career counseling services and actively participate in education components.
Grade B means that the students achieved above average results throughout the semester, demonstrated independent study, mastered the knowledge related to career counseling and career education at a very good level, and contained the acquired knowledge and acquired competences in the counseling process at a very good level.
Grade C means that the students performed normally well during the semester, their theoretical knowledge of career counseling and career education is at a good level, and they can find the use of knowledge in counseling education at a good level.
Grade D means that students are sufficiently prepared to understand career counseling and the provision of career counseling to specific groups, they have slight deficiencies in theoretical knowledge. They show partial deficiencies in the ability to connect the acquired knowledge with counseling practice, they can only partially critically analyze the information obtained and find their connection with knowledge of profiling subjects.
Grade E means that the students show serious deficiencies in more than one of the tasks, they lack the ability to analyze and compare multiple acquired knowledge, they only have basic theoretical knowledge from the issue of career counseling and career education, and at a low level they find a link between the acquired knowledge and counseling the environment.
Grade Fx – the student did not gain enough insight into the subject and the importance of career education and career counseling, he/she did not master the basic characteristics of the career development of a child/pupil with individual types of disabilities, he/she is unable to connect knowledge with the counseling environment.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The goal is to master the basic theories of career development, forms of career counseling, to understand the career development of individuals with a health handicap, to master and acquire the ability to use basic individual and group techniques of career education and counseling, to use the repertoire of assessment and diagnostic tools of career counseling, to apply the acquired knowledge and skills in the field of career education in an inclusive environment and in the environment of special schools, to understand the specifics of career development according to the type of disability, to be able to identify career needs, to intervene in the career development of an individual with a disadvantage.
After completion of the course, the student will master the basic topics of career counseling. He/she gets a basic overview of the theories of career counseling, he/she will understand the general laws of career development as well as the specifics of career development of individual target groups. Knows the particularities of career assessment and career diagnostics for individuals with various disabilities. The acquired knowledge can be applied in career interventions for a child/pupil with a disability in the educational environment. He/she is able to critically apply the knowledge of career counseling for individuals with various types of disabilities, to connect this knowledge with the knowledge obtained by studying profile subjects, and to apply the knowledge to the practice of career counseling. Studying the subject helps the integrated integration of the knowledge gained by studying the individual disciplines of special pedagogical counseling.

Class syllabus:
1. Career education and career counseling. Subject, meaning and goals of career counseling and career education. Career education and career counseling for people with disabilities.
2. Forms and methods of career counseling. Career interventions.

3. Provide career advice. Career counseling in the MoLSAF Department. Career services for people with disabilities.
4. Steps on the career path I.: Self-knowledge. Information about the world of work and professions. Setting goals, making decisions,
5. Steps on the career path II.: Job search strategies, job interview. Career development. Reflection of career development.
6. Specifics of career development and professional orientation of individual children/pupils with intellectual disabilities, physical disabilities,
7. Specifics of career development and professional orientation for people with hearing impairment and visual impairment.
8. Specifics of career development and professional orientation of gifted individuals and individuals with social disadvantages.
9. Theories in career counseling. Theories of career development. The importance of career theories for understanding the career development of individuals with disabilities.
10. Assessment of career development and diagnostics in career counseling and career education of individuals with disabilities.
11. Competences of a counselor in career counseling of individuals with disabilities.

Recommended literature:

Compulsory readings:

HUČÍK, J. 2007. Profesijná príprava postihnutých I. Martin: OSVETA.
AMUNDSON, N. E., HARRIS-BOWLSBEYOVÁ, J., NILES, S. G. 2012. Základné zložky kariérového poradenstva: Postupy a techniky. Bratislava: SAAIC - centrum Euroguidance. https://is.muni.cz/el/1423/jaro2015/PSY533/um/55344926/Zakladne_zlozky_karieroveho_poradenstva.pdf

Recommended readings:

HUČÍK J., GBÚR, I., PAMULA, M. 2011. Profesijná príprava žiakov s mentálnym postihnutím III. BOZP. Liptovský Ján: PROHU.
VENDEL, Š. 2007. Kariérní poradenství. Praha: Grada, 2007.
OECD. 2004. Kariérové poradenstvo. Príručka pre tvorcov koncepcií. Bratislava: OECD, SAAIC - centrum Euroguidance, 2004. Dostupné na: http://web.saaic.sk/nrcg_new/kniznica%5COECD-KP_prirucka%5CKarierove_poradenstvo-Koncepcna_prirucka.pdf
GROMA, M. 2012. Kariérové poradenstvo a facilitácia kariérového vývinu nepočujúcich. Bratislava: Univerzita Komenského v Bratislave.
Časopis Kariérové poradenstvo v teórii a praxi. http://www.euroguidance.sk/index.php?sw=6

Languages necessary to complete the course:

Slovak language, Czech language, English language (for further study)

Notes:

Past grade distribution

Total number of evaluated students: 376

A	ABS	B	C	D	E	FX
57,71	0,0	31,12	9,57	0,53	0,0	1,06

Lecturers: doc. PhDr. Marian Groma, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde055/22	Communication and specifics of education of the deafblind

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

Type, volume, methods and workload of the student - additional information
1L+1E - 1 hour per week lecture + 1 hour per week seminar for a total of 22 hours per semester, full-time or combined
Student workload:
1L+1E - 1 hour of lectures/1 hour of seminars -11x 2 hours of direct teaching = 22 hours; 20 hours preparation of term papers; 18 hours preparation for the final test. Total 60 hours of student work.
Learning methods:
Monological - lecture, interpretation, dialogical - interview, discussion, problem-based methods - creating mind maps, brainstorming, situational methods - case studies, practical methods - practicing and creating communication situations, creating specific aids for children/pupils with deafblindness, creating preparations for teaching.

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Multiple term papers must be completed during the course (40 points), and the student comes to the seminar prepared (10 points). The final assessment is in the form of a test (50 points), for which the student must obtain a minimum of 50% points.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E-minimally acceptable performance, student has learned minimally

and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student will gain basic theoretical knowledge about deafblindness (definitions, classification, implications) and more detailed information about Usher syndrome. The student will acquire knowledge about the sequence of acquisition of different communication forms by children/pupils with deafblindness. The student will learn the basic rules of communication with deafblind persons. The student will acquire information about the van Dijk method of deafblind education and the possibilities of its use in the conditions of our special school for the deafblind.

Class syllabus:
1. Deafblindness - basic characteristics, medical and functional definitions. 2. Classification of persons with deafblindness (according to the degree of dual disability, according to the time of onset of deafblindness, according to the mode of communication, according to the contact of DB with the outside world, according to the level of activities, according to the forms of deafblindness). 3. Etiology of deafblindness - the most common causes of deafblindness, prevalence, incidence of deafblindness. 4. Basis of communication in DB, establishing contact and forming an emotional bond, degree of interaction. 5. Theory of stages of DB communication, stages of van Dijk's teaching method. 6. Communication of DB persons - principles of communication. 7. Developmental stages of communication of deafblind persons - non-symbolic communication, use of real objects, two-dimensional representation of objects, gesticulation, signing communication (hand signing) communication techniques based on the spoken word system, finger alphabet, dot writing - Braille, palm communication systems (Lorm's alphabet, tip alphabet, writing printed letters in the palm of the hand, written writing, spoken language. 8. 14 Learning Strategies for DB Children.

Recommended literature:
Compulsory readings:
TARCSIOVÁ, D. Poruchy a špecifiká komunikácie u hluchoslepých. Vnútorný materiál - nepublikovaný 59 s.
LUDÍKOVÁ, L. 2000. Vzdělávaní hluchoslepých I. Scientia, Praha, 2000. 74 s. ISBN 80-7183-225-1
SOURALOVÁ, E. 2000. Vzdělávaní hluchoslepých II. Scientia :Praha, 2000. 78s. ISBN 80-7183-226-80.
Recommended readings:
KOWALIK,S.-BANKA,A. 2000. Perspektivy rehabilitace hluchoslepých. Wagner Press, Praha 2000, s. 33 –39. s. 5-7. - ISSN 1335-1397
TARCSIOVÁ, D. 2012.Výzvy v špeciálnej pedagogike a špeciálnej andragogike - hluchoslepé osoby, s bližším zameraním na osoby s Usherovým syndrómom In: Špeciálna andragogika v rovine teoretickej i aplikačnej [elektronický zdroj]. - Bratislava : Iris, 2012. – S. 168-175 [CD-ROM]. - ISBN 978-80-89238-67-5
TARCSIOVÁ, D.- HOLENOVÁ, R. 2012.Východiská pre vedecko-výskumnú činnosť v pedagogike hluchoslepých na Slovensku na základe analýzy zahraničných vedeckých štúdií v rokoch 1970-2012 . In: Paedagogica specialis 29. - Bratislava : Univerzita Komenského v Bratislave, 2015. - S. 318-329. ISBN 978-80-223-4010-6

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

Notes:

Past grade distribution Total number of evaluated students: 190						
A	ABS	B	C	D	E	FX
63,68	0,0	23,16	8,42	3,16	1,58	0,0
Lecturers: prof. PaedDr. Darina Tarcsiová, PhD.						
Last change: 20.10.2025						
Approved by: prof. PaedDr. Darina Tarcsiová, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde055/22	Communication and specifics of education of the deafblind

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

Type, volume, methods and workload of the student - additional information
1L+1E - 1 hour per week lecture + 1 hour per week seminar for a total of 22 hours per semester, full-time or combined
Student workload:
1L+1E - 1 hour of lectures/1 hour of seminars -11x 2 hours of direct teaching = 22 hours; 20 hours preparation of term papers; 18 hours preparation for the final test. Total 60 hours of student work.
Learning methods:
Monological - lecture, interpretation, dialogical - interview, discussion, problem-based methods - creating mind maps, brainstorming, situational methods - case studies, practical methods - practicing and creating communication situations, creating specific aids for children/pupils with deafblindness, creating preparations for teaching.

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Multiple term papers must be completed during the course (40 points), and the student comes to the seminar prepared (10 points). The final assessment is in the form of a test (50 points), for which the student must obtain a minimum of 50% points.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E-minimally acceptable performance, student has learned minimally

and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student will gain basic theoretical knowledge about deafblindness (definitions, classification, implications) and more detailed information about Usher syndrome. The student will acquire knowledge about the sequence of acquisition of different communication forms by children/pupils with deafblindness. The student will learn the basic rules of communication with deafblind persons. The student will acquire information about the van Dijk method of deafblind education and the possibilities of its use in the conditions of our special school for the deafblind.

Class syllabus:
1. Deafblindness - basic characteristics, medical and functional definitions. 2. Classification of persons with deafblindness (according to the degree of dual disability, according to the time of onset of deafblindness, according to the mode of communication, according to the contact of DB with the outside world, according to the level of activities, according to the forms of deafblindness). 3. Etiology of deafblindness - the most common causes of deafblindness, prevalence, incidence of deafblindness. 4. Basis of communication in DB, establishing contact and forming an emotional bond, degree of interaction. 5. Theory of stages of DB communication, stages of van Dijk's teaching method. 6. Communication of DB persons - principles of communication. 7. Developmental stages of communication of deafblind persons - non-symbolic communication, use of real objects, two-dimensional representation of objects, gesticulation, signing communication (hand signing) communication techniques based on the spoken word system, finger alphabet, dot writing - Braille, palm communication systems (Lorm's alphabet, tip alphabet, writing printed letters in the palm of the hand, written writing, spoken language. 8. 14 Learning Strategies for DB Children.

Recommended literature:
Compulsory readings:
TARCSIOVÁ, D. Poruchy a špecifiká komunikácie u hluchoslepých. Vnútorný materiál - nepublikovaný 59 s.
LUDÍKOVÁ, L. 2000. Vzdělávaní hluchoslepých I. Scientia, Praha, 2000. 74 s. ISBN 80-7183-225-1
SOURALOVÁ, E. 2000. Vzdělávaní hluchoslepých II. Scientia :Praha, 2000. 78s. ISBN 80-7183-226-80.
Recommended readings:
KOWALIK,S.-BANKA,A. 2000. Perspektivy rehabilitace hluchoslepých. Wagner Press, Praha 2000, s. 33 –39. s. 5-7. - ISSN 1335-1397
TARCSIOVÁ, D. 2012.Výzvy v špeciálnej pedagogike a špeciálnej andragogike - hluchoslepé osoby, s bližším zameraním na osoby s Usherovým syndrómom In: Špeciálna andragogika v rovine teoretickej i aplikačnej [elektronický zdroj]. - Bratislava : Iris, 2012. – S. 168-175 [CD-ROM]. - ISBN 978-80-89238-67-5
TARCSIOVÁ, D.- HOLENOVÁ, R. 2012.Východiská pre vedecko-výskumnú činnosť v pedagogike hluchoslepých na Slovensku na základe analýzy zahraničných vedeckých štúdií v rokoch 1970-2012 . In: Paedagogica specialis 29. - Bratislava : Univerzita Komenského v Bratislave, 2015. - S. 318-329. ISBN 978-80-223-4010-6

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

Notes:

Past grade distribution Total number of evaluated students: 190						
A	ABS	B	C	D	E	FX
63,68	0,0	23,16	8,42	3,16	1,58	0,0
Lecturers: prof. PaedDr. Darina Tarcsiová, PhD.						
Last change: 20.10.2025						
Approved by: prof. PaedDr. Darina Tarcsiová, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde032/22	Communication in sign language I

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

Type, volume, methods and workload of the student - additional information
2E- two hours of full-time or combined 11x2hour practicum for a total of 22 hours per semester.
Student workload:
2E - 11x 2 hours of direct instruction = 22 hours; 18 hours of preparation for the midterm assessment; 20 hours of preparation for the final test. Total 60 hours of student work.
Learning methods:
Small group work, role-play method, didactic games, rehearsal

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
During the semester the student will be evaluated by two control tests (2x max. 50 points). The tests are focused on practical mastery of individual lessons from the course.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
A-Excellent performance, student knows/mastered/practically and theoretically mastered lessons from selected sign language topics, able to apply to practice; B-Excellent performance, student knows/mastered, practically and theoretically mastered lessons from basic sign language topics, able to apply to practice; C-good performance, student knows/learns, practically masters lessons from selected sign language topics, partially able to apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice, partially practically and theoretically masters lessons from selected sign language topics; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the specified criteria.

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

Learning outcomes:
After completing the course, the student is able to handle basic communication with persons with hearing loss on the topics covered, knows the practical difference between different forms of sign communication, knows the reasons for their use, knows the basic signing vocabulary on selected topics and is able to apply it in practice in various communication situations.
The student develops communication skills, organizational skills, interpersonal skills, creativity, abstract thinking skills, motivation, ability to learn, ability to communicate in a manual form of communication.

Class syllabus:
1.Introduction to the subject - theoretical basics of sign language communication 2.First contact (greetings, basic phrases), 3. People and family, 4.Fruit and vegetables, 5.Food and drinks, 6.Colours and numbers, 7.Clothes, 8.Animals, 9.Transport, 10.Question and answer

Recommended literature:
Compulsory readings:
TARCSIOVÁ, D., - urobené videosekvencie. Link:
https://www.youtube.com/channel/UCzvLexnNmS5lusi4GBjSqsw
TARCSIOVÁ, D., 2010. Základy posunkového jazyka pre študentov.1. vyd. Bratislava: Mabag, 2010. [CDEROM] ISBN 978-80-89113-80-4.
Učebnice jednotlivých predmetov na 1. stupni ZŠ.
Recommended readings:
GÁLOVÁ, D., HOLUBOVÁ, V, VOJTECHOVSKÝ, R., eds., 2008. Rozprávky v posunkovom jazyku (DVD). Bratislava: SNEPEDA.
Ezopové bájky v slovenskom posunkovom jazyku (DVD), 2016, Bratislava: Myslím – centrum kultúry Nepočujúcich
Rozprávky v SPJ (DVD), Bratislava: Myslím-centrum kultúry Nepočujúcich
Posunkuj hravo (aplikácia), 2018. Infosluch OZ.
KOUDELKOVÁ, Š. a TARCSIOVÁ, D.,2017. Posunkuj so mnou: Základná posunková zásoba pre deti so sluchovým postihnutím, Bratislava: IRIS s.r.o., 202 s., ISBN 9788082000156.. ISBN 80-969112-7-9.

Languages necessary to complete the course:
Slovak language and sign language

Notes:

Past grade distribution
Total number of evaluated students: 79

A	ABS	B	C	D	E	FX
51,9	0,0	34,18	10,13	0,0	0,0	3,8

Lecturers: Mgr. Miroslava Tomášková, PhD., Mgr. Kristína Ondrašinová, PhD.

Last change: 14.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde032/22	Communication in sign language I

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

Type, volume, methods and workload of the student - additional information
2E- two hours of full-time or combined 11x2hour practicum for a total of 22 hours per semester.
Student workload:
2E - 11x 2 hours of direct instruction = 22 hours; 18 hours of preparation for the midterm assessment; 20 hours of preparation for the final test. Total 60 hours of student work.
Learning methods:
Small group work, role-play method, didactic games, rehearsal

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
During the semester the student will be evaluated by two control tests (2x max. 50 points). The tests are focused on practical mastery of individual lessons from the course.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
A-Excellent performance, student knows/mastered/practically and theoretically mastered lessons from selected sign language topics, able to apply to practice; B-Excellent performance, student knows/mastered, practically and theoretically mastered lessons from basic sign language topics, able to apply to practice; C-good performance, student knows/learns, practically masters lessons from selected sign language topics, partially able to apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice, partially practically and theoretically masters lessons from selected sign language topics; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the specified criteria.

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

Learning outcomes:
After completing the course, the student is able to handle basic communication with persons with hearing loss on the topics covered, knows the practical difference between different forms of sign communication, knows the reasons for their use, knows the basic signing vocabulary on selected topics and is able to apply it in practice in various communication situations.
The student develops communication skills, organizational skills, interpersonal skills, creativity, abstract thinking skills, motivation, ability to learn, ability to communicate in a manual form of communication.

Class syllabus:
1.Introduction to the subject - theoretical basics of sign language communication 2.First contact (greetings, basic phrases), 3. People and family, 4.Fruit and vegetables, 5.Food and drinks, 6.Colours and numbers, 7.Clothes, 8.Animals, 9.Transport, 10.Question and answer

Recommended literature:
Compulsory readings:
TARCSIOVÁ, D., - urobené videosekvencie. Link:
https://www.youtube.com/channel/UCzvLexnNmS5lusi4GBjSqsw
TARCSIOVÁ, D., 2010. Základy posunkového jazyka pre študentov.1. vyd. Bratislava: Mabag, 2010. [CDEROM] ISBN 978-80-89113-80-4.
Učebnice jednotlivých predmetov na 1. stupni ZŠ.
Recommended readings:
GÁLOVÁ, D., HOLUBOVÁ, V, VOJTECHOVSKÝ, R., eds., 2008. Rozprávky v posunkovom jazyku (DVD). Bratislava: SNEPEDA.
Ezopové bájky v slovenskom posunkovom jazyku (DVD), 2016, Bratislava: Myslím – centrum kultúry Nepočujúcich
Rozprávky v SPJ (DVD), Bratislava: Myslím-centrum kultúry Nepočujúcich
Posunkuj hravo (aplikácia), 2018. Infosluch OZ.
KOUDELKOVÁ, Š. a TARCSIOVÁ, D.,2017. Posunkuj so mnou: Základná posunková zásoba pre deti so sluchovým postihnutím, Bratislava: IRIS s.r.o., 202 s., ISBN 9788082000156.. ISBN 80-969112-7-9.

Languages necessary to complete the course:
Slovak language and sign language

Notes:

Past grade distribution
Total number of evaluated students: 79

A	ABS	B	C	D	E	FX
51,9	0,0	34,18	10,13	0,0	0,0	3,8

Lecturers: Mgr. Miroslava Tomášková, PhD., Mgr. Kristína Ondrašinová, PhD.

Last change: 14.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde056/22	Communication in sign language II

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

Type, volume, methods and workload of the student - additional information
2E - Two hours of full-time or combined 11x2-hour practicum, for a total of 22 hours per semester.
Student workload:
2E - 11x 2 hours of direct instruction = 22 hours; 18 hours of preparation for the midterm assessment; 20 hours of preparation for the final test. Total 60 hours of student work.
Learning methods:
Small group work, role-play method, didactic games, rehearsal

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites: PdF.KŠP/M-SPPde032/22 - Communication in sign language I

Course requirements:
During the semester the student will be evaluated by two control tests (2x max. 50 points). The tests are focused on practical mastery of individual lessons from the course.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
A-Excellent performance, student knows/mastered/practically and theoretically mastered lessons from selected sign language topics, able to apply to practice; B-Excellent performance, student knows/mastered, practically and theoretically mastered lessons from basic sign language topics, able to apply to practice; C-good performance, student knows/learns, practically masters lessons from selected sign language topics, partially able to apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice, partially practically and theoretically masters lessons from selected sign language topics; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the specified criteria.

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

Learning outcomes:
After completing the course, the student is able to handle basic communication with persons with hearing loss on the topics covered, knows the practical difference between different forms of sign communication, knows the reasons for their use, knows the basic signing vocabulary on selected topics and is able to apply it in practice in various communication situations.
The student develops communication skills, organizational skills, interpersonal skills, creativity, abstract thinking skills, motivation, ability to learn, ability to communicate in a manual form of communication.

Class syllabus:
Basic characteristics of sign language, differences - regional, school signing, children's signing, indirect naming in sign language. Lessons in sign language according to thematic areas: people, persons, family, greetings, city, street, school, holidays, toys, time, months, days of the week, illness and health.

Recommended literature:
Compulsory readings:
TARCSIOVÁ, D., - urobené videosekvencie. Link:
https://www.youtube.com/channel/UCzvLexnNmS5lusi4GBjSqsw
TARCSIOVÁ, D., 2010. Základy posunkového jazyka pre študentov.1. vyd. Bratislava: Mabag, 2010. [CDEROM] ISBN 978-80-89113-80-4.
Učebnice jednotlivých predmetov na 1. stupni ZŠ.
Recommended readings:
GÁLOVÁ, D., HOLUBOVÁ, V, VOJTECHOVSKÝ, R., eds., 2008. Rozprávky v posunkovom jazyku (DVD). Bratislava: SNEPEDA.
Ezopové bájky v slovenskom posunkovom jazyku (DVD), 2016, Bratislava: Myslím – centrum kultúry Nepočujúcich
Rozprávky v SPJ (DVD), Bratislava: Myslím-centrum kultúry Nepočujúcich
Posunkuj hravo (aplikácia), 2018. Infosluch OZ.
KOUDELKOVÁ, Š. a TARCSIOVÁ, D.,2017. Posunkuj so mnou: Základná posunková zásoba pre deti so sluchovým postihnutím, Bratislava: IRIS s.r.o., 202 s., ISBN 9788082000156.. ISBN 80-969112-7-9.

Languages necessary to complete the course:
Slovak language and sign language

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Miroslava Tomášková, PhD., Mgr. Kristína Ondrašinová, PhD.

Last change: 14.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde056/22	Communication in sign language II

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

Type, volume, methods and workload of the student - additional information
2E - Two hours of full-time or combined 11x2-hour practicum, for a total of 22 hours per semester.
Student workload:
2E - 11x 2 hours of direct instruction = 22 hours; 18 hours of preparation for the midterm assessment; 20 hours of preparation for the final test. Total 60 hours of student work.
Learning methods:
Small group work, role-play method, didactic games, rehearsal

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites: PdF.KŠP/M-SPPde032/22 - Communication in sign language I

Course requirements:
During the semester the student will be evaluated by two control tests (2x max. 50 points). The tests are focused on practical mastery of individual lessons from the course.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
A-Excellent performance, student knows/mastered/practically and theoretically mastered lessons from selected sign language topics, able to apply to practice; B-Excellent performance, student knows/mastered, practically and theoretically mastered lessons from basic sign language topics, able to apply to practice; C-good performance, student knows/learns, practically masters lessons from selected sign language topics, partially able to apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice, partially practically and theoretically masters lessons from selected sign language topics; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the specified criteria.

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

Learning outcomes:
After completing the course, the student is able to handle basic communication with persons with hearing loss on the topics covered, knows the practical difference between different forms of sign communication, knows the reasons for their use, knows the basic signing vocabulary on selected topics and is able to apply it in practice in various communication situations.
The student develops communication skills, organizational skills, interpersonal skills, creativity, abstract thinking skills, motivation, ability to learn, ability to communicate in a manual form of communication.

Class syllabus:
Basic characteristics of sign language, differences - regional, school signing, children's signing, indirect naming in sign language. Lessons in sign language according to thematic areas: people, persons, family, greetings, city, street, school, holidays, toys, time, months, days of the week, illness and health.

Recommended literature:
Compulsory readings:
TARCSIOVÁ, D., - urobené videosekvencie. Link:
https://www.youtube.com/channel/UCzvLexnNmS5lusi4GBjSqsw
TARCSIOVÁ, D., 2010. Základy posunkového jazyka pre študentov.1. vyd. Bratislava: Mabag, 2010. [CDEROM] ISBN 978-80-89113-80-4.
Učebnice jednotlivých predmetov na 1. stupni ZŠ.
Recommended readings:
GÁLOVÁ, D., HOLUBOVÁ, V, VOJTECHOVSKÝ, R., eds., 2008. Rozprávky v posunkovom jazyku (DVD). Bratislava: SNEPEDA.
Ezopové bájky v slovenskom posunkovom jazyku (DVD), 2016, Bratislava: Myslím – centrum kultúry Nepočujúcich
Rozprávky v SPJ (DVD), Bratislava: Myslím-centrum kultúry Nepočujúcich
Posunkuj hravo (aplikácia), 2018. Infosluch OZ.
KOUDELKOVÁ, Š. a TARCSIOVÁ, D.,2017. Posunkuj so mnou: Základná posunková zásoba pre deti so sluchovým postihnutím, Bratislava: IRIS s.r.o., 202 s., ISBN 9788082000156.. ISBN 80-969112-7-9.

Languages necessary to complete the course:
Slovak language and sign language

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Miroslava Tomášková, PhD., Mgr. Kristína Ondrašinová, PhD.

Last change: 14.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde027/22	Comparative special pedagogy and alternative directions

Educational activities:
Type of activities: lecture
Number of hours:
per week: 1 **per level/semester:** 13
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
1L, 1 hour per week in the form of a lecture, total of 11 hours per semester, full-time or combined method.
Student workload:
1L (2 credits): 11x 1 hours of direct instruction = 11 hours; 20 hours of seminar paper preparation; 7 hours of midterm test preparation, 20 hours of final exam (test) preparation. Total 58 hours of student work.
Learning methods:
Monological methods (lecturing, interpretation, explanation), dialogical methods (interview, discussion), situational methods (case studies)

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The student prepares a seminar paper with a score of 50 points. The student takes a mid-term test with a score of 20 points. The course is completed with an assessment - a final written test of the acquired knowledge for the whole semester with a score of 30 points.
A final grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points and a grade of E requires at least 60 points. Credit will not be awarded to a student who earns less than 59 points for the entire semester. To pass the course, a minimum score of 60% is required.
Grades are awarded on a scale:
A (100-91%, excellent - outstanding). A student in the high above average band has mastered the knowledge of comparing different conceptual, thought, and alternative strands of special education. The student has mastered knowledge at a high above average level about different school systems and within them the systems of special schools and institutions in the Slovak Republic as well as internationally. By comparing at a high above-average level, he arrived at an optimal view of the system of organizational systems, schools and facilities, by comparing concepts, he arrived at critical thinking.
B (90-81%, very good - above average standard, excellent performance). The student can/does meet the learning outcomes specifically outlined above at an A-grade level above average, but critical thinking is borderline.

C (80-73%, good - normal reliable work, good performance). Although student knows but cannot apply to practice, student in the average range is proficient in the learning outcomes specifically broken down above at the A rating),
D (72-66%, satisfactory - acceptable performance). Student knows, but in satisfactory form. Student has satisfactory mastery of the learning outcomes specifically itemized above for an A rating. Further self-study and acquisition of additional practical skills is expected, although results are acceptable.
E (65-60%, satisfactory - results meet minimum criteria). The student knows the basic knowledge meeting the minimum criteria. Student knows with minimum criteria the learning outcomes specifically broken down above for the A assessment. Further self-study and acquisition of additional practical skills is expected as the results are borderline underperforming.
Fx (59-0%, inadequate - extra work required). Student is not proficient with even the minimum criteria learning outcomes specifically broken down above for an A grade, Repeat course is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student will gain knowledge of comparing different conceptual, ideological, and alternative schools of thought in special education. The student will acquire knowledge about different school systems and within them the systems of special schools and institutions in Slovakia and internationally. Through comparison, the student will arrive at an optimal view of the system of organizational systems, schools and facilities, and through comparison of concepts, the student will arrive at critical thinking.
Other competences: communication skills, organisational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.

Class syllabus:
The content of the course is conceived as a summary of knowledge related to the issue of comparative special pedagogy, the subject of which is the comparison of special education systems either as a whole or their individual components and also alternative approaches to the education of individuals with SEN. Comparative special pedagogy compares the aims, content, methods, principles, organisational forms of special education, as well as the concepts, forms and content of the training of special educators. This knowledge is important and binding for the work of pedagogical staff - special educators - teachers and school special educators as well as for professional staff - special educators from counselling and prevention institutions.
Main themes of the course: Conception and subject of comparative (international) pedagogy and comparative special pedagogy. Theory and methodology of comparative special pedagogy. International Standard Classification of Education ISCED - 2011. Educational system in the Slovak Republic. The system of special schools and institutions in the Slovak Republic. Educational systems abroad. Inclusive education in Slovakia and selected countries. Alternative directions in special education. Traditional versus alternative education. Comparison of different theoretical concepts of special pedagogy.

Recommended literature:
Compulsory/Recommended readings:
ORIEŠČIKOVÁ, H., BIŠČO KASTELOVÁ, A., SKOKANOVÁ, A., VAŠEK, Š. 2010. Komparatívna špeciálna pedagogika. - 1. vyd. - Ružomberok: VERBUM - vydavateľstvo KU, 2010. ISBN 978-80-8084-536-0.
Recommended readings:
BAZALOVÁ,B.2006. Vzdělávání žáku se speciálními vzdělávacími potřebami v zemích Evropské un e a v dalších vybraných zemích. Brno : Masarykova Univerzita, 2006.

BIŠČO KASTELOVÁ, A. 2007. Vysokoškolské systémy vzdelávania špeciálnych pedagógov na Slovensku a v niektorých európskych krajinách: Slovensko, Česká republika, Maďarsko a Poľsko. In: Retrospektíva a perspektívy poslania Pedagogickej fakulty Univerzity Komenského v Bratislave. - Bratislava : Univerzita Komenského, Pedagogická fakulta, 2007. - S. 475-479. - ISBN 978-80-223-2412-0.
BIŠČO KASTELOVÁ, A. 2010. Koncepcia edukácie žiakov so špeciálnymi edukačnými potrebami v Rakúsku.In: Paedagogica specialis 24. - Bratislava: Univerzita Komenského, 2010. - S. 189-195. - ISBN 978-80-223-2861-6
BIŠČO KASTELOVÁ, A. 2009. Koncepcia edukácie žiakov so špeciálnymi edukačnými potrebami v Nemecku. In: Aktuálne otázky špeciálnej pedagogiky na Slovensku [elektronický zdroj]. - Senec: Slovenská únia mediátorov, 2009. - S. 62-69 [CD-ROM]. - ISBN 978-80-970251-2-0
GROMA, M., BIŠČO KASTELOVÁ, A., VANČOVÁ, A. 2016. Kariérové poradenstvo a pedeutológia v podmienkach inkluzívneho vzdelávania. 1. vyd. - Bratislava : Iris, 2016.
HELMINGOVÁ, H. 1992. Pedagogika M. Montessoriovej. Bratislava: SPN, 1992.
PRÚCHA, J. 1999. Vzdělávání a školství ve světě. Praha : Portál, 1999.
VALENTA, M., MULLER, O. 1998. Kapitoly ze srovnávací pedagogiky obecné i speciální, Olomouc: Netopejr, 1998.
VANČOVÁ, A., BIŠČO KASTELOVÁ, A., HARČARÍKOVÁ, T. 2018. University education of special pedagogues in Slovakia - theoretical background, comparative research analysis and current situation. In: Teória a praxeológia výchovnej a komplexnej rehabilitácie: zborník vedeckých príspevkov. - Brno: MSD, 2018. - S. 38-56. - ISBN 978-80-7392-286-3.
VAŠEK, Š. 2008. Základy špeciálnej pedagogiky. Bratislava: Sapientia, 2008. ISBN 978-8089-229-
11-6.
ZELINA, M. 2000. Alternatívne školstvo. Bratislava: Iris, 2000.

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

Notes:

Past grade distribution
Total number of evaluated students: 310

A	ABS	B	C	D	E	FX
93,55	0,0	4,19	0,65	0,0	0,0	1,61

Lecturers: doc. PhDr. Alexandra Biščo Kastelová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde027/22	Comparative special pedagogy and alternative directions

Educational activities:
Type of activities: lecture
Number of hours:
per week: 1 **per level/semester:** 13
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
1L, 1 hour per week in the form of a lecture, total of 11 hours per semester, full-time or combined method.
Student workload:
1L (2 credits): 11x 1 hours of direct instruction = 11 hours; 20 hours of seminar paper preparation; 7 hours of midterm test preparation, 20 hours of final exam (test) preparation. Total 58 hours of student work.
Learning methods:
Monological methods (lecturing, interpretation, explanation), dialogical methods (interview, discussion), situational methods (case studies)

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The student prepares a seminar paper with a score of 50 points. The student takes a mid-term test with a score of 20 points. The course is completed with an assessment - a final written test of the acquired knowledge for the whole semester with a score of 30 points.
A final grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points and a grade of E requires at least 60 points. Credit will not be awarded to a student who earns less than 59 points for the entire semester. To pass the course, a minimum score of 60% is required.
Grades are awarded on a scale:
A (100-91%, excellent - outstanding). A student in the high above average band has mastered the knowledge of comparing different conceptual, thought, and alternative strands of special education. The student has mastered knowledge at a high above average level about different school systems and within them the systems of special schools and institutions in the Slovak Republic as well as internationally. By comparing at a high above-average level, he arrived at an optimal view of the system of organizational systems, schools and facilities, by comparing concepts, he arrived at critical thinking.
B (90-81%, very good - above average standard, excellent performance). The student can/does meet the learning outcomes specifically outlined above at an A-grade level above average, but critical thinking is borderline.

C (80-73%, good - normal reliable work, good performance). Although student knows but cannot apply to practice, student in the average range is proficient in the learning outcomes specifically broken down above at the A rating),
D (72-66%, satisfactory - acceptable performance). Student knows, but in satisfactory form. Student has satisfactory mastery of the learning outcomes specifically itemized above for an A rating. Further self-study and acquisition of additional practical skills is expected, although results are acceptable.
E (65-60%, satisfactory - results meet minimum criteria). The student knows the basic knowledge meeting the minimum criteria. Student knows with minimum criteria the learning outcomes specifically broken down above for the A assessment. Further self-study and acquisition of additional practical skills is expected as the results are borderline underperforming.
Fx (59-0%, inadequate - extra work required). Student is not proficient with even the minimum criteria learning outcomes specifically broken down above for an A grade, Repeat course is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student will gain knowledge of comparing different conceptual, ideological, and alternative schools of thought in special education. The student will acquire knowledge about different school systems and within them the systems of special schools and institutions in Slovakia and internationally. Through comparison, the student will arrive at an optimal view of the system of organizational systems, schools and facilities, and through comparison of concepts, the student will arrive at critical thinking.
Other competences: communication skills, organisational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.

Class syllabus:
The content of the course is conceived as a summary of knowledge related to the issue of comparative special pedagogy, the subject of which is the comparison of special education systems either as a whole or their individual components and also alternative approaches to the education of individuals with SEN. Comparative special pedagogy compares the aims, content, methods, principles, organisational forms of special education, as well as the concepts, forms and content of the training of special educators. This knowledge is important and binding for the work of pedagogical staff - special educators - teachers and school special educators as well as for professional staff - special educators from counselling and prevention institutions.
Main themes of the course: Conception and subject of comparative (international) pedagogy and comparative special pedagogy. Theory and methodology of comparative special pedagogy. International Standard Classification of Education ISCED - 2011. Educational system in the Slovak Republic. The system of special schools and institutions in the Slovak Republic. Educational systems abroad. Inclusive education in Slovakia and selected countries. Alternative directions in special education. Traditional versus alternative education. Comparison of different theoretical concepts of special pedagogy.

Recommended literature:
Compulsory/Recommended readings:
ORIEŠČIKOVÁ, H., BIŠČO KASTELOVÁ, A., SKOKANOVÁ, A., VAŠEK, Š. 2010. Komparatívna špeciálna pedagogika. - 1. vyd. - Ružomberok: VERBUM - vydavateľstvo KU, 2010. ISBN 978-80-8084-536-0.
Recommended readings:
BAZALOVÁ,B.2006. Vzdělávání žáku se speciálními vzdělávacími potřebami v zemích Evropské un e a v dalších vybraných zemích. Brno : Masarykova Univerzita, 2006.

BIŠČO KASTELOVÁ, A. 2007. Vysokoškolské systémy vzdelávania špeciálnych pedagógov na Slovensku a v niektorých európskych krajinách: Slovensko, Česká republika, Maďarsko a Poľsko. In: Retrospektíva a perspektívy poslania Pedagogickej fakulty Univerzity Komenského v Bratislave. - Bratislava : Univerzita Komenského, Pedagogická fakulta, 2007. - S. 475-479. - ISBN 978-80-223-2412-0.
BIŠČO KASTELOVÁ, A. 2010. Koncepcia edukácie žiakov so špeciálnymi edukačnými potrebami v Rakúsku.In: Paedagogica specialis 24. - Bratislava: Univerzita Komenského, 2010. - S. 189-195. - ISBN 978-80-223-2861-6
BIŠČO KASTELOVÁ, A. 2009. Koncepcia edukácie žiakov so špeciálnymi edukačnými potrebami v Nemecku. In: Aktuálne otázky špeciálnej pedagogiky na Slovensku [elektronický zdroj]. - Senec: Slovenská únia mediátorov, 2009. - S. 62-69 [CD-ROM]. - ISBN 978-80-970251-2-0
GROMA, M., BIŠČO KASTELOVÁ, A., VANČOVÁ, A. 2016. Kariérové poradenstvo a pedeutológia v podmienkach inkluzívneho vzdelávania. 1. vyd. - Bratislava : Iris, 2016.
HELMINGOVÁ, H. 1992. Pedagogika M. Montessoriovej. Bratislava: SPN, 1992.
PRÚCHA, J. 1999. Vzdělávání a školství ve světě. Praha : Portál, 1999.
VALENTA, M., MULLER, O. 1998. Kapitoly ze srovnávací pedagogiky obecné i speciální, Olomouc: Netopejr, 1998.
VANČOVÁ, A., BIŠČO KASTELOVÁ, A., HARČARÍKOVÁ, T. 2018. University education of special pedagogues in Slovakia - theoretical background, comparative research analysis and current situation. In: Teória a praxeológia výchovnej a komplexnej rehabilitácie: zborník vedeckých príspevkov. - Brno: MSD, 2018. - S. 38-56. - ISBN 978-80-7392-286-3.
VAŠEK, Š. 2008. Základy špeciálnej pedagogiky. Bratislava: Sapientia, 2008. ISBN 978-8089-229-
11-6.
ZELINA, M. 2000. Alternatívne školstvo. Bratislava: Iris, 2000.

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

Notes:

Past grade distribution
Total number of evaluated students: 310

A	ABS	B	C	D	E	FX
93,55	0,0	4,19	0,65	0,0	0,0	1,61

Lecturers: doc. PhDr. Alexandra Biščo Kastelová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde006/22	Comprehensive and special-pedagogical diagnostics of the handicapped and disabled

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

Type, volume, methods and workload of the student - additional information
Type, scope and methods of training activities: 2P + 1S
2 hours per week in the form of a lecture and 1 hour per week in the form of a seminar, 33 hours in total per semester, full-time or combined method.
Student workload:
11x3 hours of direct teaching = 33 hours; 15 hours preparation of the seminar paper; 15 hours preparation for the midterm test, 25 hours preparation for the final exam (test). Total 88 hours of student work.
Learning methods:
Monological methods (lecturing, interpretation, explanation), dialogical methods (interview, discussion, polemic, debate, discussion, colloquium), situational methods (case studies).

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
The weighting of the interim and final evaluation is 50/50. The student will produce a seminar paper with a score of 20 points. The student will produce a midterm test with a score of 30 points. The course is completed with an assessment - a final written test of the knowledge acquired throughout the semester with a score of 50 points.
A final grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points and a grade of E requires at least 60 points. Credit will not be awarded to a student who earns less than 59 points for the entire semester. At least 60 % of the marks must be obtained to pass the course.
Grades are awarded on the basis of a scale:
A (100 - 91%, excellent - outstanding). A student in the above-average band has mastered the expanding knowledge of the theory and practice of special education diagnostics implemented in the conditions of kindergartens, elementary and secondary schools, as well as special schools. In the Highly Above Average band, the learner is able to point out the possibilities and importance of recognizing the individual characteristics of individuals with special educational needs for the sake of their adequate education, as well as obtaining valid data for the formulation of special-educational diagnostics.

B (90 - 81%, very good - above average standard, excellent performance). The student knows/ manages the learning outcomes specifically listed above for an A - above average standard, but critical thinking is borderline.
C (80 - 73%, good - normal reliable work, good performance). Although the student knows but cannot apply to practice, the student is within the average range of mastery of the learning outcomes specifically broken down above for an A grade),
D (72 - 66%, satisfactory - acceptable performance). Student knows, but in satisfactory form. Student has satisfactory mastery of the learning outcomes specifically broken down above for an A grade. Further self-study and acquisition of additional practical skills is expected, although the results are acceptable.
E (65-60%, satisfactory - results meet the minimum criteria). The student has basic knowledge that meets the minimum criteria. Student knows with minimum criteria the learning outcomes specifically broken down above for an A grade. Further self-study and acquisition of additional practical skills is expected as the results are borderline deficient.
Fx (59 - 0%, inadequate - further work required). Student does not sufficiently master even at the minimum criteria the learning outcomes specifically broken down above for an A grade, retake of the course is required.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Students will gain expanding knowledge of the theory and practice of special education diagnostics implemented in the environment of kindergartens, elementary schools, secondary schools as well as special schools. Students will be able to point out the possibilities and importance of recognizing the individual characteristics of individuals with special educational needs for the sake of their adequate education as well as to obtain valid data for the formulation of special-educational diagnostics.
Other competences: communication skills, organisational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.

Class syllabus:

The content of the course is conceived as a summary of knowledge related to the issues of special pedagogical diagnostics in the environment of kindergartens, primary schools, secondary schools and special schools, the knowledge of which is binding for the work of pedagogical staff - special educator - teacher and school special educator as well as for professional staff - special educators from counseling and prevention institutions.
Main themes of the course: Theoretical concept of complex and special pedagogical diagnostics. Current trends in diagnosing pupils with special educational needs. The process of special-educational diagnostics in the school environment. Identification of the individual characteristics of the child/pupil (basic biological, psychological and sociological aspects of the development of children and young people with special educational needs). Identification of the socio-cultural context of the child/pupil's development (different contexts of ontogenesis of the child/pupil with special educational needs; particularities of family life with a child/pupil with special educational needs). Methodological bases for the cognition of children/pupils, school class. Identification of special educational needs of a child/pupil - interpretation of diagnostic conclusions and recommendations of other specialists (their use in educational situations). Selection and application of special educational/pedagogical diagnostic methods and tools for identification of special educational needs of children/pupils. The impact of disability, disruption or threat on the child/ pupil's experience, learning and behaviour. The competencies of the school special educator in special education diagnosis. Reports of the special education examination. Diagnostics in inclusive settings. Specifics of special-pedagogical diagnostics in early and preschool age. Specifics of

special-pedagogical diagnostics in school age. Entry of the child to school - school maturity and school competence of a child with SEN. Cooperation within the multidisciplinary school team.

Recommended literature:

Compulsory/Recommended readings:

BIŠČO KASTELOVÁ, A. 2024. Diagnostika v špeciálnopedagogickom poradenstve. 2. vyd. Bratislava: Iris.

BIŠČO KASTELOVÁ, A., NÉMETH, O. 2020. Základy špeciálnopedagogickej diagnostiky a špeciálnopedagogického poradenstva. - 1. vyd. Bratislava: IRIS - Vydavateľstvo a tlač, 2020. ISBN 978-80-8200-056-9

Recommended readings:

BIŠČO KASTELOVÁ, A. 2010. Špeciálnopedagogická diagnostika v procese edukácie mentálne postihnutých. In: Edukácia mentálne postihnutých: špeciálne metodiky predmetov špeciálnej základnej školy. Bratislava: Iris, 2010. S. 93 – 130. ISBN 978-80-89256-53-2

BIŠČO KASTELOVÁ, A. 2013. Special - educational diagnostic tools for early and preschool age of a child In: Paedagogica specialis 27. Praha: Knihy nejen pro bohaté, 2013. S. 138 – 163. ISBN 978-80-86499-09-3

BIŠČO KASTELOVÁ, A. 2016. Špeciálnopedagogická diagnostika vo svetle desaťročí. In: Reflexie vývoja a trendy rozvoja špeciálnej pedagogiky na Slovensku v medzinárodných kontextoch. Bratislava: Iris, 2016. S. 93 – 103. ISBN 978-80-89726-79-0

BIŠČO KASTELOVÁ, A. NÉMETH, O. 2015. Aktuálne otázky špeciálnopedagogickej diagnostiky v ranom a predškolskom veku. In: Paedagogica specialis 29. Bratislava: Univerzita Komenského v Bratislave, 2015. S. 107 – 118. ISBN 978-80-223-4010-6

BIŠČO KASTELOVÁ, A., VANČOVÁ, A. 2016. The support of early care and early intervention for children with disabilities and some diagnostic possibilities - research findings related to Slovakia. In: Špeciálne vzdelávacie potreby: jubilejná časť konferenčného cyklu. Ružomberok: VERBUM - vydavateľstvo KU, 2016. S. 142 – 159. ISBN 978-80-561-0372-2

PŘINOSILOVÁ, D. 2007. Diagnostika ve speciální pedagogice. Brno: Paido, 2007. ISBN 978-80-7315-157-7

TICHÁ, E. 2008. Základy špeciálnopedagogickej diagnostiky. Bratislava: MABAG, 2008. ISBN 978-80-89113-60-6

VAŠEK, Š. 2004. Špeciálnopedagogická diagnostika. Bratislava: Sapientia, 2004. ISBN 80-969112-0-1.

ZELINKOVÁ, O. 2001. Pedagogická diagnostika a individuální vzdělávací program. 1.vydanie. Praha: Portál, 2001. ISBN 80-7178-544-X

Languages necessary to complete the course:

Slovak language, Czech language and English language

Notes:

Past grade distribution

Total number of evaluated students: 509

A	ABS	B	C	D	E	FX
21,02	0,0	24,56	24,95	19,45	8,45	1,57

Lecturers: doc. PhDr. Alexandra Biščo Kastelová, PhD.

Last change: 13.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde006/22	Comprehensive and special-pedagogical diagnostics of the handicapped and disabled

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

Type, volume, methods and workload of the student - additional information
Type, scope and methods of training activities: 2P + 1S
2 hours per week in the form of a lecture and 1 hour per week in the form of a seminar, 33 hours in total per semester, full-time or combined method.
Student workload:
11x3 hours of direct teaching = 33 hours; 15 hours preparation of the seminar paper; 15 hours preparation for the midterm test, 25 hours preparation for the final exam (test). Total 88 hours of student work.
Learning methods:
Monological methods (lecturing, interpretation, explanation), dialogical methods (interview, discussion, polemic, debate, discussion, colloquium), situational methods (case studies).

Number of credits: 3

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
The weighting of the interim and final evaluation is 50/50. The student will produce a seminar paper with a score of 20 points. The student will produce a midterm test with a score of 30 points. The course is completed with an assessment - a final written test of the knowledge acquired throughout the semester with a score of 50 points.
A final grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points and a grade of E requires at least 60 points. Credit will not be awarded to a student who earns less than 59 points for the entire semester. At least 60 % of the marks must be obtained to pass the course.
Grades are awarded on the basis of a scale:
A (100 - 91%, excellent - outstanding). A student in the above-average band has mastered the expanding knowledge of the theory and practice of special education diagnostics implemented in the conditions of kindergartens, elementary and secondary schools, as well as special schools. In the Highly Above Average band, the learner is able to point out the possibilities and importance of recognizing the individual characteristics of individuals with special educational needs for the sake of their adequate education, as well as obtaining valid data for the formulation of special-educational diagnostics.

B (90 - 81%, very good - above average standard, excellent performance). The student knows/ manages the learning outcomes specifically listed above for an A - above average standard, but critical thinking is borderline.
C (80 - 73%, good - normal reliable work, good performance). Although the student knows but cannot apply to practice, the student is within the average range of mastery of the learning outcomes specifically broken down above for an A grade),
D (72 - 66%, satisfactory - acceptable performance). Student knows, but in satisfactory form. Student has satisfactory mastery of the learning outcomes specifically broken down above for an A grade. Further self-study and acquisition of additional practical skills is expected, although the results are acceptable.
E (65-60%, satisfactory - results meet the minimum criteria). The student has basic knowledge that meets the minimum criteria. Student knows with minimum criteria the learning outcomes specifically broken down above for an A grade. Further self-study and acquisition of additional practical skills is expected as the results are borderline deficient.
Fx (59 - 0%, inadequate - further work required). Student does not sufficiently master even at the minimum criteria the learning outcomes specifically broken down above for an A grade, retake of the course is required.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Students will gain expanding knowledge of the theory and practice of special education diagnostics implemented in the environment of kindergartens, elementary schools, secondary schools as well as special schools. Students will be able to point out the possibilities and importance of recognizing the individual characteristics of individuals with special educational needs for the sake of their adequate education as well as to obtain valid data for the formulation of special-educational diagnostics.
Other competences: communication skills, organisational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.

Class syllabus:

The content of the course is conceived as a summary of knowledge related to the issues of special pedagogical diagnostics in the environment of kindergartens, primary schools, secondary schools and special schools, the knowledge of which is binding for the work of pedagogical staff - special educator - teacher and school special educator as well as for professional staff - special educators from counseling and prevention institutions.
Main themes of the course: Theoretical concept of complex and special pedagogical diagnostics. Current trends in diagnosing pupils with special educational needs. The process of special-educational diagnostics in the school environment. Identification of the individual characteristics of the child/pupil (basic biological, psychological and sociological aspects of the development of children and young people with special educational needs). Identification of the socio-cultural context of the child/pupil's development (different contexts of ontogenesis of the child/pupil with special educational needs; particularities of family life with a child/pupil with special educational needs). Methodological bases for the cognition of children/pupils, school class. Identification of special educational needs of a child/pupil - interpretation of diagnostic conclusions and recommendations of other specialists (their use in educational situations). Selection and application of special educational/pedagogical diagnostic methods and tools for identification of special educational needs of children/pupils. The impact of disability, disruption or threat on the child/ pupil's experience, learning and behaviour. The competencies of the school special educator in special education diagnosis. Reports of the special education examination. Diagnostics in inclusive settings. Specifics of special-pedagogical diagnostics in early and preschool age. Specifics of

special-pedagogical diagnostics in school age. Entry of the child to school - school maturity and school competence of a child with SEN. Cooperation within the multidisciplinary school team.

Recommended literature:

Compulsory/Recommended readings:

BIŠČO KASTELOVÁ, A. 2024. Diagnostika v špeciálnopedagogickom poradenstve. 2. vyd. Bratislava: Iris.

BIŠČO KASTELOVÁ, A., NÉMETH, O. 2020. Základy špeciálnopedagogickej diagnostiky a špeciálnopedagogického poradenstva. - 1. vyd. Bratislava: IRIS - Vydavateľstvo a tlač, 2020. ISBN 978-80-8200-056-9

Recommended readings:

BIŠČO KASTELOVÁ, A. 2010. Špeciálnopedagogická diagnostika v procese edukácie mentálne postihnutých. In: Edukácia mentálne postihnutých: špeciálne metodiky predmetov špeciálnej základnej školy. Bratislava: Iris, 2010. S. 93 – 130. ISBN 978-80-89256-53-2

BIŠČO KASTELOVÁ, A. 2013. Special - educational diagnostic tools for early and preschool age of a child In: Paedagogica specialis 27. Praha: Knihy nejen pro bohaté, 2013. S. 138 – 163. ISBN 978-80-86499-09-3

BIŠČO KASTELOVÁ, A. 2016. Špeciálnopedagogická diagnostika vo svetle desaťročí. In: Reflexie vývoja a trendy rozvoja špeciálnej pedagogiky na Slovensku v medzinárodných kontextoch. Bratislava: Iris, 2016. S. 93 – 103. ISBN 978-80-89726-79-0

BIŠČO KASTELOVÁ, A. NÉMETH, O. 2015. Aktuálne otázky špeciálnopedagogickej diagnostiky v ranom a predškolskom veku. In: Paedagogica specialis 29. Bratislava: Univerzita Komenského v Bratislave, 2015. S. 107 – 118. ISBN 978-80-223-4010-6

BIŠČO KASTELOVÁ, A., VANČOVÁ, A. 2016. The support of early care and early intervention for children with disabilities and some diagnostic possibilities - research findings related to Slovakia. In: Špeciálne vzdelávacie potreby: jubilejná časť konferenčného cyklu. Ružomberok: VERBUM - vydavateľstvo KU, 2016. S. 142 – 159. ISBN 978-80-561-0372-2

PŘINOSILOVÁ, D. 2007. Diagnostika ve speciální pedagogice. Brno: Paido, 2007. ISBN 978-80-7315-157-7

TICHÁ, E. 2008. Základy špeciálnopedagogickej diagnostiky. Bratislava: MABAG, 2008. ISBN 978-80-89113-60-6

VAŠEK, Š. 2004. Špeciálnopedagogická diagnostika. Bratislava: Sapientia, 2004. ISBN 80-969112-0-1.

ZELINKOVÁ, O. 2001. Pedagogická diagnostika a individuální vzdělávací program. 1.vydanie. Praha: Portál, 2001. ISBN 80-7178-544-X

Languages necessary to complete the course:

Slovak language, Czech language and English language

Notes:

Past grade distribution

Total number of evaluated students: 509

A	ABS	B	C	D	E	FX
21,02	0,0	24,56	24,95	19,45	8,45	1,57

Lecturers: doc. PhDr. Alexandra Biščo Kastelová, PhD.

Last change: 13.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-PZPde005/22	Didactics of primary education of the visually impaired

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

Type, volume, methods and workload of the student - additional information
2P+1S - 2 hours of lectures per week + 1 hour of seminar per week, total 33 hours per semester by combined method, primarily by present attendance.
Student workload: 2x11 + 1x11 - 33 hours of direct teaching; 20 hours of preparation for mid-term examination; 27 hours of preparation of semester thesis; 40 hours of preparation for final examination; TOTAL: 120 hours.
Methods of delivering the content of education: interpretation of the curriculum, lecturing, discussion, brainstorming, methods of practical activity, analysis of educational situations, self-study.

Number of credits: 4

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, the student must complete a semester paper on a topic assigned by the professor, for which he/she may earn 20 points. There will be one midterm test during the semester in which the student may earn a maximum of 20 points. In the final written test, the student may score a maximum of 60 points. A student who scores at least 25 points during the semester will be admitted to the final test.
Grades are awarded on a scale:
A (100-91 points, excellent - outstanding),
B (90-81 points, very good - above average standard),
C (80-73 points, good - normal reliable work),
D (72-66 points, satisfactory - acceptable results),
E (65-60 points, satisfactory - results meet the minimum criteria),
Fx (59-0 points, inadequate - extra work required).
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
A - excellent performance, the student masters the concepts and terminology related to didactics of primary education of the visually impaired, he/she can transfer what he/she has learnt to the practical level, he/she thinks critically and evaluates special pedagogical processes and phenomena, the term paper meets all the set criteria;

B - excellent performance, the student knows the concepts and terminology related to the didactics of primary education of the visually impaired, but there are minor deficiencies in the transfer of what has been learned; there are also minor deficiencies in the term paper; critical thinking is slightly weakened;
C - good performance, although the student has mastered the concepts and terminology related to the didactics of primary education of the visually impaired, but he/she can only partially transfer what he/she has learnt to the practical level; the term paper is slightly deficient;
D - acceptable performance, the student has only partially mastered the concepts and terminology related to the didactics of primary education of the visually impaired, he/she is only partially oriented in the issue, he/she transfers what he/she has learned to the practical level with difficulties; his/her term paper meets the criteria only partially;
E - minimally acceptable performance, the student has mastered the subject matter minimally, cannot adequately transfer what he/she has learned to the practical plane, the term paper meets only elementary criteria, critical thinking and evaluation is significantly weakened;
Fx - unacceptable performance, the student has not mastered the material, has not met the conditions set by the teacher during the semester.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The goal of the course is to provide students with theoretical knowledge and practical skills in the field of didactics of primary education of pupils with visual impairment. After completing the course, the student will be familiar with and oriented in educational programs with an emphasis on the educational program for children and pupils with visual impairment. They will acquire key competences for methodical and didactic management of the educational process at the primary level of education for the visually impaired with regard to the type and degree of their visual impairments and the consequences resulting from them. They will acquire and understand the specifics of education of the visually impaired and will be able to apply special educational procedures in the educational process using appropriate methods and didactic procedures. He/she will understand didactics as a basis for the deliberate and erudite organisation of teaching and learning processes.
The student will develop his/her communication skills, digital competences, critical thinking, contextual reasoning and creative potential.

Class syllabus:
Didactics of primary education of the visually impaired. The student will acquire knowledge in the field of terminological definition, goals, tasks, forms, methods, means of education. The student will learn to navigate in pedagogical documents.
Specific goals of education of pupils with visual impairment. The student will understand and be able to apply the principles of education and training of the visually impaired, in particular the principle of prevention of visual defectiveness, correction of visual defectiveness, the requirement of integration of the visually impaired, as well as the principle of compensation and re-education of vision. Acquire the ability to consistently apply an individual approach to a pupil with a visual impairment, taking into account the consequences of the visual impairment.
Subject of the teaching process. Development of key competences in the pupil with visual impairment. Students will understand the position of the pupil with a visual impairment in the educational process and learn effective didactic practices that support not only the pupils' knowledge potential but also their key competences (including curriculum-specific competences).
Applying didactic practices taking into account the cognitive processes, abilities, competences and individual characteristics of pupils with disabilities. Transformative and supportive components of the teaching process. Design of the teaching process.

The specifics of teaching and didactic practices for pupils in primary education in the different areas of education. Students will acquire knowledge and procedures on how to apply didactic practices in individual areas of education, especially focusing on: didactics of Slovak language and literature (area of language and communication); didactics of natural science subjects (areas of mathematics and information work, man and nature); didactics of social science subjects (areas of man and society, man and values, man and the world of work); didactics of education (areas of art and culture, health and movement). Particular attention will be paid to the acquisition of didactic procedures in the didactics of subjects from the educational field of Special Educational Support - individual tyflopedic training, orientation and mobility, movement training.
Assessment, evaluation of the educational process, didactic analysis and projection of the curriculum. The student will acquire knowledge about the methods and procedures of evaluation of the educational process, will learn what are the possibilities of analysis of the educational process.
Didactic technology, digital technologies, assistive technologies, devices and aids for the disabled in teaching. The student will acquire competences to adequately use didactic technology, digital and assistive technologies in the education of pupils with disabilities.

Recommended literature:

Compulsory readings:

LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS. S. 245. ISBN 978-80-89238-61-3.
LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.
Metodické príručky k jednotlivým predmetom vzdelávania.
Prípravy učiteľa na vyučovanie.
Vzdelávací program pre deti a žiakov so zrakovým postihnutím. Schválilo Ministerstvo školstva Slovenskej republiky pod číslom CDE2008-18550/39582-1:914 dňa 26. mája 2009.

Recommended readings:

ČAJKA, K. Úvod do pedagogiky zrakovo postihnutých. Ružomberok: PdF KU, 2007. S. 70. ISBN 978-80-8084-245-1.
FINKOVÁ, D. a kol. Speciální pedagogika osob se zrakovým postižením. Olomouc: UPOL, 2007. ISBN 978-80-24417-99-8.
NÉMETH, O.: Slabozrakosť ako pedagogický problém. Bratislava: SAPIENTIA, 1999.
JESENSKÝ, J. 2002. Edukace a rehabilitace zrakově postižených na prahu nového milénia. Hradec Králové: Gaudeamus. ISBN 80-7041-041-8.
JESENSKÝ, J. a kol. 2007. Prolegomena systému tyflorehabilitace a metodiky tyflorehabilitačních výcviků. 1. vyd. Praha: UJAK, 2007. 659 s. ISBN 978-80-86723-49-5.
POŽÁR, L. A KOL.: Školská integrácia detí a mládeže s poruchami zraku. Bratislava: UK, 1996.
RŮŽIČKOVÁ,V. Integrace zrakově postiženého žáka do základní školy. Olomouc: UP, 2006.

Languages necessary to complete the course:

slovak, czech

Notes:

Past grade distribution

Total number of evaluated students: 61

A	ABS	B	C	D	E	FX
75,41	0,0	21,31	3,28	0,0	0,0	0,0

Lecturers: doc. PaedDr. Jana Lopúchová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde038/22	Dramatherapy and bibliotherapy in special 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:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 72

A	ABS	B	C	D	E	FX
58,33	0,0	27,78	9,72	0,0	1,39	2,78

Lecturers: doc. PaedDr. Katarína Majzlanová, CSc.

Last change: 22.04.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde038/22	Dramatherapy and bibliotherapy in special 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.

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: 72

A	ABS	B	C	D	E	FX
58,33	0,0	27,78	9,72	0,0	1,39	2,78

Lecturers: doc. PaedDr. Katarína Majzlanová, CSc.

Last change: 22.04.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPOde017/22	Early intervention and early diagnosis in special education counseling

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
2S, 2 hours per week in the form of a seminar, a total of 22 hours per semester, full-time or combined method
Student workload:
2S (3 credits): 11x 2 hours of direct teaching = 22 hours; 14 hours of seminar work preparation; 22 hours of preparation for the intermediate test; 32 hours of preparation for the final exam (test). A total of 90 hours of student work.
Education Methods:
Monological methods (lecture, interpretation, explanation), dialogic methods (conversation, discussion, polemic, debate, discussion, colloquium), situational methods (case studies)

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
The student prepares a seminar paper, the point evaluation of which is 20 points. The student takes a midterm test, the score of which is 30 points. The subject is concluded with an evaluation, a final written test of the acquired knowledge for the whole semester in a point evaluation of 50 points.
At least 91 points are required to obtain a final grade A, at least 81 points to obtain a grade B, at least 73 points for a grade C, at least 66 points for a D and at least 60 points for an E grade. Credits will not be awarded to a student who earns less than 59 points for the entire semester. In order to successfully complete the subject, it is necessary to obtain at least 60 % of the point evaluation.
The rating is given on a scale:
A (100-91 %, excellent - excellent results). A student in the high above-average range has knowledge of the theoretical potential for effective recognition of the individual needs of a child with a disability and his family for the sake of early diagnosis and adequate intervention. The student controls in a well above average range the possibilities of applying developmental scales in the diagnosis of a child at an early age and creates developmental profiles of a child with a disability. He/she knows the possibilities of applying the game as a means of getting to know the individual characteristics of a child with a disability at an early age. He/she controls the forms of counseling intervention for families with a child with a disability in a well above average range. The student acquired at a high above average level the professional competence necessary for communication

and cooperation with other experts of the team involved in the early diagnostics and stimulation of a child with a disability.
B (90-81 %, very good – above average standard, excellent performance). The student knows/ masters the learning outcomes specifically detailed above at an A grade above average, but critical thinking is borderline.
C (80-73 %, good - regular reliable work, good performance). Although the student knows, but does not know how to apply in practice, the student in the average range controls the educational results specifically described above in assessment A).
D (72-66 %, satisfactorily - acceptable results). The student knows, but in a satisfactory form. The student satisfactorily controls the learning outcomes specifically described above in the assessment of A. In practice, further self-study and the acquisition of additional practical skills are expected, although the results are acceptable.
E (65-60 %, sufficient – the results meet the minimum criteria). The student knows the basic knowledge that meets the minimum criteria. The student controls with the minimum criteria the educational results specifically detailed above for grade A. In practice, further self-study and the acquisition of additional practical skills are assumed, as the results border on insufficient performance.
Fx (59-0 %, insufficient - more additional work required). The student does not have sufficient control even with the minimum criteria of the learning outcomes specifically described above for grade A. Repetition of the course is required.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student will gain knowledge about the theoretical potential for effective recognition of the individual needs of a child with a disability and his family for the sake of early diagnostics and adequate intervention. The student masters the possibilities of applying developmental scales in the diagnosis of a child at an early age, creates developmental profiles of a child with a disability. He/she knows the possibilities of applying the game as a means of getting to know the individual characteristics of a child with a disability at an early age. He/she masters the forms of counseling intervention for families with a child with a disability. He/she will acquire the professional competence necessary for communication and cooperation with other experts of the team involved in the process of early diagnosis and stimulation of a child with a disability.
Other skills: communication skills, organizational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.

Class syllabus:
The content of the subject is designed as a summary of knowledge related to the issue of early diagnostics and early intervention implemented in the environment of counseling and prevention facilities, the knowledge of which is mandatory for the work of a professional employee - field special pedagogue and special pedagogue.
Main theses on the subject: Definition, mission, and goals of early diagnostics and early stimulation of a child with disabilities. Developmental scales and the possibilities of their application in the diagnostics of children of early age. Creation of development profiles. Forms of counseling intervention for a family with a child with a disability. Parents as therapeutic partners. Selection of toys and stimulation material in the process of diagnosis and intervention. Play as a means of getting to know a child with a disability. Diagnosis of mother-and-child play. The personality and role of the counselor - field special pedagogue and special pedagogue. Cooperation within a multidisciplinary professional team.

Recommended literature:
Compulsory readings:

LOPÚCHOVÁ, J., SCHMIDTOVÁ, M., TARCSIOVÁ, D., KASTELOVÁ, A. 2013. Pedagogika zmyslovo postihnutých raného a predškolského veku. Bratislava: Iris. 2013. ISBN 978-80-89238-83-5
VANČOVÁ, A. a kol. 2012. Špeciálna pedagogika raného a predškolského veku. Bratislava: Iris. 2012. ISBN 978-80-89238-68-2
GOGOVÁ, T., BIŠČO KASTELOVÁ, A., PREČUCHOVÁ ŠTEFANOVIČOVÁ, A., ŠULOVSKÁ, M., VANČOVÁ, A. 2013. Pedagogika mentálne a viacnásobne postihnutých raného a predškolského veku. 1. vyd. Bratislava : Iris, 2013. ISBN 978-80-89238-90-3
Eurlyaid. 2021. Odporúčané postupy včasnej intervencie. Príručka pre odborníkov. Asociácia poskytovateľov a podporovateľov včasnej intervencie. https://www.eurlyaid.eu/eciguidebook-slovakedition/
Ministerstvo práce, sociálnych vecí a rodiny SR. 2023. Cesta dieťaťa v ranom veku. MPSVR SR. https://www.employment.gov.sk/files/sk/rodina-socialna-pomoc/socialne-sluzby/vcasna-intervencia-rana-starostlivost/cesta-dietata-ranom-veku-december-2023.pdf
VÚDPaP. n.d. Výkon odborných činností v ranom poradenstve. https://www.minedu.sk/data/att/d5d/33949.f20fdd.pdf
Vojtová, Z., Malík, J., Uríková, M., Lenická, L., & Lazov, E. 2023. Výkonové štandardy odborných činností. MŠVVM SR. https://www.minedu.sk/data/att/4b5/33954.ff37ee.pdf
Ministerstvo školstva, výskumu, vývoja a mládeže SR. 2022. Podporná úroveň 5. stupňa. https://www.minedu.sk/data/att/164/22166.0dd309.pdf
Recommended readings:
BIŠČOKASTELOVÁ,A.2013. Special - educational diagnostic tools for early and preschool age of a child In: Paedagogica specialis 27. - Praha: Knihy nejen pro bohaté, 2013. - S. 138-163. IS BN 978-80-86499-09-3
BIŠČO KASTELOVÁ, A. 2016. Early intervention in Slovakia. In: Educating for Democratic Governance and Global Citizenship. San Diego: World Council for Curriculum and Instruction, 2016. - S. 157-163. - ISBN 978-0-692-69768-9.
BIŠČO KASTELOVÁ, A., NÉMETH, O. 2015. Aktuálne otázky špeciálnopedagogickej diagnostiky v ranom a predškolskom veku. In: Paedagogica specialis 29. - Bratislava: Univerzita Komenského v Bratislave, 2015. - S. 107-118. - ISBN 978-80-223-4010-6
BIŠČO KASTELOVÁ, A., MOJŠOVÁ, L. 2013. Diagnostické špecifiká raného vývinu dieťaťa s ADHD. In: Výchovná a komplexná rehabilitácia postihnutých v ponímaní špeciálnej pedagogiky. - Bratislava : Iris, 2013. - S. 126-136. - ISBN 978-80-89256-93-8
LOPÚCHOVÁ, J. 2019. Raná starostlivosť o deti so zrakovým postihnutím v intenciách empirických aktivít. In: Historické reflexie a nové výzvy v slovenskej a českej špeciálnej pedagogike za posledných 100 rokov. - : 1. vyd. - Brno : MSD, 2019. - S. 67-118. ISBN 978-80-7392-303-7
LOPÚCHOVÁ, J. 2018. Raná starostlivosť o deti so zrakovým postihnutím v kontexte systematickej
starostlivosti. In: Paedagogica specialis : 32. 1. vyd. Bratislava: Univerzita Komenského v Bratislave, 2018. - S. 69-85 . ISBN 978-80-223-4610-8.
MACHONOCHIEOVÁ, A. 2001. Měsíc po měsíci první rok vašeho dítětě. 1.vydanie. Praha: Svojtka & Co., 2001. ISBN 80-7237-354-4
MONTESSORI, M. 2001. Objevování dítětě. Praha: Nakladatelství světových pedagogických směrů, 2001. ISBN 80-86-189-0-5
POUTHAS, V., JOUEN, F. 2000. Psychologie novorozence. 1.vydanie. Praha: Grada, 2000. ISBN 80-7169-960-8

STRASSMEIER, W. 2000. 260 cvičení pro děti raného věku. 2.vydanie. Praha: Portál, 2000.
TICHÁ, E. 2008. Základy špeciálnopedagogickej diagnostiky. Bratislava: MABAG, 2008. ISBN 978-80-89113-60-6
VAŠEK, Š. 2004. Špeciálnopedagogická diagnostika. Bratislava: Sapientia. ISBN 80-969112-0-1

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

Notes:

Past grade distribution
Total number of evaluated students: 397

A	ABS	B	C	D	E	FX
47,61	0,0	23,43	17,63	7,56	3,78	0,0

Lecturers: doc. PaedDr. Jana Lopúchová, PhD., Mgr. Kristína Tkáčová, PhD.

Last change: 03.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/M-SPOde017/22	**Course title:** Early intervention and early diagnosis in special education counseling
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 2S, 2 hours per week in the form of a seminar, a total of 22 hours per semester, full-time or combined method Student workload: 2S (3 credits): 11x 2 hours of direct teaching = 22 hours; 14 hours of seminar work preparation; 22 hours of preparation for the intermediate test; 32 hours of preparation for the final exam (test). A total of 90 hours of student work. Education Methods: Monological methods (lecture, interpretation, explanation), dialogic methods (conversation, discussion, polemic, debate, discussion, colloquium), situational methods (case studies)	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: The student prepares a seminar paper, the point evaluation of which is 20 points. The student takes a midterm test, the score of which is 30 points. The subject is concluded with an evaluation, a final written test of the acquired knowledge for the whole semester in a point evaluation of 50 points. At least 91 points are required to obtain a final grade A, at least 81 points to obtain a grade B, at least 73 points for a grade C, at least 66 points for a D and at least 60 points for an E grade. Credits will not be awarded to a student who earns less than 59 points for the entire semester. In order to successfully complete the subject, it is necessary to obtain at least 60 % of the point evaluation. The rating is given on a scale: A (100-91 %, excellent - excellent results). A student in the high above-average range has knowledge of the theoretical potential for effective recognition of the individual needs of a child with a disability and his family for the sake of early diagnosis and adequate intervention. The student controls in a well above average range the possibilities of applying developmental scales in the diagnosis of a child at an early age and creates developmental profiles of a child with a disability. He/she knows the possibilities of applying the game as a means of getting to know the individual characteristics of a child with a disability at an early age. He/she controls the forms of counseling intervention for families with a child with a disability in a well above average range. The student acquired at a high above average level the professional competence necessary for communication	

and cooperation with other experts of the team involved in the early diagnostics and stimulation of a child with a disability.
B (90-81 %, very good – above average standard, excellent performance). The student knows/ masters the learning outcomes specifically detailed above at an A grade above average, but critical thinking is borderline.
C (80-73 %, good - regular reliable work, good performance). Although the student knows, but does not know how to apply in practice, the student in the average range controls the educational results specifically described above in assessment A).
D (72-66 %, satisfactorily - acceptable results). The student knows, but in a satisfactory form. The student satisfactorily controls the learning outcomes specifically described above in the assessment of A. In practice, further self-study and the acquisition of additional practical skills are expected, although the results are acceptable.
E (65-60 %, sufficient – the results meet the minimum criteria). The student knows the basic knowledge that meets the minimum criteria. The student controls with the minimum criteria the educational results specifically detailed above for grade A. In practice, further self-study and the acquisition of additional practical skills are assumed, as the results border on insufficient performance.
Fx (59-0 %, insufficient - more additional work required). The student does not have sufficient control even with the minimum criteria of the learning outcomes specifically described above for grade A. Repetition of the course is required.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student will gain knowledge about the theoretical potential for effective recognition of the individual needs of a child with a disability and his family for the sake of early diagnostics and adequate intervention. The student masters the possibilities of applying developmental scales in the diagnosis of a child at an early age, creates developmental profiles of a child with a disability. He/she knows the possibilities of applying the game as a means of getting to know the individual characteristics of a child with a disability at an early age. He/she masters the forms of counseling intervention for families with a child with a disability. He/she will acquire the professional competence necessary for communication and cooperation with other experts of the team involved in the process of early diagnosis and stimulation of a child with a disability.
Other skills: communication skills, organizational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.

Class syllabus:
The content of the subject is designed as a summary of knowledge related to the issue of early diagnostics and early intervention implemented in the environment of counseling and prevention facilities, the knowledge of which is mandatory for the work of a professional employee - field special pedagogue and special pedagogue.
Main theses on the subject: Definition, mission, and goals of early diagnostics and early stimulation of a child with disabilities. Developmental scales and the possibilities of their application in the diagnostics of children of early age. Creation of development profiles. Forms of counseling intervention for a family with a child with a disability. Parents as therapeutic partners. Selection of toys and stimulation material in the process of diagnosis and intervention. Play as a means of getting to know a child with a disability. Diagnosis of mother-and-child play. The personality and role of the counselor - field special pedagogue and special pedagogue. Cooperation within a multidisciplinary professional team.

Recommended literature:
Compulsory readings:

LOPÚCHOVÁ, J., SCHMIDTOVÁ, M., TARCSIOVÁ, D., KASTELOVÁ, A. 2013. Pedagogika zmyslovo postihnutých raného a predškolského veku. Bratislava: Iris. 2013. ISBN 978-80-89238-83-5
VANČOVÁ, A. a kol. 2012. Špeciálna pedagogika raného a predškolského veku. Bratislava: Iris. 2012. ISBN 978-80-89238-68-2
GOGOVÁ, T., BIŠČO KASTELOVÁ, A., PREČUCHOVÁ ŠTEFANOVIČOVÁ, A., ŠULOVSKÁ, M., VANČOVÁ, A. 2013. Pedagogika mentálne a viacnásobne postihnutých raného a predškolského veku. 1. vyd. Bratislava : Iris, 2013. ISBN 978-80-89238-90-3
Eurlyaid. 2021. Odporúčané postupy včasnej intervencie. Príručka pre odborníkov. Asociácia poskytovateľov a podporovateľov včasnej intervencie. https://www.eurlyaid.eu/eciguidebook-slovakedition/
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VÚDPaP. n.d. Výkon odborných činností v ranom poradenstve. https://www.minedu.sk/data/att/d5d/33949.f20fdd.pdf
Vojtová, Z., Malík, J., Uríková, M., Lenická, L., & Lazov, E. 2023. Výkonové štandardy odborných činností. MŠVVM SR. https://www.minedu.sk/data/att/4b5/33954.ff37ee.pdf
Ministerstvo školstva, výskumu, vývoja a mládeže SR. 2022. Podporná úroveň 5. stupňa. https://www.minedu.sk/data/att/164/22166.0dd309.pdf
Recommended readings:
BIŠČOKASTELOVÁ,A.2013. Special - educational diagnostic tools for early and preschool age of a child In: Paedagogica specialis 27. - Praha: Knihy nejen pro bohaté, 2013. - S. 138-163. IS BN 978-80-86499-09-3
BIŠČO KASTELOVÁ, A. 2016. Early intervention in Slovakia. In: Educating for Democratic Governance and Global Citizenship. San Diego: World Council for Curriculum and Instruction, 2016. - S. 157-163. - ISBN 978-0-692-69768-9.
BIŠČO KASTELOVÁ, A., NÉMETH, O. 2015. Aktuálne otázky špeciálnopedagogickej diagnostiky v ranom a predškolskom veku. In: Paedagogica specialis 29. - Bratislava: Univerzita Komenského v Bratislave, 2015. - S. 107-118. - ISBN 978-80-223-4010-6
BIŠČO KASTELOVÁ, A., MOJŠOVÁ, L. 2013. Diagnostické špecifiká raného vývinu dieťaťa s ADHD. In: Výchovná a komplexná rehabilitácia postihnutých v ponímaní špeciálnej pedagogiky. - Bratislava : Iris, 2013. - S. 126-136. - ISBN 978-80-89256-93-8
LOPÚCHOVÁ, J. 2019. Raná starostlivosť o deti so zrakovým postihnutím v intenciách empirických aktivít. In: Historické reflexie a nové výzvy v slovenskej a českej špeciálnej pedagogike za posledných 100 rokov. - : 1. vyd. - Brno : MSD, 2019. - S. 67-118. ISBN 978-80-7392-303-7
LOPÚCHOVÁ, J. 2018. Raná starostlivosť o deti so zrakovým postihnutím v kontexte systematickej
starostlivosti. In: Paedagogica specialis : 32. 1. vyd. Bratislava: Univerzita Komenského v Bratislave, 2018. - S. 69-85 . ISBN 978-80-223-4610-8.
MACHONOCHIEOVÁ, A. 2001. Měsíc po měsíci první rok vašeho dítětě. 1.vydanie. Praha: Svojtka & Co., 2001. ISBN 80-7237-354-4
MONTESSORI, M. 2001. Objevování dítětě. Praha: Nakladatelství světových pedagogických směrů, 2001. ISBN 80-86-189-0-5
POUTHAS, V., JOUEN, F. 2000. Psychologie novorozence. 1.vydanie. Praha: Grada, 2000. ISBN 80-7169-960-8

STRASSMEIER, W. 2000. 260 cvičení pro děti raného věku. 2.vydanie. Praha: Portál, 2000.
TICHÁ, E. 2008. Základy špeciálnopedagogickej diagnostiky. Bratislava: MABAG, 2008. ISBN 978-80-89113-60-6
VAŠEK, Š. 2004. Špeciálnopedagogická diagnostika. Bratislava: Sapientia. ISBN 80-969112-0-1

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

Notes:

Past grade distribution
Total number of evaluated students: 397

A	ABS	B	C	D	E	FX
47,61	0,0	23,43	17,63	7,56	3,78	0,0

Lecturers: Mgr. Monika Podhorská, Mgr. Jana Zeman

Last change: 03.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde049/22	Education of individuals with autism spectrum disorders

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

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
2 hours lecture/week, total 22 hours per semester, combined method.
Student workload:
11x2 hours of direct teaching = 22 hours; 10 hours preparation of seminar work; 28 hours preparation for examination. Total 60 hours of student work.
Learning methods:
Linking teaching with practice; interview; discussion of the topic covered; small group work; teaching of the subject by practitioners; interpretation of the material; explanation; quizzes; presentation of scientific and professional knowledge through verbal, verbal-visual and multimedia means of presentation; project methods; guided brainstorming; analytical-synthetic and comparative methods.

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
The course will be completed by examination, the weighting of the interim and final assessment is 50/50. The course will be completed by a written test, supplemented by a defense of the semester thesis of the knowledge acquired throughout the semester. At least 91 points are required for a grade of A, 81 points for a grade of B, 71 points for a grade of C, 61 points for a grade of D, and 51 points for a grade of E. Credit will not be awarded to a student who scores less than 50 points on the written examination. Assessment further consists of continuous verbal evaluation and individual and group feedback during the semester.
The assessment is awarded on a scale:
A (100 - 91%, excellent - outstanding),
B (90 - 81%, very good - above average standard),
C (80 - 71%, good - normal reliable work),
D (70 - 61 %, satisfactory - acceptable results),
E (60 - 51%, satisfactory - results meet the minimum criteria),
Fx (50 - 0%, insufficient - extra work required).
A - excellent performance, the student knows and masters the knowledge in the field of education of individuals with autism spectrum disorders with respect to the specifics resulting from the disorders.

The student understands the knowledge, can create, critically evaluate, and apply knowledge from the field to practice; B - excellent performance, the student knows/controls the knowledge in the area of educating individuals with autism spectrum disorders, but critical thinking is borderline. Can apply knowledge; C - good performance, student knows/learned knowledge of educating individuals with autism spectrum disorders, understands it, but cannot apply it to practice; D - satisfactory performance, student knows/learned basic knowledge of educating individuals with autism spectrum disorders, but lacks understanding and ability to apply knowledge to practice; E - satisfactory performance, the student has mastered elementary knowledge of educating individuals with autism spectrum disorders, but not sufficient for competency to apply it to practice; Fx - insufficient performance, the student has not mastered/does not have mastery of knowledge of educating individuals with autism spectrum disorders.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students will gain appropriate theoretical knowledge in the area of educating individuals with autism spectrum disorders. Students will become familiar with and learn the specifics of individuals with autism spectrum disorders with respect to the type, form of the disorder, and age of the individuals. Students will gain knowledge of the specifics of educating individuals with autism spectrum disorders in educational settings of various types. Students will become familiar with intervention approaches used with individuals with autism spectrum disorders. Students will develop theoretical knowledge of educating individuals with autism spectrum disorders that they will learn to apply to practice. The course also develops the following transferable competencies: communication skills, critical thinking skills, contextual reasoning, motivation, learning skills, digital skills, analytical skills, metacognitive skills and interpersonal skills.

Class syllabus:
Definition of basic concepts in the field of pedagogy for individuals with autism spectrum disorders. History of the education of individuals with autism spectrum disorders. Education of individuals with autism spectrum disorders at different levels of education. Educating individuals with autism spectrum disorders in inclusive education. Education of individuals with autism spectrum disorders in schools for pupils with autism and in other schools for pupils with disabilities. Educational programmes for pupils with autism or other pervasive developmental disorders. Individual education programme and its design for individuals with autism spectrum disorders. Specifics of communication and its development in individuals with autism spectrum disorders. The specifics of social interaction and the development of social skills in individuals with autism spectrum disorders. Specifics in the areas of interests, play, imagination and the possibilities of developing them. TEACCH program, structured learning, behavioral approaches - traditional ABA approach, verbal behavior approach and other interventions used with individuals with autism spectrum disorders. Motivating and reinforcing desirable behaviors in individuals with autism spectrum disorders. Eliminating problem, undesirable behaviors in individuals with autism spectrum disorders. Individual topics contribute to special education students' acquisition of theoretical knowledge and practical skills that they can apply to practice as educators, educational assistants, special education teachers, and guidance counselors. Students become proficient in methods, methodologies, techniques, and approaches for individuals with autism spectrum disorders.

Recommended literature:
Compulsory/Recommended readings:
ADAMUS, P., VANČOVÁ, A. a LÖFFLEROVÁ, M. 2017. Poruchy autistického spektra v kontextu aktuálních interdisciplinárních poznatků. Ostrava: Pedagogická fakulta Ostravské univerzity, 2017. ISBN 978-80-7464-957-8.

ČADILOVÁ, V., ŽAMPACHOVÁ, Z. 2008. Strukturované učení: Vzdělávání dětí s autismem a jinými vývojovými poruchami. Praha: Portál, 2008. ISBN 978-80-7367-475-5.
THOROVÁ, K. 2016. Poruchy autistického spektra. 1. vyd. Praha: Portál, 2016. 493 s. ISBN 978-80-262-0768-9.
Recommended readings:
ADAMUS, P. 2014. Edukace žáků s poruchou autistického spektra v kontextu rozvoje klíčových kompetencí. 1. vyd. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. ISBN 978-80-7464-661-4.
• COOPER, J. O., HERON, T. E. and HEWARD, W. L. Applied Behavior Analysis (3rd Edition). Hoboken, NJ: Pearson Education, 2019. ISBN 978-0-13-475255-6.
ČADILOVÁ, V., ŽAMPACHOVÁ, Z. a kol. 2012. Metodika práce se žákem s poruchami autistického spektra. 1. vyd. Olomouc: Univerzita Palackého, 2012. ISBN 978-80- 244-3309-7.
DRUŽKOVSKÁ, L., TRELLOVÁ, I. a VANČOVÁ, A. 2020. Hodnotenie preferencií v edukačnom procese detí s poruchami autistického spektra. In: Paedagogica specialis 34. Bratislava: Iris, 2020. s. 356 – 369. ISBN 978-80-223-5049-5.
HRDLIČKA, M., KOMÁREK, V. 2004. Dětský autismus. Praha: Portál, 2004. ISBN 80-7178-813-9.
TRELLOVÁ, I. a HLEBOVÁ, B. 2020. Edukačná podpora pri komunikačnej kompetencii detí s poruchou autistického spektra. In: Špeciálnopedagogické vedecké a praxeologické problémy v kontexte transformačných procesov. Prešov: Vydavateľstvo Prešovskej univerzity v Prešove. 2020. s. 251 – 263. ISBN 978-555-2591-4.
VANČOVÁ, A. 2005. Vývoj edukačných a podporných služieb pre žiakov s autizmom na Slovensku v období rokov 1990 až 2005. In: Aktuálne otázky teórie a praxe špeciálnej pedagogiky: Aktuálne otázky výchovnej rehabilitácie postihnutých a špeciálnopedagogickej pedeutológie. Bratislava: Sapientia, 2005. s. 302 – 323. ISBN 80-969112-9-5.
VANČOVÁ, A. 2010. Individuálny výchovno-vzdelávací program ako významný prostriedok napomáhajúci integrovanému vzdelávaniu žiakov so zdravotným znevýhodnením. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava: Iris, 2010. s. 127 – 152. ISBN 978-80-89238-37-8.
VANČOVÁ, A. 2015. Behaviorálne prístupy a ich využitie v intervenčnom riešení nevhodného správania detí s autizmom. In: Paedagogica specialis 29. Bratislava: Univerzita Komenského v Bratislave, 2015. s. 330 – 353. ISBN 978-80-223-4010-6.
VANČOVÁ, A. 2017. Vzdelávanie žiakov s poruchou autistického spektra bez mentálnej retardácie – príklady dobrej praxe. In: Paedagogica specialis: 31. Bratislava: Univerzita Komenského, 2017. s. 9 – 33. ISBN 978-80-223-4438-8.
VANČOVÁ, A., HLINOVÁ, D., BÁLINTOVÁ, V. 2013. Osobitosti špeciálnopedagogickej intervencie a edukácie dieťaťa s autizmom predškolského veku v špeciálnej materskej škole. In: Výchovná a komplexná rehabilitácia postihnutých v ponímaní špeciálnej pedagogiky. Bratislava: Iris, 2013. s. 395 – 412. ISBN 978-80-89256-93-8.
Štátne vzdelávacie programy pre deti a žiakov s autizmom alebo ďalšími pervazívnymi vývinovými poruchami.
Platné zákony a vyhlášky týkajúce sa edukácie detí a žiakov s autizmom a zdravotným znevýhodnením.

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

Notes:

Past grade distribution Total number of evaluated students: 461						
A	ABS	B	C	D	E	FX
69,41	0,0	20,61	7,59	1,08	1,08	0,22
Lecturers: PaedDr. Róberta Drugová						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Darina Tarcsiová, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde049/22	Education of individuals with autism spectrum disorders

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

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
2 hours lecture/week, total 22 hours per semester, combined method.
Student workload:
11x2 hours of direct teaching = 22 hours; 10 hours preparation of seminar work; 28 hours preparation for examination. Total 60 hours of student work.
Learning methods:
Linking teaching with practice; interview; discussion of the topic covered; small group work; teaching of the subject by practitioners; interpretation of the material; explanation; quizzes; presentation of scientific and professional knowledge through verbal, verbal-visual and multimedia means of presentation; project methods; guided brainstorming; analytical-synthetic and comparative methods.

Number of credits: 2

Recommended semester: 4.

Educational level: II.

Prerequisites:

Course requirements:
The course will be completed by examination, the weighting of the interim and final assessment is 50/50. The course will be completed by a written test, supplemented by a defense of the semester thesis of the knowledge acquired throughout the semester. At least 91 points are required for a grade of A, 81 points for a grade of B, 71 points for a grade of C, 61 points for a grade of D, and 51 points for a grade of E. Credit will not be awarded to a student who scores less than 50 points on the written examination. Assessment further consists of continuous verbal evaluation and individual and group feedback during the semester.
The assessment is awarded on a scale:
A (100 - 91%, excellent - outstanding),
B (90 - 81%, very good - above average standard),
C (80 - 71%, good - normal reliable work),
D (70 - 61 %, satisfactory - acceptable results),
E (60 - 51%, satisfactory - results meet the minimum criteria),
Fx (50 - 0%, insufficient - extra work required).
A - excellent performance, the student knows and masters the knowledge in the field of education of individuals with autism spectrum disorders with respect to the specifics resulting from the disorders.

The student understands the knowledge, can create, critically evaluate, and apply knowledge from the field to practice; B - excellent performance, the student knows/controls the knowledge in the area of educating individuals with autism spectrum disorders, but critical thinking is borderline. Can apply knowledge; C - good performance, student knows/learned knowledge of educating individuals with autism spectrum disorders, understands it, but cannot apply it to practice; D - satisfactory performance, student knows/learned basic knowledge of educating individuals with autism spectrum disorders, but lacks understanding and ability to apply knowledge to practice; E - satisfactory performance, the student has mastered elementary knowledge of educating individuals with autism spectrum disorders, but not sufficient for competency to apply it to practice; Fx - insufficient performance, the student has not mastered/does not have mastery of knowledge of educating individuals with autism spectrum disorders.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students will gain appropriate theoretical knowledge in the area of educating individuals with autism spectrum disorders. Students will become familiar with and learn the specifics of individuals with autism spectrum disorders with respect to the type, form of the disorder, and age of the individuals. Students will gain knowledge of the specifics of educating individuals with autism spectrum disorders in educational settings of various types. Students will become familiar with intervention approaches used with individuals with autism spectrum disorders. Students will develop theoretical knowledge of educating individuals with autism spectrum disorders that they will learn to apply to practice. The course also develops the following transferable competencies: communication skills, critical thinking skills, contextual reasoning, motivation, learning skills, digital skills, analytical skills, metacognitive skills and interpersonal skills.

Class syllabus:
Definition of basic concepts in the field of pedagogy for individuals with autism spectrum disorders. History of the education of individuals with autism spectrum disorders. Education of individuals with autism spectrum disorders at different levels of education. Educating individuals with autism spectrum disorders in inclusive education. Education of individuals with autism spectrum disorders in schools for pupils with autism and in other schools for pupils with disabilities. Educational programmes for pupils with autism or other pervasive developmental disorders. Individual education programme and its design for individuals with autism spectrum disorders. Specifics of communication and its development in individuals with autism spectrum disorders. The specifics of social interaction and the development of social skills in individuals with autism spectrum disorders. Specifics in the areas of interests, play, imagination and the possibilities of developing them. TEACCH program, structured learning, behavioral approaches - traditional ABA approach, verbal behavior approach and other interventions used with individuals with autism spectrum disorders. Motivating and reinforcing desirable behaviors in individuals with autism spectrum disorders. Eliminating problem, undesirable behaviors in individuals with autism spectrum disorders. Individual topics contribute to special education students' acquisition of theoretical knowledge and practical skills that they can apply to practice as educators, educational assistants, special education teachers, and guidance counselors. Students become proficient in methods, methodologies, techniques, and approaches for individuals with autism spectrum disorders.

Recommended literature:
Compulsory/Recommended readings:
ADAMUS, P., VANČOVÁ, A. a LÖFFLEROVÁ, M. 2017. Poruchy autistického spektra v kontextu aktuálních interdisciplinárních poznatků. Ostrava: Pedagogická fakulta Ostravské univerzity, 2017. ISBN 978-80-7464-957-8.

ČADILOVÁ, V., ŽAMPACHOVÁ, Z. 2008. Strukturované učení: Vzdělávání dětí s autismem a jinými vývojovými poruchami. Praha: Portál, 2008. ISBN 978-80-7367-475-5.
THOROVÁ, K. 2016. Poruchy autistického spektra. 1. vyd. Praha: Portál, 2016. 493 s. ISBN 978-80-262-0768-9.
Recommended readings:
ADAMUS, P. 2014. Edukace žáků s poruchou autistického spektra v kontextu rozvoje klíčových kompetencí. 1. vyd. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. ISBN 978-80-7464-661-4.
• COOPER, J. O., HERON, T. E. and HEWARD, W. L. Applied Behavior Analysis (3rd Edition). Hoboken, NJ: Pearson Education, 2019. ISBN 978-0-13-475255-6.
ČADILOVÁ, V., ŽAMPACHOVÁ, Z. a kol. 2012. Metodika práce se žákem s poruchami autistického spektra. 1. vyd. Olomouc: Univerzita Palackého, 2012. ISBN 978-80- 244-3309-7.
DRUŽKOVSKÁ, L., TRELLOVÁ, I. a VANČOVÁ, A. 2020. Hodnotenie preferencií v edukačnom procese detí s poruchami autistického spektra. In: Paedagogica specialis 34. Bratislava: Iris, 2020. s. 356 – 369. ISBN 978-80-223-5049-5.
HRDLIČKA, M., KOMÁREK, V. 2004. Dětský autismus. Praha: Portál, 2004. ISBN 80-7178-813-9.
TRELLOVÁ, I. a HLEBOVÁ, B. 2020. Edukačná podpora pri komunikačnej kompetencii detí s poruchou autistického spektra. In: Špeciálnopedagogické vedecké a praxeologické problémy v kontexte transformačných procesov. Prešov: Vydavateľstvo Prešovskej univerzity v Prešove. 2020. s. 251 – 263. ISBN 978-555-2591-4.
VANČOVÁ, A. 2005. Vývoj edukačných a podporných služieb pre žiakov s autizmom na Slovensku v období rokov 1990 až 2005. In: Aktuálne otázky teórie a praxe špeciálnej pedagogiky: Aktuálne otázky výchovnej rehabilitácie postihnutých a špeciálnopedagogickej pedeutológie. Bratislava: Sapientia, 2005. s. 302 – 323. ISBN 80-969112-9-5.
VANČOVÁ, A. 2010. Individuálny výchovno-vzdelávací program ako významný prostriedok napomáhajúci integrovanému vzdelávaniu žiakov so zdravotným znevýhodnením. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava: Iris, 2010. s. 127 – 152. ISBN 978-80-89238-37-8.
VANČOVÁ, A. 2015. Behaviorálne prístupy a ich využitie v intervenčnom riešení nevhodného správania detí s autizmom. In: Paedagogica specialis 29. Bratislava: Univerzita Komenského v Bratislave, 2015. s. 330 – 353. ISBN 978-80-223-4010-6.
VANČOVÁ, A. 2017. Vzdelávanie žiakov s poruchou autistického spektra bez mentálnej retardácie – príklady dobrej praxe. In: Paedagogica specialis: 31. Bratislava: Univerzita Komenského, 2017. s. 9 – 33. ISBN 978-80-223-4438-8.
VANČOVÁ, A., HLINOVÁ, D., BÁLINTOVÁ, V. 2013. Osobitosti špeciálnopedagogickej intervencie a edukácie dieťaťa s autizmom predškolského veku v špeciálnej materskej škole. In: Výchovná a komplexná rehabilitácia postihnutých v ponímaní špeciálnej pedagogiky. Bratislava: Iris, 2013. s. 395 – 412. ISBN 978-80-89256-93-8.
Štátne vzdelávacie programy pre deti a žiakov s autizmom alebo ďalšími pervazívnymi vývinovými poruchami.
Platné zákony a vyhlášky týkajúce sa edukácie detí a žiakov s autizmom a zdravotným znevýhodnením.

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

Notes:

Past grade distribution Total number of evaluated students: 461						
A	ABS	B	C	D	E	FX
69,41	0,0	20,61	7,59	1,08	1,08	0,22
Lecturers: PaedDr. Róberta Drugová						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Darina Tarcsiová, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde046/22	Education of the multiply handicapped

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

Type, volume, methods and workload of the student - additional information
Type, scope and method of educational activities:
2 hours in the form of a lecture, full-time or combined
Student workload:
11x2 hours of direct teaching = 22 hours; 10 hours preparation of the seminar paper; 24 hours preparation for the final assessment; 2 hours final test. Total 58 hours of student work.
Learning methods:
The basic method during the introductory lectures is the monological method - lecture and explanation of the theoretical background of the subject. Furthermore, there is a linking of teaching with practice and application of theoretical knowledge on practical examples. Discussion of the topics discussed. Group work of students in brainstorming. Application of comparative and critical thinking in the assignment to identify, understand, assimilate and collate the necessary professional information according to the topics of the course, work with professional sources, search in sources, elaboration of professional texts on the assigned topics from sources.

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, each student will prepare 2 written assignments according to the instructions of the lecturers, from individual subject areas (each assignment max. 10 points, for a total of 2 assignments max. 20 points)). The student must pass the final test (60 points), the student must obtain a minimum of 50% of the points from the final test, i.e. 30 points. A student may earn a maximum of 20 points per activity during each class period.
A minimum of 60% of the maximum possible course grade is required for successful completion of the course.
The grade is awarded on a scale:
A (100-91 points, excellent - outstanding),
B (90-81 points, very good - above average standard),
C (80-73 points, good - normal reliable work),
D (72-66 points, satisfactory - acceptable results),
E (65-60 points, fair - results meet minimum criteria),
Fx (59-0 points, insufficient - additional work required)

A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
A - excellent performance, the student has acquired knowledge at the required level and to a sufficient extent, can critically evaluate it, combines previously acquired knowledge with new knowledge, systematises it, produces written outputs at the required level, the outputs, including the final test, meet all the specified criteria and the acquired knowledge is transferred into them excellently.
B - excellent performance, the student has mastered the knowledge and the required level with slight deviations, critical thinking is at a high level but with minor deficiencies in the systematization of knowledge, has produced written outputs with minor deficiencies and there are excellent transfer of the acquired knowledge into them.
C - good performance, the student has mastered the required knowledge at an average level, critical thinking and evaluation is weakened, he/she can analyse the acquired knowledge, problems appear in synthesising and linking knowledge, he/she has produced written outputs with some deficiencies and the acquired knowledge is transferred into them acceptably.
D - acceptable performance, the student has acquired and acquired knowledge of the subject area at a reduced level, critical and synthetic thinking is significantly weakened, there is an absence of linking what has been learned, written outputs have significant deficiencies, the acquired knowledge is not sufficiently transferred into them.
E - Minimally acceptable performance, student has acquired knowledge at a very low level, critical thinking is failing, a more developed level of synthesis and generalization is absent, written outputs have serious deficiencies, do not adequately represent the knowledge learned from the subject,
Fx - unacceptable performance, the student has not met the conditions set by the teacher during the semester.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student has received relevant detailed information on the aims, objectives, content and process of educating the multiply disabled in relation to the different categories of SEN. Gained an overview of the history of education of MPH persons. Gained knowledge about the educational characteristics of the multiply handicapped. Learned how to apply the knowledge of related disciplines to the education of MPHs. Gained a detailed overview of the system of institutions for the multiply handicapped and the basic communication strategies of the multiply handicapped. Acquired detailed knowledge of the diagnosis and education of the multiply disabled. He has mastered special methods of educating the multiply disabled as well as the procedures of developing individual educational, stimulation and correction programs. He has acquired knowledge of the philosophy of special education of the multiply handicapped, as well as of inclusive approaches in the education of the multiply handicapped. He learned about assistive devices, resources and multimedia in the education of people with disabilities. Gained an overview of innovations in the education of MPHs. Learned how to make comparisons in the subject discipline.

Class syllabus:
Goals, tasks, content and process of education of the multiply handicapped in relation to the different categories of multiple disabilities. Educational characteristics of multiply disabled persons Specifics of education with regard to the type, form and combination of disabilities. Functional special-educational diagnostics and its specifics for individuals with multiple disabilities in relation to education. Specifics in the development and implementation of individual educational, stimulation and correction programs. Specific problems in the education of individuals with multiple disabilities. Specifics of educational rehabilitation and special education for the multiply

handicapped in institutions of various types. Implication of the findings of communication theory of multiple disabilities in education. Philosophy of special education of the multiply handicapped. Inclusive approaches in the education of the multiply disabled. Aids, aids, resources and multimedia in the education of the multiply handicapped. Innovations in the education of the multiply handicapped. The system of schools and facilities for the multiply handicapped. Comparison of the knowledge of the discipline with knowledge from abroad.

Recommended literature:

Compulsory/Recommended readings:

VANČOVÁ, A. 2001. Edukácia viacnásobne postihnutých. Bratislava: Sapientia, 2001. ISBN 80-967180-7-X.

VANČOVÁ, A. 2018. Špeciálnopedagogické intervencie u viacnásobne postihnutých. Bratislava, IRIS 2018. ISBN 978-80-8200-036-1.

GOGOVÁ, T., KASTELOVÁ, A., PREČUCHOVÁ ŠTEFANOVIČOVÁ, A. ŠULOVSKÁ, M., VANČOVÁ, A. 2013. Pedagogika mentálne a viacnásobne postihnutých raného a predškolského veku. 1. vyd. Bratislava: Iris, 2013. - 244 s. ISBN 978-80-89238-90-3.

Recommended readings:

VANČOVÁ, A. 2010. Pedagogika viacnásobne postihnutých. 1. vyd. Bratislava: KKT, PdF UK, 2010. ISBN 978-80-970228-1-5.

VANČOVÁ, A. 2010. Základy pedagogiky viacnásobne postihnutých. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava : Iris, 2010. - S. 355-395. ISBN 978-80-89238-37-8.

VAŠEK, Š., VANČOVÁ, A., GYULA, H., FÖLDIOVÁ, ZS., KOVÁCSOVÁ, M, RADVÁNYIOVÁ, K., VÁGÖOVÁ, ANNA E., JAKUBÓCZYOVÁ, H. - MÁRKUSOVÁ, E. 1999. Pedagogika viacnásobne postihnutých. 1. vyd. - Bratislava :Sapientia, 1999. - 282 s. ISBN 80-967180-4-5lh.

LUDÍKOVÁ, L. 2005. Kombinované vady. Olomouc: UP, 2005. ISBN 80-244-1154-7.

HANÁK, P. a kol. 2005. Diagnostika a edukace dětí a žáků s těžkým zdravotním postižením. Praha: IPPP, 2005. ISBN 80-868556-10-0.

GOGOVÁ, T. 2012. Stimulácia vývinu v rámci špeciálnopedagogických intervenčných programov v procese ranej intervencie u detí s ťažkým zdravotným postihnutím. In: Paedagogica specialis 26.Bratislava: Iris, 2012. s.399-412. ISBN 978-80-223-3287-3.

HÁJKOVÁ, V. 2009. Bazální stimulace, aktivace a komunikace v edukaci žáků s kombinovaným postižením.1. vyd. Praha: Somatopedická společnost, 2009. ISBN 978-80-904464-0-3.

BARTOŇOVÁ, M., VÍTKOVÁ, M. Edukace a intervence u žáků s těžkým a souběžným postižením více vadami se zřetelem na didaktické aspekty. Teorie, výzkum a praxe. Praha: Univerzita Karlova, Karolinum Press, 2022. ISBN 978-80-7603-347-4.

Languages necessary to complete the course:

Slovak language and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 465

A	ABS	B	C	D	E	FX
24,3	0,0	26,45	28,39	13,55	4,3	3,01

Lecturers: Mgr. Kristína Ondrašinová, PhD.

Last change: 07.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde046/22	Education of the multiply handicapped

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

Type, volume, methods and workload of the student - additional information
Type, scope and method of educational activities:
2 hours in the form of a lecture, full-time or combined
Student workload:
11x2 hours of direct teaching = 22 hours; 10 hours preparation of the seminar paper; 24 hours preparation for the final assessment; 2 hours final test. Total 58 hours of student work.
Learning methods:
The basic method during the introductory lectures is the monological method - lecture and explanation of the theoretical background of the subject. Furthermore, there is a linking of teaching with practice and application of theoretical knowledge on practical examples. Discussion of the topics discussed. Group work of students in brainstorming. Application of comparative and critical thinking in the assignment to identify, understand, assimilate and collate the necessary professional information according to the topics of the course, work with professional sources, search in sources, elaboration of professional texts on the assigned topics from sources.

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, each student will prepare 2 written assignments according to the instructions of the lecturers, from individual subject areas (each assignment max. 10 points, for a total of 2 assignments max. 20 points)). The student must pass the final test (60 points), the student must obtain a minimum of 50% of the points from the final test, i.e. 30 points. A student may earn a maximum of 20 points per activity during each class period.
A minimum of 60% of the maximum possible course grade is required for successful completion of the course.
The grade is awarded on a scale:
A (100-91 points, excellent - outstanding),
B (90-81 points, very good - above average standard),
C (80-73 points, good - normal reliable work),
D (72-66 points, satisfactory - acceptable results),
E (65-60 points, fair - results meet minimum criteria),
Fx (59-0 points, insufficient - additional work required)

A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
A - excellent performance, the student has acquired knowledge at the required level and to a sufficient extent, can critically evaluate it, combines previously acquired knowledge with new knowledge, systematises it, produces written outputs at the required level, the outputs, including the final test, meet all the specified criteria and the acquired knowledge is transferred into them excellently.
B - excellent performance, the student has mastered the knowledge and the required level with slight deviations, critical thinking is at a high level but with minor deficiencies in the systematization of knowledge, has produced written outputs with minor deficiencies and there are excellent transfer of the acquired knowledge into them.
C - good performance, the student has mastered the required knowledge at an average level, critical thinking and evaluation is weakened, he/she can analyse the acquired knowledge, problems appear in synthesising and linking knowledge, he/she has produced written outputs with some deficiencies and the acquired knowledge is transferred into them acceptably.
D - acceptable performance, the student has acquired and acquired knowledge of the subject area at a reduced level, critical and synthetic thinking is significantly weakened, there is an absence of linking what has been learned, written outputs have significant deficiencies, the acquired knowledge is not sufficiently transferred into them.
E - Minimally acceptable performance, student has acquired knowledge at a very low level, critical thinking is failing, a more developed level of synthesis and generalization is absent, written outputs have serious deficiencies, do not adequately represent the knowledge learned from the subject,
Fx - unacceptable performance, the student has not met the conditions set by the teacher during the semester.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student has received relevant detailed information on the aims, objectives, content and process of educating the multiply disabled in relation to the different categories of SEN. Gained an overview of the history of education of MPH persons. Gained knowledge about the educational characteristics of the multiply handicapped. Learned how to apply the knowledge of related disciplines to the education of MPHs. Gained a detailed overview of the system of institutions for the multiply handicapped and the basic communication strategies of the multiply handicapped. Acquired detailed knowledge of the diagnosis and education of the multiply disabled. He has mastered special methods of educating the multiply disabled as well as the procedures of developing individual educational, stimulation and correction programs. He has acquired knowledge of the philosophy of special education of the multiply handicapped, as well as of inclusive approaches in the education of the multiply handicapped. He learned about assistive devices, resources and multimedia in the education of people with disabilities. Gained an overview of innovations in the education of MPHs. Learned how to make comparisons in the subject discipline.

Class syllabus:
Goals, tasks, content and process of education of the multiply handicapped in relation to the different categories of multiple disabilities. Educational characteristics of multiply disabled persons Specifics of education with regard to the type, form and combination of disabilities. Functional special-educational diagnostics and its specifics for individuals with multiple disabilities in relation to education. Specifics in the development and implementation of individual educational, stimulation and correction programs. Specific problems in the education of individuals with multiple disabilities. Specifics of educational rehabilitation and special education for the multiply

handicapped in institutions of various types. Implication of the findings of communication theory of multiple disabilities in education. Philosophy of special education of the multiply handicapped. Inclusive approaches in the education of the multiply disabled. Aids, aids, resources and multimedia in the education of the multiply handicapped. Innovations in the education of the multiply handicapped. The system of schools and facilities for the multiply handicapped. Comparison of the knowledge of the discipline with knowledge from abroad.

Recommended literature:

Compulsory/Recommended readings:

VANČOVÁ, A. 2001. Edukácia viacnásobne postihnutých. Bratislava: Sapientia, 2001. ISBN 80-967180-7-X.

VANČOVÁ, A. 2018. Špeciálnopedagogické intervencie u viacnásobne postihnutých. Bratislava, IRIS 2018. ISBN 978-80-8200-036-1.

GOGOVÁ, T., KASTELOVÁ, A., PREČUCHOVÁ ŠTEFANOVIČOVÁ, A. ŠULOVSKÁ, M., VANČOVÁ, A. 2013. Pedagogika mentálne a viacnásobne postihnutých raného a predškolského veku. 1. vyd. Bratislava: Iris, 2013. - 244 s. ISBN 978-80-89238-90-3.

Recommended readings:

VANČOVÁ, A. 2010. Pedagogika viacnásobne postihnutých. 1. vyd. Bratislava: KKT, PdF UK, 2010. ISBN 978-80-970228-1-5.

VANČOVÁ, A. 2010. Základy pedagogiky viacnásobne postihnutých. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava : Iris, 2010. - S. 355-395. ISBN 978-80-89238-37-8.

VAŠEK, Š., VANČOVÁ, A., GYULA, H., FÖLDIOVÁ, ZS., KOVÁCSOVÁ, M, RADVÁNYIOVÁ, K., VÁGÖOVÁ, ANNA E., JAKUBÓCZYOVÁ, H. - MÁRKUSOVÁ, E. 1999. Pedagogika viacnásobne postihnutých. 1. vyd. - Bratislava :Sapientia, 1999. - 282 s. ISBN 80-967180-4-5lh.

LUDÍKOVÁ, L. 2005. Kombinované vady. Olomouc: UP, 2005. ISBN 80-244-1154-7.

HANÁK, P. a kol. 2005. Diagnostika a edukace dětí a žáků s těžkým zdravotním postižením. Praha: IPPP, 2005. ISBN 80-868556-10-0.

GOGOVÁ, T. 2012. Stimulácia vývinu v rámci špeciálnopedagogických intervenčných programov v procese ranej intervencie u detí s ťažkým zdravotným postihnutím. In: Paedagogica specialis 26.Bratislava: Iris, 2012. s.399-412. ISBN 978-80-223-3287-3.

HÁJKOVÁ, V. 2009. Bazální stimulace, aktivace a komunikace v edukaci žáků s kombinovaným postižením.1. vyd. Praha: Somatopedická společnost, 2009. ISBN 978-80-904464-0-3.

BARTOŇOVÁ, M., VÍTKOVÁ, M. Edukace a intervence u žáků s těžkým a souběžným postižením více vadami se zřetelem na didaktické aspekty. Teorie, výzkum a praxe. Praha: Univerzita Karlova, Karolinum Press, 2022. ISBN 978-80-7603-347-4.

Languages necessary to complete the course:

Slovak language and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 465

A	ABS	B	C	D	E	FX
24,3	0,0	26,45	28,39	13,55	4,3	3,01

Lecturers: Mgr. Kristína Ondrašinová, PhD.

Last change: 07.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde001/22	Educational and school psychology

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

Type, volume, methods and workload of the student - additional information
2P - 2 hours of lectures/week; total 22 hours per semester.
22 lectures per semester, 22 lectures per week (22 lectures per semester, 22 lectures per course).
Student workload:
2x11 hours of direct teaching (22 hours in total); continuous preparation (11 hours); preparation for midterm test (12 hours); group problem solving (3 hours); preparation of seminar paper - output in video format (12 hours); preparation for final exam (30 hours). 90 hours in total.
Teaching methods:
Group discussion, heuristic method, analysis of videos and real-life situations, implementation of a learning experiment, analysis of problem situations, guided independent study and work with a professional text

Number of credits: 3

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
There will be one written review during the semester with an opportunity to earn 20 points; students will present a seminar paper of max 10 minutes or make an interactive output in video format or via web applications (20 points), with feedback regarding the evaluation of their own and others' presentations (10 points). The examination will consist of a written part (30 points) and an oral part (20 points).
A minimum of 91 points is required for a final mark of A, a minimum of 81 points for a mark of B, a minimum of 73 points for a mark of C, a minimum of 66 points for a mark of D and a minimum of 60 points for a mark of E. Credit will not be awarded to a student who scores less than 50% on any of the assignments. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)

For a grade of A, the student must have continuously produced excellent results throughout the semester, 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 study, can analyze and select professional or scientific information, is proficient in the theoretical and empirical knowledge of educational and school psychology and can apply it in special education practice when working with an individual or a group.
A grade of B means that the student has performed above average throughout the semester, has been able to study independently, has mastered basic information related to educational and school psychology, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are deficiencies in his/her critical and creative thinking.
A grade of C means that the student has performed well during the semester, his/her theoretical knowledge of the subject matter is at a good level, but the ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge is lacking. More deficiencies in critical and inductive thinking emerge.
A grade of D means that the student has been less well prepared during the semester, has moderate deficiencies in theoretical knowledge related to the subject of education and has more difficulties in independent implementation work as well as in group work, cannot critically analyse 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 analyse 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 of the course.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The aim is for students to gain a deep cross-cutting knowledge of the field and to know the contexts and relationships of educational and school psychology in relation to the field of study of special education. Students will be able to creatively and actively approach the work with children and pupils in school, know their motivation and know how to select the right way of learning in individual conditions when working with a child, differentiate between different educational styles and educational situations, understand the failure of pupils and know how to motivate them. They are also able to assess, analyse, evaluate and compare information, as well as integrate and use it for the needs of the practice of their field. They are able to think critically and evaluate different models of learning and working with children, they are able to solve problems, work in teams and coordinate with other colleagues, make independent decisions when solving problematic tasks, they are able to formulate information about the process and results of solving problematic tasks, and they are able to take responsibility for their decisions in the context of the ethical criteria of their work. They know the school system and the importance of special educators working collaboratively with other educational or professional staff in the school. They develop their presentation skills and technical competence.

Class syllabus:
1. system and methods of educational and school psychology, determinants of individual psyche formation (lecture + discussion)
2. Social-psychological cognition in the pedagogical space (impression formation, distorting mechanisms about others, attitudes, stereotypes) (film analysis)
3. Communication in the pedagogical process - verbal and non-verbal communication, conflict situations and their resolution (discussion, analysis of problem situations)

4. Psychological issues of learning. The concept of learning in terms of psychological theories of learning, types of learning, laws of learning, control of learning processes, motivation and its influence on learning. (lecture + discussion + work on experiment)
5. (lecture + exercises)
6. Psychological analysis of pupils' success and failure in school. Psychological aspects of personality and social-psychological competences of the teacher/person working with the child. (lecture + case studies)
7. Psychological issues of education, logical consequences (lecture + discussion, heuristic methods, analysis of problem situations)
8. Counselling in schools, school psychologist and his/her tasks in school, ethical standards of school psychologist's work. (lecture + independent work)
9. Sequential model of school psychologist's activity (presentation + papers)
10. Individual peculiarities of pupils and work with them. Multiculturalism, culture of poverty (presentation + papers)
11. Presentation of other research findings in school and educational psychology (short presentations by male and female students from the literature)

Recommended literature:

Required reading:

JEDLIČKA, R., KOŤA, J., SLAVÍK, J. (2018). Pedagogická psychologie pro učitele. Psychologie vo výchově a vzdělávaní. Grada. (vybrané kapitoly: 1.., 2., 3.2, 3.3. 3.4., 3.5, 3.6 ale aj 4., 5.6 a 9)
VALIHOROVÁ,M., GAJDOŠOVÁ, E. (2009). Kapitoly zo školskej psychológie. UMB.

Recommended readings:

ČÁP, J., MAREŠ, J. (2007). Psychologie pro učitele. Portál.
JURSOVÁ ZACHAROVÁ, Z., LEMEŠOVÁ, M., MIŠKOLCI, J., CABANOVÁ, K., HORVÁTHOVÁ, Ľ., SOKOLOVÁ, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Univerzita Komenského. (vybrané kapitoly: 2.2. Rozdielnosť detí – pohľad spoza učiteľskej katedry a 2.3 Rastové alebo fixné nastavenie pri vnímaní rozdielnosti, 2.4 Predsudky učiteľov a učiteliek voči rómskemu etniku vo vzťahu k inklúzii)
SOKOLOVÁ, L., JURSOVÁ ZACHAROVÁ, Z., LEMEŠOVÁ, M., CABANOVÁ, K., ŠRAMOVÁ, B. (2015). Osobnosť a sociálno-psychologické kompetencie učiteľov a učiteliek. Univerzita Komenského. s 7-69.
VESELSKÝ, M. (2007). Pedagogická psychológia 1. Teória a prax. Univerzita Komenského.

Web sites:

Asociácia školskej psychológie - http://www.aspsr.sk/skolska-psychologia
Pedagogická a školská psychológia (Učebnica) https://pdf.truni.sk/e-ucebnice/psp/
Časopis: Školní psycholog/Školský psychológ: https://journals.muni.cz/skolnipsycholog/index

Languages necessary to complete the course:

Active knowledge of Slovak language and passive knowledge of English and Czech language (reading literature, understanding videos) is required.

Notes:

Past grade distribution

Total number of evaluated students: 504

A	ABS	B	C	D	E	FX
50,0	0,0	31,15	14,29	1,98	1,19	1,39

Lecturers: doc. Mgr. Zlatica Zacharová, PhD.

Last change: 08.11.2022
Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde001/22	Educational and school psychology

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

Type, volume, methods and workload of the student - additional information
2P - 2 hours of lectures/week; total 22 hours per semester.
22 lectures per semester, 22 lectures per week (22 lectures per semester, 22 lectures per course).
Student workload:
2x11 hours of direct teaching (22 hours in total); continuous preparation (11 hours); preparation for midterm test (12 hours); group problem solving (3 hours); preparation of seminar paper - output in video format (12 hours); preparation for final exam (30 hours). 90 hours in total.
Teaching methods:
Group discussion, heuristic method, analysis of videos and real-life situations, implementation of a learning experiment, analysis of problem situations, guided independent study and work with a professional text

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
There will be one written review during the semester with an opportunity to earn 20 points; students will present a seminar paper of max 10 minutes or make an interactive output in video format or via web applications (20 points), with feedback regarding the evaluation of their own and others' presentations (10 points). The examination will consist of a written part (30 points) and an oral part (20 points).
A minimum of 91 points is required for a final mark of A, a minimum of 81 points for a mark of B, a minimum of 73 points for a mark of C, a minimum of 66 points for a mark of D and a minimum of 60 points for a mark of E. Credit will not be awarded to a student who scores less than 50% on any of the assignments. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)

For a grade of A, the student must have continuously produced excellent results throughout the semester, 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 study, can analyze and select professional or scientific information, is proficient in the theoretical and empirical knowledge of educational and school psychology and can apply it in special education practice when working with an individual or a group.
A grade of B means that the student has performed above average throughout the semester, has been able to study independently, has mastered basic information related to educational and school psychology, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are deficiencies in his/her critical and creative thinking.
A grade of C means that the student has performed well during the semester, his/her theoretical knowledge of the subject matter is at a good level, but the ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge is lacking. More deficiencies in critical and inductive thinking emerge.
A grade of D means that the student has been less well prepared during the semester, has moderate deficiencies in theoretical knowledge related to the subject of education and has more difficulties in independent implementation work as well as in group work, cannot critically analyse 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 analyse 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 of the course.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The aim is for students to gain a deep cross-cutting knowledge of the field and to know the contexts and relationships of educational and school psychology in relation to the field of study of special education. Students will be able to creatively and actively approach the work with children and pupils in school, know their motivation and know how to select the right way of learning in individual conditions when working with a child, differentiate between different educational styles and educational situations, understand the failure of pupils and know how to motivate them. They are also able to assess, analyse, evaluate and compare information, as well as integrate and use it for the needs of the practice of their field. They are able to think critically and evaluate different models of learning and working with children, they are able to solve problems, work in teams and coordinate with other colleagues, make independent decisions when solving problematic tasks, they are able to formulate information about the process and results of solving problematic tasks, and they are able to take responsibility for their decisions in the context of the ethical criteria of their work. They know the school system and the importance of special educators working collaboratively with other educational or professional staff in the school. They develop their presentation skills and technical competence.

Class syllabus:
1. system and methods of educational and school psychology, determinants of individual psyche formation (lecture + discussion)
2. Social-psychological cognition in the pedagogical space (impression formation, distorting mechanisms about others, attitudes, stereotypes) (film analysis)
3. Communication in the pedagogical process - verbal and non-verbal communication, conflict situations and their resolution (discussion, analysis of problem situations)

4. Psychological issues of learning. The concept of learning in terms of psychological theories of learning, types of learning, laws of learning, control of learning processes, motivation and its influence on learning. (lecture + discussion + work on experiment)
5. (lecture + exercises)
6. Psychological analysis of pupils' success and failure in school. Psychological aspects of personality and social-psychological competences of the teacher/person working with the child. (lecture + case studies)
7. Psychological issues of education, logical consequences (lecture + discussion, heuristic methods, analysis of problem situations)
8. Counselling in schools, school psychologist and his/her tasks in school, ethical standards of school psychologist's work. (lecture + independent work)
9. Sequential model of school psychologist's activity (presentation + papers)
10. Individual peculiarities of pupils and work with them. Multiculturalism, culture of poverty (presentation + papers)
11. Presentation of other research findings in school and educational psychology (short presentations by male and female students from the literature)

Recommended literature:

Required reading:

JEDLIČKA, R., KOŤA, J., SLAVÍK, J. (2018). Pedagogická psychologie pro učitele. Psychologie vo výchově a vzdělávaní. Grada. (vybrané kapitoly: 1.., 2., 3.2, 3.3. 3.4., 3.5, 3.6 ale aj 4., 5.6 a 9)
VALIHOROVÁ,M., GAJDOŠOVÁ, E. (2009). Kapitoly zo školskej psychológie. UMB.

Recommended readings:

ČÁP, J., MAREŠ, J. (2007). Psychologie pro učitele. Portál.
JURSOVÁ ZACHAROVÁ, Z., LEMEŠOVÁ, M., MIŠKOLCI, J., CABANOVÁ, K., HORVÁTHOVÁ, Ľ., SOKOLOVÁ, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Univerzita Komenského. (vybrané kapitoly: 2.2. Rozdielnosť detí – pohľad spoza učiteľskej katedry a 2.3 Rastové alebo fixné nastavenie pri vnímaní rozdielnosti, 2.4 Predsudky učiteľov a učiteliek voči rómskemu etniku vo vzťahu k inklúzii)
SOKOLOVÁ, L., JURSOVÁ ZACHAROVÁ, Z., LEMEŠOVÁ, M., CABANOVÁ, K., ŠRAMOVÁ, B. (2015). Osobnosť a sociálno-psychologické kompetencie učiteľov a učiteliek. Univerzita Komenského. s 7-69.
VESELSKÝ, M. (2007). Pedagogická psychológia 1. Teória a prax. Univerzita Komenského.

Web sites:

Asociácia školskej psychológie - http://www.aspsr.sk/skolska-psychologia
Pedagogická a školská psychológia (Učebnica) https://pdf.truni.sk/e-ucebnice/psp/
Časopis: Školní psycholog/Školský psychológ: https://journals.muni.cz/skolnipsycholog/index

Languages necessary to complete the course:

Active knowledge of Slovak language and passive knowledge of English and Czech language (reading literature, understanding videos) is required.

Notes:

Past grade distribution

Total number of evaluated students: 504

A	ABS	B	C	D	E	FX
50,0	0,0	31,15	14,29	1,98	1,19	1,39

Lecturers: doc. Mgr. Zlatica Zacharová, PhD.

Last change: 08.11.2022
Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde043/22	Finger alphabet

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

Type, volume, methods and workload of the student - additional information
2E- Two hours of full-time or combined 11x2-hour practicum for a total of 22 hours per semester.
Student workload:
2E: 11x 2 hours of direct teaching = 22 hours; 14 hours preparation of the seminar paper; 10 hours preparation for the mid-term assessment; 14 hours preparation for the final test. Total 60 hours of student work.
Learning methods:
Small group work, role-play method, didactic games, e-learning, rehearsal

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
During the semester the student will be evaluated by two control tests (2x max. 50 points). The tests are focused on practical mastery of individual lessons from the course.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
A-excellent performance, student knows/mastered/practically and theoretically mastered the finger alphabet, can apply to practice; B-excellent performance, student knows/mastered, practically and theoretically mastered the finger alphabet lesson, can apply to practice; C-good performance, student knows/learns, practically masters finger alphabet lessons, partially can apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice, partially masters finger alphabet lessons practically and theoretically; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.

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

Learning outcomes:
After completing the course, the student can characterize the concept of finger alphabet, can justify its use, can argue the need for its use not only in a group of children/pupils with hearing impairment, but also in other groups. The student will be able to practically master individual dactyls, apply them to practice, produce them fluently, but also be able to identify them from the production of others. The student develops communication skills, organizational skills, interpersonal skills, creativity, abstract thinking skills, motivation, ability to learn, and the ability to communicate in a manual form of communication.

Class syllabus:
1.Terminological definition of finger signs and their brief characteristics - finger alphabet, auxiliary articulatory signs, 2. Possibilities and limits of the use of individual types of finger signs, 3. Characteristics of the finger alphabet - history and present 4. Training and fixation of one-handed finger alphabet, 5. Training and fixation of two-handed finger alphabet.

Recommended literature:
Compulsory readings:
TARCSIOVÁ, Darina, 2012. Prstové znaky a pedagogika sluchovo postihnutých. 1. vyd. Bratislava: Univerzita Komenského v Bratislave, 2012. 104s. ISBN 978-80-223-3274-3.
KOUDELKOVÁ, Š. a TARCSIOVÁ, D.,2017. Posunkuj so mnou: Základná posunková zásoba pre deti so sluchovým postihnutím, Bratislava: IRIS s.r.o., 201 s., ISBN 9788082000156 (vybrané časti).
Tomášková, M. (2025). Edukačné karty jednoručnej prstovej abecedy. Vydavateľstvo UK.
Tomášková, M. (2025). Edukačné karty dvojručnej prstovej abecedy. Vydavateľstvo UK
Recommended readings:
TOMÁŠKOVÁ, M. 2020 - urobené video sekvencie na Moodle (moodle.uniba.sk)
Posunkuj hravo (aplikácia), 2018. Infosluch OZ.

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Miroslava Tomášková, PhD., Mgr. Kristína Ondrašinová, PhD.

Last change: 03.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde043/22	Finger alphabet

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

Type, volume, methods and workload of the student - additional information
2E- Two hours of full-time or combined 11x2-hour practicum for a total of 22 hours per semester.
Student workload:
2E: 11x 2 hours of direct teaching = 22 hours; 14 hours preparation of the seminar paper; 10 hours preparation for the mid-term assessment; 14 hours preparation for the final test. Total 60 hours of student work.
Learning methods:
Small group work, role-play method, didactic games, e-learning, rehearsal

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
During the semester the student will be evaluated by two control tests (2x max. 50 points). The tests are focused on practical mastery of individual lessons from the course.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
A-excellent performance, student knows/mastered/practically and theoretically mastered the finger alphabet, can apply to practice; B-excellent performance, student knows/mastered, practically and theoretically mastered the finger alphabet lesson, can apply to practice; C-good performance, student knows/learns, practically masters finger alphabet lessons, partially can apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice, partially masters finger alphabet lessons practically and theoretically; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.

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

Learning outcomes:
After completing the course, the student can characterize the concept of finger alphabet, can justify its use, can argue the need for its use not only in a group of children/pupils with hearing impairment, but also in other groups. The student will be able to practically master individual dactyls, apply them to practice, produce them fluently, but also be able to identify them from the production of others. The student develops communication skills, organizational skills, interpersonal skills, creativity, abstract thinking skills, motivation, ability to learn, and the ability to communicate in a manual form of communication.

Class syllabus:
1.Terminological definition of finger signs and their brief characteristics - finger alphabet, auxiliary articulatory signs, 2. Possibilities and limits of the use of individual types of finger signs, 3. Characteristics of the finger alphabet - history and present 4. Training and fixation of one-handed finger alphabet, 5. Training and fixation of two-handed finger alphabet.

Recommended literature:
Compulsory readings:
TARCSIOVÁ, Darina, 2012. Prstové znaky a pedagogika sluchovo postihnutých. 1. vyd. Bratislava: Univerzita Komenského v Bratislave, 2012. 104s. ISBN 978-80-223-3274-3.
KOUDELKOVÁ, Š. a TARCSIOVÁ, D.,2017. Posunkuj so mnou: Základná posunková zásoba pre deti so sluchovým postihnutím, Bratislava: IRIS s.r.o., 201 s., ISBN 9788082000156 (vybrané časti).
Tomášková, M. (2025). Edukačné karty jednoručnej prstovej abecedy. Vydavateľstvo UK.
Tomášková, M. (2025). Edukačné karty dvojručnej prstovej abecedy. Vydavateľstvo UK
Recommended readings:
TOMÁŠKOVÁ, M. 2020 - urobené video sekvencie na Moodle (moodle.uniba.sk)
Posunkuj hravo (aplikácia), 2018. Infosluch OZ.

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Miroslava Tomášková, PhD., Mgr. Kristína Ondrašinová, PhD.

Last change: 03.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde004/22	General didactics

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

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
Seminar, 2 hours per week, 22 hours per semester, combined (primarily full-time)
Student workload:
22 hours of direct teaching; 22 hours of preparation for continuous assessment; 31 hours of preparation for final assessment. A total of 66 hours of student work.
Teaching methods:
Lecturing, (problem-based) explanation, explanation, instruction, discussion, colloquium, mind mapping, brainstorming (Philips 66), heuristic methods, situation analysis method, guided self-study

Number of credits: 3

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
As part of the interim assessment, students will create (25 points) and critically analyse (25 points) a reflective journal (can take the form of a concept map) focused on pedagogical-didactic situational (self)reflection (50 points in total). As part of the final assessment, they will produce (30 points) and defend in a colloquial discussion (20 points) a term paper - a conceptual proposal (with pedagogical-didactic analysis of a specific problem(s)) for the solution of a selected teaching-learning problem(s) in school (50 points total). The aim is a coherent pedagogical-didactic (self-)reflection, critique, identification of critical moments of teaching and forming pedagogical thinking, production of ideas for improving the personal progress of learners and teachers, anticipation of the development of educational reality (under the influence of current problems and theories). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course you must obtain a minimum of 60% of the marks.
The grade is awarded on a scale:
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-didactic theories and can also critically analyse and evaluate them - in relation to the key stages of their development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,

B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich them with his/her own ideas, but only in selected problems and not in a generalizing way, is oriented in current scientific-didactic theories and can also critically evaluate them - in relation to the key stages of their development and their implications for practice, but only in selected problems and not in a generalizing way.
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks developing it with his/her own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific-didactic theories, but lacks their critical and generalizing evaluation,
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development with own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, orientation in current scientific-didactic theories is limited to specific areas, their critical evaluation is absent,
E (65-60%, sufficient - results meet the minimum criteria) - the student has only a limited understanding and can apply 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 current scientific-didactic theories 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 outputs, its application is incoherent, limited to limited contexts, orientation in current scientific-didactic theories is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
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 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 communicative, organisational, (self-)cognitive competences.

Class syllabus:
Didactics examines the educational process in its breadth and complexity, helping teachers to orient themselves and to get the clearest possible picture of the complex spectrum of different determinants that need to be taken into account in teaching. It makes accessible the formation and nature of teaching objectives, curriculum, as well as practical didactic principles in the teaching process. It characterizes the whole process of constructing a lesson (from the planning phase to evaluation and feedback). Currently, a discourse of different concepts and approaches to the teaching process is present and necessary in didactics. The orientation in teaching conceptions in student teachers initiates the process of developing individual conceptions, which for their practice represent the basic platform of their pedagogical thinking.
Seminar topics:
- Didactics as a science. Didactic ideas and opinions of some educators; The subject of didactics; Brief development of theoretical foundations; Didactics subdivision; Methods of didactic research.

- System and elements of the teaching process. Concept of the teaching process; Objectives of the teaching process; Social, gnoseological, psychological and logical foundations of the teaching process; Conditions of the teaching process; Phases of the teaching process; Teaching as a synthesis of education and upbringing; Models of the teaching process.
- Content of education and curriculum. Definition of basic terms; Documents of educational policy in Slovakia after 1989; Planned curriculum; Decentralization of curriculum; Two-level model of curriculum.
- Objectives in teaching/educational objectives. Definition of basic terms; From general to specific teaching objectives; Specific (sub) teaching objectives; Key competences.
- Teaching methods. Concept of teaching method; Classification of teaching methods and their characteristics - logical learning procedures; Characteristics of selected methods, monological methods, dialogical methods, selected activating methods; Determinations of optimal choice of methods.
- Selected concepts of teaching. Introduction to the concepts of teaching; Verbal-narrative teaching; Problem-based teaching; Cooperative teaching; Constructivist concepts of teaching; Constructivism as a theory of cognition; Foundations of constructivism and socio-cognitive constructivism in the theories of J. Piaget and L. S. Vygotsky.
- Transmission versus construction in the implementation of teaching. Basic features of two antagonistic approaches to teaching - Behaviorism vs. constructivism; Deductive, inductive and participatory approaches in teaching.
- Didactic principles/principles for meaningful teaching process. Characteristics of didactic principles; Alternative approaches to promote authentic/productive learning.
- Teacher and pupil in teaching. Teaching styles of the teacher; Professional competences; Self-reflection of the teacher; Creativity in the teacher's work; The pupil in teaching; Communication between teacher and pupil.
- Diagnostics and assessment in teaching. Control of teaching results; Roles and functions of control in teaching; Internal and external control of the school.
- Material and didactic resources. Concept and classification of material didactic means; Classification of teaching aids and technical equipment; Functions of material didactic means in the teaching process.

Recommended literature:

Compulsory/Recommended readings:

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

Recommended reading:

KOSTRUB, D. 2008. Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6.
KOSTRUB, D., OSTRADICKÝ, P. 2016. Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MLODZIEZY I DOROSLYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.
KOSTRUB, D., OSTRADICKÝ, P. 2014. Phenomena that determine didactic teacher thinking within the process of selecting optimal methods of teaching. In EDUKACJA KU PRZYSZLOŠCI, 2014, 1. vyd., s.114-122. ISBN 978-83-62160-20-4.
KOREŇOVÁ, L., KOSTRUB, D.-OSTRADICKÝ, P. 2018. Constructionist teaching and learning of mathematics through the optics of qualitative methodology. In DICTAP2018 & ICEE2018 [elektronický dokument]. - : 1. vyd. ISBN 978-1-941968-50-5.
HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R., 2006. Úvod do pedagogiky. Nitra : ENIGMA. ISBN: 80-89132-29-4 (3.kap.: Všeobecná didaktika).

SKALKOVÁ, J. 2007. Obecná didaktika. 2., rozšírené a aktualizované vydanie. Praha : Grada,2007. ISBN: 80-24718-21-7.
OSTRADICKÝ, P. 2017. Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017 [elektronický zdroj]. - Brno : Masarykova univerzita, 2017. - ISBN 978-80-87952-22-1. - S. 843-852 [CD-ROM].
PORUBSKÝ, Š. 2007. Učiteľ-diskurz-žiak. Osobnostno-sociálny model primárnej edukácie. Banská Bystrica : UMB v Banskej Bystrici, 2007. ISBN 978-80-8083-392-3.
FISHER, R.: Učíme děti myslet a učit se. Praha : Portál, 2011. ISBN 978-80-26200-43-7.

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

Notes:

Past grade distribution
Total number of evaluated students: 504

A	ABS	B	C	D	E	FX
53,77	0,0	23,61	11,71	4,56	5,16	1,19

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

Last change: 08.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde013/22	Governance, management, legislation and system of special schools and institutions

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
2S, 2 hours seminar per week, 22 hours total per semester, combined method.
Student workload:
2S (2 credits):11x2 hours of direct instruction = 22 hours; 6 hours of seminar paper preparation; 10 hours of preparation for ongoing activities - field research; 22 hours of assessment preparation. Total 60 hours of student work.
Learning methods:
Monological methods (lecturing, explanation, explanation, narration, instruction); Dialogical methods (interview, discussion, polemic, colloquium); Situational methods (case studies); Problem-based methods (problem-based interpretation, idea mapping, morphological method, situation analysis method, heuristics, analogy building, forecasting, practice, research); Practical methods (written, simulation, practice); Guided self-study (working with text, solving problems and assignments).

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Over the course of the semester, the student will complete a 20-point seminar paper, four interim activities will be assigned for 5 points each, and a final assessment in the form of a 60-point written review will follow in the interim assessment week.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
The grade is awarded on a scale:
A (100-91%, Excellent - Distinguished), the student has mastered in the high above average range the knowledge of leadership and school management. The student has mastered the knowledge and skills needed in leading and managing special education institutions for individuals with disabilities.
B (90-81%, very good - above average standard, excellent performance). Student knows/manages the learning outcomes specifically outlined above for an A grade, but critical thinking is borderline.

C (80-73%, good - normal reliable work, good performance). Although student knows but cannot apply to practice, student in the average range is proficient in the learning outcomes specifically itemized above at an A rating.
D (72-66%, satisfactory - acceptable performance). The student has satisfactory mastery of the learning outcomes specifically described above for an A rating. Further self-study and acquisition of additional practical skills are expected in practice, although the results are acceptable.
E (65-60%, satisfactory - results meet minimum criteria). The student knows the basic knowledge meeting the minimum criteria. Student knows with minimum criteria the learning outcomes specifically broken down above for the A assessment. Further self-study and acquisition of additional practical skills is expected as the results are borderline underperforming.
Fx (59-0%, inadequate - additional work required). Student is not proficient with even the minimum criteria learning outcomes specifically broken down above for the overall assessment. A repeat of the course is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student will acquire adequate theoretical knowledge and practical skills, knowledge of governance and school management in a democratic society. The student will get acquainted with the complex system of special schools and educational counselling and prevention facilities. The student will be able to constructively combine knowledge of the theory and methodology of school management in special education and counseling systems. The student will acquire the knowledge and skills needed in the leadership and management of special education institutions for individuals with disabilities.
Transferable competencies such as critical thinking, reasoning in context are also developed in the course.

Class syllabus:
School management in special education; the concept of school management, basic models and styles of management; organizing the management process - principal, deputy, class teacher, educational counsellor; career counsellor, digital coordinator, advisory bodies of the principal of the school and school facility; school administration and self-government; legal personality of the school, guide to the school year; the system of special schools and facilities, the work plan of the school, the school's projects and programmes; the plan of educational activities; control and evaluation of the work of the school; the legal norms in education.

Recommended literature:
Compulsory readings:
OBDRŽÁLEK, Z., HORVÁTHOVÁ, K. 2004. Organizácia a manažment školstva. Bratislava: SPN. ISBN 80-10-00022-1.
Zákon č.596/2003 Z.z o štátnej správe v školstve a školskej samospráve v znení neskorších predpisov. Zákon č.245/2008 Z.z o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov v znení neskorších predpisov.
Zákon č.138/2019 Z.z o pedagogických zamestnancoch a odborných zamestnancoch v znení neskorších predpisov.
138/2019
Recommended readings:
Vyhláška MŠ SR č.320/2008 Z.z o základnej škole v znení neskorších predpisov.
Vyhláška MŠ SR č. 322/2008 Z.z o špeciálnych školách v znení neskorších predpisov.
Vyhláška MŠ SR č..323/2008 Z.z o špeciálnych výchovných zariadeniach v znení neskorších predpisov. Vyhláška MŠ SR 325/2008Z.z. o školských zariadeniach výchovného poradenstva a prevencie v znení neskorších predpisov.

Sprievodca školským rokom. Novelizácia školského zákona.

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

Notes:

Past grade distribution
Total number of evaluated students: 299

A	ABS	B	C	D	E	FX
56,19	0,0	34,78	6,69	2,01	0,0	0,33

Lecturers: doc. PhDr. Alexandra Biščo Kastelová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde013/22	Governance, management, legislation and system of special schools and institutions

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
2S, 2 hours seminar per week, 22 hours total per semester, combined method.
Student workload:
2S (2 credits):11x2 hours of direct instruction = 22 hours; 6 hours of seminar paper preparation; 10 hours of preparation for ongoing activities - field research; 22 hours of assessment preparation. Total 60 hours of student work.
Learning methods:
Monological methods (lecturing, explanation, explanation, narration, instruction); Dialogical methods (interview, discussion, polemic, colloquium); Situational methods (case studies); Problem-based methods (problem-based interpretation, idea mapping, morphological method, situation analysis method, heuristics, analogy building, forecasting, practice, research); Practical methods (written, simulation, practice); Guided self-study (working with text, solving problems and assignments).

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Over the course of the semester, the student will complete a 20-point seminar paper, four interim activities will be assigned for 5 points each, and a final assessment in the form of a 60-point written review will follow in the interim assessment week.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
The grade is awarded on a scale:
A (100-91%, Excellent - Distinguished), the student has mastered in the high above average range the knowledge of leadership and school management. The student has mastered the knowledge and skills needed in leading and managing special education institutions for individuals with disabilities.
B (90-81%, very good - above average standard, excellent performance). Student knows/manages the learning outcomes specifically outlined above for an A grade, but critical thinking is borderline.

C (80-73%, good - normal reliable work, good performance). Although student knows but cannot apply to practice, student in the average range is proficient in the learning outcomes specifically itemized above at an A rating.
D (72-66%, satisfactory - acceptable performance). The student has satisfactory mastery of the learning outcomes specifically described above for an A rating. Further self-study and acquisition of additional practical skills are expected in practice, although the results are acceptable.
E (65-60%, satisfactory - results meet minimum criteria). The student knows the basic knowledge meeting the minimum criteria. Student knows with minimum criteria the learning outcomes specifically broken down above for the A assessment. Further self-study and acquisition of additional practical skills is expected as the results are borderline underperforming.
Fx (59-0%, inadequate - additional work required). Student is not proficient with even the minimum criteria learning outcomes specifically broken down above for the overall assessment. A repeat of the course is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student will acquire adequate theoretical knowledge and practical skills, knowledge of governance and school management in a democratic society. The student will get acquainted with the complex system of special schools and educational counselling and prevention facilities. The student will be able to constructively combine knowledge of the theory and methodology of school management in special education and counseling systems. The student will acquire the knowledge and skills needed in the leadership and management of special education institutions for individuals with disabilities.
Transferable competencies such as critical thinking, reasoning in context are also developed in the course.

Class syllabus:
School management in special education; the concept of school management, basic models and styles of management; organizing the management process - principal, deputy, class teacher, educational counsellor; career counsellor, digital coordinator, advisory bodies of the principal of the school and school facility; school administration and self-government; legal personality of the school, guide to the school year; the system of special schools and facilities, the work plan of the school, the school's projects and programmes; the plan of educational activities; control and evaluation of the work of the school; the legal norms in education.

Recommended literature:
Compulsory readings:
OBDRŽÁLEK, Z., HORVÁTHOVÁ, K. 2004. Organizácia a manažment školstva. Bratislava: SPN. ISBN 80-10-00022-1.
Zákon č.596/2003 Z.z o štátnej správe v školstve a školskej samospráve v znení neskorších predpisov. Zákon č.245/2008 Z.z o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov v znení neskorších predpisov.
Zákon č.138/2019 Z.z o pedagogických zamestnancoch a odborných zamestnancoch v znení neskorších predpisov.
138/2019
Recommended readings:
Vyhláška MŠ SR č.320/2008 Z.z o základnej škole v znení neskorších predpisov.
Vyhláška MŠ SR č. 322/2008 Z.z o špeciálnych školách v znení neskorších predpisov.
Vyhláška MŠ SR č..323/2008 Z.z o špeciálnych výchovných zariadeniach v znení neskorších predpisov. Vyhláška MŠ SR 325/2008Z.z. o školských zariadeniach výchovného poradenstva a prevencie v znení neskorších predpisov.

Sprievodca školským rokom. Novelizácia školského zákona.

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

Notes:

Past grade distribution
Total number of evaluated students: 299

A	ABS	B	C	D	E	FX
56,19	0,0	34,78	6,69	2,01	0,0	0,33

Lecturers: doc. PhDr. Alexandra Biščo Kastelová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde047/22	Inclusive education and educational support

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

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
2P/Two hours of lecture in a full-time or combined method 11x2hours, a total of 22 hours per semester.
Student workload:
2P (2 credits): 11x2hours of direct teaching = 22 hours, 14 hours preparation of seminar paper, 14 hours preparation for mid-term assessment, 30 hours preparation for examination. Total 80 hours of student work.
Learning methods:
Interpretation of the curriculum with continuous application of the theoretical knowledge on practical examples. Theoretical teaching will be accompanied by methodical preparation of students through a seminar assignment at school. This will include participant observation of student's social attitudes towards barriers to participation in school life. The student will become familiar with a case study of a pupil with SEN, reflecting on his/her situation and the progress caused by the implementation of a support measure. The reflection will be produced as a term paper.

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, the student will present his/her seminar work - case study.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D and a minimum of 60 points is required for a grade of E.
A student may obtain a maximum of 80 points for the written final examination and a maximum of 20 points for the seminar paper.
Credit will not be awarded unless the student achieves at least 55% on the written test. To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),

E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student will acquire adequate theoretical knowledge and practical skills. The student will be able to state the criteria for good management of an inclusive classroom, characterize effective teaching in a heterogeneous classroom, explain the regularities of the learning process, its mechanisms, its course and the conditions under which it takes place. The student will become familiar with the presented inclusive methodologies in education and the possibilities of teaching in heterogeneous classrooms. The student will be able to specify the conditions of a school environment prepared for inclusive education, the principles of individualization and differentiation.

Class syllabus:
The aim of the course is knowledge and orientation in the issues of inclusion and inclusive education in theoretical and practice-oriented level.
The course is based on:
1.Principles, values, goals of common education. 2. The emergence and nature of the inclusive school, changes in the curriculum. 2.Inclusive didactics, working with heterogeneous class and group of pupils, teaching strategies, differentiation and individualization in the process of teaching; 3. Measurement of pupils' relational network in an inclusive school, principles of social learning, metacognitive learning, diagnosis of pupils' learning needs; 4. Individual support of pupils, reflection on their learning progress in the context of support measures, principle of individualization and differentiation; 5. Role of pedagogue/special educator and teaching assistant in inclusive practice; 6. Legislative support and inclusive conditions in education, support measures

Recommended literature:
Compulsory readings:
BARTOŇOVÁ, M., VÍTKOVÁ, M. et al., 2016. Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. Brno: Masarykova univerzita. 2016. ISBN: 978-80-2106-678-6.
BARTOŇOVÁ, M., VÍTKOVÁ, M. 2020. Efektivní vyučování v heterogenní třídě se zřetelem na metody a učební strategie. 1., elektronické vyd. Brno: Masarykova univerzita, 2020. 122 s. ISBN 978-80-210-9830-5.
BOOTH, T. a M. AINSCOW, 2019. Index inkúzie. Príručka na rozvoj škôl s dôrazom na inkluzívne hodnoty. 2019. Nadácia pre deti Slovenska. ISBN 978-80-89403-19-6.[online].[cit. 2020-09-25]. Dostupné z: https://www.nds.sk/wp-content/uploads/2023/07/index-inkluzie.pdf
KATALÓG PODPORNÝCH OPATRENÍ, 2024. 2. vydanie. Dostupné na: https://podporneopatrenia.minedu.sk/data/att/c09/31224.4fca50.pdf
STRATÉGIA INKLUZÍVNEHO PRÍSTUPU VO VÝCHOVE A VZDELÁVANÍ, 2021. Dostupné z: https://www.minedu.sk/data/att/928/23120.ae7062.pdf
ŠTÁTNA ŠKOLSKÁ INŠPEKCIA, 2023. Sprievodca wellbeingom v školskom prostredí. ISBN: 978-80-974470-1-4, Dostupné z:

https://www.ssi.sk/wp-content/uploads/2023/04/Publikacia-WELLBeing-2023.pdf
LECHTA, V. (ed), 2016. Inkluzívna pedagogika. Praha: Portál. 2016. 463s. ISBN: 978-80-262-1123-5.
Recommended readings:
BAGALOVÁ, Ľ., Ľ. BIZÍKOVÁ a Z. FATULOVÁ, 2015. Metodika podporujúca inkluzívne vzdelávanie v školách. Bratislava: Štátny pedagogický ústav. ISBN 978-80-8118-143-6. Dostupné na: https://www.statpedu.sk/files/articles/nove_dokumenty/projekty/eea_grants/metodika-podporujuca-inkluzivne-vzdelavanie-skolach.pdf
BARTOŇOVÁ, M. VÍTKOVÁ, M. et al. 2016. Strategie vzdělávání žáků se speciálními vzdělávacími potřebami v inkluzivním prostředí základní školy. Texty k distančnímu vzdělávání. 1. vyd. Brno: Paido, 2016. 27 s. ISBN 978-80-7315-255-0.
BARTOŇOVÁ,M., VÍTKOVÁ, M. 2019. Inkluzivní pedagogika: Distanční studijní text. 1. vyd. Opava, 2019. 179 s. ISBN 978-80-7510-334-5.
BARTOŇOVÁ, M., VÍTKOVÁ ,M. 2018. Inkluzivní didaktika v praxi základní školy se zřetelem na specifika žáků s lehkým mentálním postižením. 1. vydání. Brno: Munipress, 2018. 165 s. ISBN 978-80-210-9189-4.
BARTOŇOVÁ, M., VÍTKOVÁ , M. a kol. 2017. Support Measures for Students with Special Education Needs in Mainstream Schools in the Czech Republic and Abroad. 1. vyd. Brno: Masarykova univerzita, 2017. 198 s. ISBN 978-80-210-8504-6.
Zákony, vyhlášky a metodické pokyny v aktuálnom znení.

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

Notes:

Past grade distribution
Total number of evaluated students: 460

A	ABS	B	C	D	E	FX
58,26	0,0	26,52	9,57	4,35	0,43	0,87

Lecturers: prof. PaedDr. Miroslava Bartoňová, PhD.

Last change: 13.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde047/22	Inclusive education and educational support

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

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
2P/Two hours of lecture in a full-time or combined method 11x2hours, a total of 22 hours per semester.
Student workload:
2P (2 credits): 11x2hours of direct teaching = 22 hours, 14 hours preparation of seminar paper, 14 hours preparation for mid-term assessment, 30 hours preparation for examination. Total 80 hours of student work.
Learning methods:
Interpretation of the curriculum with continuous application of the theoretical knowledge on practical examples. Theoretical teaching will be accompanied by methodical preparation of students through a seminar assignment at school. This will include participant observation of student's social attitudes towards barriers to participation in school life. The student will become familiar with a case study of a pupil with SEN, reflecting on his/her situation and the progress caused by the implementation of a support measure. The reflection will be produced as a term paper.

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, the student will present his/her seminar work - case study.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D and a minimum of 60 points is required for a grade of E.
A student may obtain a maximum of 80 points for the written final examination and a maximum of 20 points for the seminar paper.
Credit will not be awarded unless the student achieves at least 55% on the written test. To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),

E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student will acquire adequate theoretical knowledge and practical skills. The student will be able to state the criteria for good management of an inclusive classroom, characterize effective teaching in a heterogeneous classroom, explain the regularities of the learning process, its mechanisms, its course and the conditions under which it takes place. The student will become familiar with the presented inclusive methodologies in education and the possibilities of teaching in heterogeneous classrooms. The student will be able to specify the conditions of a school environment prepared for inclusive education, the principles of individualization and differentiation.

Class syllabus:
The aim of the course is knowledge and orientation in the issues of inclusion and inclusive education in theoretical and practice-oriented level.
The course is based on:
1.Principles, values, goals of common education. 2. The emergence and nature of the inclusive school, changes in the curriculum. 2.Inclusive didactics, working with heterogeneous class and group of pupils, teaching strategies, differentiation and individualization in the process of teaching; 3. Measurement of pupils' relational network in an inclusive school, principles of social learning, metacognitive learning, diagnosis of pupils' learning needs; 4. Individual support of pupils, reflection on their learning progress in the context of support measures, principle of individualization and differentiation; 5. Role of pedagogue/special educator and teaching assistant in inclusive practice; 6. Legislative support and inclusive conditions in education, support measures

Recommended literature:
Compulsory readings:
BARTOŇOVÁ, M., VÍTKOVÁ, M. et al., 2016. Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. Brno: Masarykova univerzita. 2016. ISBN: 978-80-2106-678-6.
BARTOŇOVÁ, M., VÍTKOVÁ, M. 2020. Efektivní vyučování v heterogenní třídě se zřetelem na metody a učební strategie. 1., elektronické vyd. Brno: Masarykova univerzita, 2020. 122 s. ISBN 978-80-210-9830-5.
BOOTH, T. a M. AINSCOW, 2019. Index inkúzie. Príručka na rozvoj škôl s dôrazom na inkluzívne hodnoty. 2019. Nadácia pre deti Slovenska. ISBN 978-80-89403-19-6.[online].[cit. 2020-09-25]. Dostupné z: https://www.nds.sk/wp-content/uploads/2023/07/index-inkluzie.pdf
KATALÓG PODPORNÝCH OPATRENÍ, 2024. 2. vydanie. Dostupné na: https://podporneopatrenia.minedu.sk/data/att/c09/31224.4fca50.pdf
STRATÉGIA INKLUZÍVNEHO PRÍSTUPU VO VÝCHOVE A VZDELÁVANÍ, 2021. Dostupné z: https://www.minedu.sk/data/att/928/23120.ae7062.pdf
ŠTÁTNA ŠKOLSKÁ INŠPEKCIA, 2023. Sprievodca wellbeingom v školskom prostredí. ISBN: 978-80-974470-1-4, Dostupné z:

https://www.ssi.sk/wp-content/uploads/2023/04/Publikacia-WELLBeing-2023.pdf
LECHTA, V. (ed), 2016. Inkluzívna pedagogika. Praha: Portál. 2016. 463s. ISBN: 978-80-262-1123-5.
Recommended readings:
BAGALOVÁ, Ľ., Ľ. BIZÍKOVÁ a Z. FATULOVÁ, 2015. Metodika podporujúca inkluzívne vzdelávanie v školách. Bratislava: Štátny pedagogický ústav. ISBN 978-80-8118-143-6. Dostupné na: https://www.statpedu.sk/files/articles/nove_dokumenty/projekty/eea_grants/metodika-podporujuca-inkluzivne-vzdelavanie-skolach.pdf
BARTOŇOVÁ, M. VÍTKOVÁ, M. et al. 2016. Strategie vzdělávání žáků se speciálními vzdělávacími potřebami v inkluzivním prostředí základní školy. Texty k distančnímu vzdělávání. 1. vyd. Brno: Paido, 2016. 27 s. ISBN 978-80-7315-255-0.
BARTOŇOVÁ,M., VÍTKOVÁ, M. 2019. Inkluzivní pedagogika: Distanční studijní text. 1. vyd. Opava, 2019. 179 s. ISBN 978-80-7510-334-5.
BARTOŇOVÁ, M., VÍTKOVÁ ,M. 2018. Inkluzivní didaktika v praxi základní školy se zřetelem na specifika žáků s lehkým mentálním postižením. 1. vydání. Brno: Munipress, 2018. 165 s. ISBN 978-80-210-9189-4.
BARTOŇOVÁ, M., VÍTKOVÁ , M. a kol. 2017. Support Measures for Students with Special Education Needs in Mainstream Schools in the Czech Republic and Abroad. 1. vyd. Brno: Masarykova univerzita, 2017. 198 s. ISBN 978-80-210-8504-6.
Zákony, vyhlášky a metodické pokyny v aktuálnom znení.

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

Notes:

Past grade distribution
Total number of evaluated students: 460

A	ABS	B	C	D	E	FX
58,26	0,0	26,52	9,57	4,35	0,43	0,87

Lecturers: PaedDr. Jana Verešová, PhD.

Last change: 13.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-SPPde010/22	**Course title:** Inclusive pedagogy and education of the disabled

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

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
2P/Two hours of lecture in a full-time or combined method 11x2hours, a total of 22 hours per semester.
Student workload:
2P (3credits): 11x2hours of direct instruction = 22 hours, 14 hours of seminar paper preparation, 14 hours of mid-term evaluation preparation, 30 hours of exam preparation. Total 80 hours of student work.
Learning methods:
Interpretation of the material with continuous application of the theoretical knowledge on practical examples and video demonstrations followed by discussion.

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, the student will present his/her term paper on a topic assigned by the teacher.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E.
A student may obtain a maximum of 80 points for the written final examination and a maximum of 20 points for the seminar paper.
Credit will not be awarded unless the student achieves at least 55% on the written test. To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but

can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student will gain an orientation in the current conditions of inclusive education. After successful completion, the student will be able to characterize the specifics of collaborative education and identify possible difficulties of children, pupils interfering in the teaching process. Acquire professional knowledge, skills and general competences for forming conclusions for inclusive education with use for the purposes of educational rehabilitation and in the context of social inclusion.

Class syllabus:
Brief outline of the course:
The aim of the course is to get acquainted with the development of attitudes towards inclusion, with legislative documents guaranteeing equal approaches in inclusive education.
The course outlines:
Philosophy of inclusive education, principles, values, goals. Historical development of inclusive education. The emergence and nature of the inclusive school, tools for its evaluation, curriculum changes, the possibility of intervention approaches, areas of support measures. Intersection of inclusive pedagogy with special pedagogy. Special education counselling as a system of professional support for inclusive education. Inclusive research, inclusive educational offers for children and pupils with special educational needs. Legislative support in education. Social inclusion - classroom climate, working with family and community in inclusive school.

Recommended literature:
Compulsory/Recommended readings:
BARTOŇOVÁ, M., VÍTKOVÁ, M. et al., 2016. Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. Brno: Masarykova univerzita. 2016. ISBN: 978-80-2106-678-6.
HÁJKOVÁ, V., STRNADOVÁ, I., 2010. Inkluzivní vzdělávaní. Praha: Garda. 2010. ISBN: 978-80-247-3070.
LECHTA, V. (ed), 2016. Inkluzívna pedagogika. Praha: Portál. 2016. 463s. ISBN: 978-80-262-1123-5.
SCHMIDTOVÁ, M., 2012. Koncepcia inkluzívneho vzdelávania zdravotne znevýhodnených. Bratislava: Úrad vlády, 2012.
Recommended readings:
SCHMIDTOVÁ, M., 2013. Inkluzívna škola-ako na to? Možnosti transformácie škôl smerom k inklúzii. In. HAPALOVÁ, M., KRIGLEROVÁ, E., 2013. O krok bližšie k inklúzii. Bratislava: Centrum pre výskum etnicity a kultúry, 2013. ISBN 978-80-971343-0-3.
BARTOŇOVÁ,M., VÍTKOVÁ, M. 2019. Inkluzivní pedagogika: Distanční studijní text. 1. vyd. Opava, 2019. 179 s. ISBN 978-80-7510-334-5.
Zákony, vyhlášky a metodické pokyny v aktuálnom znení.

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

Notes:

Past grade distribution Total number of evaluated students: 488						
A	ABS	B	C	D	E	FX
39,14	0,0	29,1	21,11	6,15	3,69	0,82
Lecturers: prof. PaedDr. Miroslava Bartoňová, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Darina Tarcsiová, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-SPPde010/22	**Course title:** Inclusive pedagogy and education of the disabled

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

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
2P/Two hours of lecture in a full-time or combined method 11x2hours, a total of 22 hours per semester.
Student workload:
2P (3credits): 11x2hours of direct instruction = 22 hours, 14 hours of seminar paper preparation, 14 hours of mid-term evaluation preparation, 30 hours of exam preparation. Total 80 hours of student work.
Learning methods:
Interpretation of the material with continuous application of the theoretical knowledge on practical examples and video demonstrations followed by discussion.

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, the student will present his/her term paper on a topic assigned by the teacher.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E.
A student may obtain a maximum of 80 points for the written final examination and a maximum of 20 points for the seminar paper.
Credit will not be awarded unless the student achieves at least 55% on the written test. To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but

can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student will gain an orientation in the current conditions of inclusive education. After successful completion, the student will be able to characterize the specifics of collaborative education and identify possible difficulties of children, pupils interfering in the teaching process. Acquire professional knowledge, skills and general competences for forming conclusions for inclusive education with use for the purposes of educational rehabilitation and in the context of social inclusion.

Class syllabus:
Brief outline of the course:
The aim of the course is to get acquainted with the development of attitudes towards inclusion, with legislative documents guaranteeing equal approaches in inclusive education.
The course outlines:
Philosophy of inclusive education, principles, values, goals. Historical development of inclusive education. The emergence and nature of the inclusive school, tools for its evaluation, curriculum changes, the possibility of intervention approaches, areas of support measures. Intersection of inclusive pedagogy with special pedagogy. Special education counselling as a system of professional support for inclusive education. Inclusive research, inclusive educational offers for children and pupils with special educational needs. Legislative support in education. Social inclusion - classroom climate, working with family and community in inclusive school.

Recommended literature:
Compulsory/Recommended readings:
BARTOŇOVÁ, M., VÍTKOVÁ, M. et al., 2016. Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. Brno: Masarykova univerzita. 2016. ISBN: 978-80-2106-678-6.
HÁJKOVÁ, V., STRNADOVÁ, I., 2010. Inkluzivní vzdělávaní. Praha: Garda. 2010. ISBN: 978-80-247-3070.
LECHTA, V. (ed), 2016. Inkluzívna pedagogika. Praha: Portál. 2016. 463s. ISBN: 978-80-262-1123-5.
SCHMIDTOVÁ, M., 2012. Koncepcia inkluzívneho vzdelávania zdravotne znevýhodnených. Bratislava: Úrad vlády, 2012.
Recommended readings:
SCHMIDTOVÁ, M., 2013. Inkluzívna škola-ako na to? Možnosti transformácie škôl smerom k inklúzii. In. HAPALOVÁ, M., KRIGLEROVÁ, E., 2013. O krok bližšie k inklúzii. Bratislava: Centrum pre výskum etnicity a kultúry, 2013. ISBN 978-80-971343-0-3.
BARTOŇOVÁ,M., VÍTKOVÁ, M. 2019. Inkluzivní pedagogika: Distanční studijní text. 1. vyd. Opava, 2019. 179 s. ISBN 978-80-7510-334-5.
Zákony, vyhlášky a metodické pokyny v aktuálnom znení.

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

Notes:

Past grade distribution Total number of evaluated students: 488						
A	ABS	B	C	D	E	FX
39,14	0,0	29,1	21,11	6,15	3,69	0,82
Lecturers: prof. PaedDr. Miroslava Bartoňová, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Darina Tarcsiová, PhD.						

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-SPPšt020/22	**Course title:** Inclusive pedagogy and education of the disabled
Number of credits: 3	
Educational level: II.	

Course requirements:

The state exam (including the defense of the final thesis), its conditions, and the procedural side are covered by IR 1/2020 Study Regulations of the FoE CU, as well as IR 5/2021 Study Regulations of the CU.

The student can take the state exam a) after obtaining at least such a number of credits that after obtaining the credits for successfully passing the last state exam, he/she reaches the necessary number of credits for the proper completion of the studies, and b) after successfully completing the mandatory subjects,, mandatory optional subjects and optional subjects in the composition determined by the study program except for the state exam, and c) no disciplinary proceedings are being conducted against him/her.

In the master's degree, it is necessary to obtain 94 credits in the prescribed composition within the study program for its study part. The student receives another 14 credits for the successful defense of the final thesis and 12 credits for the subjects of the state exam.

According to IR 23/2021 Internal system of the quality assurance of HE of the CU in Bratislava, part six, Art. 56, paragraph 2, the student must demonstrate knowledge and understanding of it, demonstrate its application, and the ability to creatively solve problems related to the given field of study in broader contexts in new/unknown/simulated environments. He/she must also demonstrate developed learning skills with a high degree of independence and autonomy.

In particular, the student is evaluated for the following:

- the level of acquisition of the necessary knowledge, skills, and competences necessary for the performance of the indicated profession;
- the level of completion and verbal interpretation of acquired knowledge/skills, the ability to analyze, synthesize, and generalize them;
- the level of student competences (rationality of learning, ability to solve appropriate problem/ simulated tasks, level of critical and creative thinking, communication skills, personal and interpersonal competences, etc.).

The rating is given on a scale:

A (excellent - excellent results),
B (very good – above average standard),
C (good – normal reliable work),
D (satisfactorily – acceptable results),
E (sufficient - the results meet the minimum criteria),
Fx (insufficient).

Learning outcomes:

The educational result is in accordance with the LI CU/FoE, the mission and strategic objectives of the CU/FOE, in accordance with the description of the study field, in accordance with the NKR/

SKR/DD, in accordance with the profile of the graduate, in accordance with the goals and outcomes of education in individual subjects of the study plan and other related documents.
At the state exam, the student must demonstrate the following:
- knowledge of approaches and methods of education of children and pupils with special educational needs,
- knowledge of the principles, conditions and implementation of inclusive education in primary and secondary schools,
- control of theoretical and philosophical starting points for determining goals in inclusive pedagogy and education of the disabled,
- knowledge of the goals of education of pupils with SEN, educational programs for pupils with SEN, school documents,
- knowledge of special methods of teaching subjects at the primary level of elementary school for pupils with SEN.
At the state exam, the student must demonstrate the ability to:
- plan, manage, implement and evaluate the educational process of pupils with SEN,
- to know and identify the sociocultural environment and its influence on the development and education of pupils with special educational needs in the context of social inclusion,
- master scientific language, terminological definition, internal division, goals, tasks, subject of inclusive education,
- to implement the specifics of the teaching methods of subjects at the primary level of elementary school for pupils with SEN,
- solve various pedagogical situations that are affected,
- identify and implement support measures for pupils with SEN in the conditions of mainstream schools,
- the ability to apply the methods of special pedagogical diagnostics and inclusive didactics in practice,
- adjust the school environment in favor of the success of a student with SEN, knows how to create individual educational programs in cooperation with other experts, knows the principles of creating their content.
The student should be able to perform the following:
- activities related to the position of a special school teacher in mainstream primary and secondary schools,
- carry out pedagogical and special pedagogical diagnostics in the field of their activity,
- work in a multidisciplinary team, cooperate with other experts within work teams, lead work teams,
- can specify the basic starting points of the conceptual (educational programs) legislative framework of the education and counseling process and can identify barriers to learning in the context of the biopsychosocial model.
As part of the state exam, the student demonstrates and possesses the following transferable skills: analytical skills, abstract and critical thinking skills, communication skills, reasoning in context, metacognitive skills, and supervision skills, comparison skills.

Class syllabus:

1. Inclusion, inclusive education, current status and trends in special education, pedagogical support for pupils with special educational needs in the Slovak Republic.
2. Inclusive education in an international context. Legislative framework in the Slovak Republic (Education Act and its amendment, subsequent decrees).
3. The concept of inclusive didactics (actors of inclusive education, cooperative learning, peer learning, Vygotsky's concept – mediated learning).
4. Conditions for the education of pupils with special educational needs in mainstream schools.

5. Special pedagogical consulting services (consulting workplaces).
6. Environment and conditions for learning in inclusive education (position of the teacher, student, motivation and performance in learning).
7. Special pedagogical diagnostics in a heterogeneous class of elementary school. Individual educational program, characteristics, content, aimed at pupils with special educational needs in primary school.
8. Classroom climate - social inclusion, factors that affect the educational process, communication between parents, teachers, and students.
9. FEP for basic education with emphasis on pupils with special educational needs.
10. Didactic principles, organizational forms used in the education of pupils with special educational needs. The principle of differentiation and individualization in a heterogeneous class environment.
11. Assessment in an inclusive school (formative assessment, motivational, diagnostic, and social function of assessment).
12. Characteristics of individuals with intellectual disabilities - classification, specifics of education (support measures, framework conditions, and means of education).
13. Characteristics of individuals with autism spectrum disorder - classification, specifics of education (support measures, framework conditions, and means of education).
14. Characteristics of visually impaired individuals - classification, specifics of education (support measures, framework conditions, and means of education).
15. Characteristics of pupils with impaired communication skills: classification, specifics of education (support measures, framework conditions, and means of education).
16. Characteristics of pupils with physical disabilities – classification, specifics of education (support measures, framework conditions, and means of education. Characteristics of pupils with multiple disabilities – classification, specifics of education (support measures, framework conditions, and means of education. Cerebral palsy – etiology, forms, and specifics of education with regard to age periods).
17. Characteristics of pupils with hearing impairment - classification of education specifics (support measures, framework conditions, and means of education).
18. Characteristics of pupils with specific learning disabilities and behavioral disorders - classification, specifics of education (support measures, framework conditions and means of education). Professional orientation of pupils with special educational needs.

State exam syllabus:

Recommended literature:

Compulsory readings:

BARTOŇOVÁ, M. 2020. Přístupy a intervence k jedincům se specifickými poruchami učení. Bratislava: Iris, 2020.
BARTOŇOVÁ, M., VÍTKOVÁ, M. et al. 2016. Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. Brno: Masarykova univerzita. 2016. ISBN: 978-80-2106-678-6.
BARTOŇOVÁ, M., VÍTKOVÁ ,M. 2018. Inkluzivní didaktika v praxi základní školy se zřetelem na specifika žáků s lehkým mentálním postižením. 1. vydání. Brno: Munipress, 2018. ISBN 978-80-210-9189-4.
BARTOŇOVÁ, M., VÍTKOVÁ, M. 2020. Efektivní vyučování v heterogenní třídě se zřetelem na metody a učební strategie. 1., elektronické vyd. Brno: Masarykova univerzita, 2020. ISBN 978-80-210-9830-5.
BOOTH, T., AINSCOW, M. 2000. The Index for Inclusion. Developing Learning and Participation in Schools. Bristol: CSIE, 2000.

HÁJKOVÁ, V., STRNADOVÁ, I. 2010. Inkluzivní vzdělávaní. Praha: Garda. 2010. ISBN: 978-80-247-3070.
KEREKRÉTIOVÁ, A. a kol. 2016. Logopédia. Bratislava: Univerzita Komenského, 2016. ISBN 978-80-223-4165-3.
KURUC, M. 2013. Poruchy správania u detí a adolescentov a ich pedagogická diagnostika. Bratislava: Univerzita Komenského v Bratislave, 2013. ISBN 978-80-223-3512-6.
LECHTA, V. (ed), 2016. Inkluzívna pedagogika. Praha: Portál, 2016. ISBN: 978-80-262-1123-5.
LECHTA, V., PORUBOVIČOVÁ, Ľ. a CIRJAKOVÁ, Z. 2017. Výchova a vzdelávanie detí s narušenou komunikačnou schopnosťou v predprimárnom vzdelávaní. In: Aplikácia vzdelávacích programov pre deti so zdravotným znevýhodnením pre predprimárne vzdelávanie. Bratislava: ŠPÚ, 2017. Dostupné na internete: https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevyhodnenim-vseobecnym-intelektovym-nadanim/predprimarne-vzdelavanie.pdf
SMETANOVÁ, D. a kol. 2014. Prejavy správania u vybraných skupín žiakov základných škôl. 1. vyd. Bratislava: Univerzita Komenského, Pedagogická fakulta, 2014. ISBN 978-80-89726-17-2.
SCHMIDTOVÁ, M., 2012. Koncepcia inkluzívneho vzdelávania zdravotne znevýhodnených. Bratislava: Úrad vlády, 2012.
TARCSIOVÁ, D. a kol. 2016. Písmo a žiaci so stratou sluchu. Bratislava: IRIS, 2016. ISBN 978-80-89726-88-2.
VANČOVÁ, A. 2010. Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava: IRIS, 2010. ISBN 978-80-89238-37-8.
Zákony, vyhlášky a metodické pokyny v aktuálnom znení.
Recommended readings:
BARTOŇOVÁ, M., VÍTKOVÁ, M. 2019. Inkluzivní pedagogika: Distanční studijní text. 1. vyd. Opava: Fakulta veřejných politik v Opavě, 2019. ISBN 978-80-7510-334-5.
BARTOŇOVÁ, M., VÍTKOVÁ , M. 2018. Inkluzivní didaktika v praxi základní školy se zřetelem na specifika žáků s lehkým mentálním postižením. 1. vydání. Brno: Munipress, 2018. ISBN 978-80-210-9189-4.
BARTOŇOVÁ, M., VÍTKOVÁ, M. 2020. Efektivní vyučování v heterogenní třídě se zřetelem na metody a učební strategie. 1., elektronické vyd. Brno: Masarykova univerzita, 2020. ISBN 978-80-210-9830-5.
MEIJER,C. (eds.) 2002. Integrace v Europě – Trendy v 14 evropských zemích. Evropská agentura pro rozvoj speciálního vzdělavání. Praha: Ministerstvo školství, mládeže.
VANČOVÁ, A., KEČKÉŠOVÁ, M., SMETANOVÁ, D. 2017. Ochrana práv dieťaťa a rodiny v Slovenskej republike rámcovaná platnou legislatívou. 1. vyd. Bratislava: Slovak education publishing, 2017. ISBN 978-80-89834-03-7.
VANČOVÁ, A., HAUSKRECHTOVÁ, V.; ZUBOVÁ, M.; VANČOVÁ, A. (ed) 2008. Tímová spolupráca v komplexnej starostlivosti o dieťa s postihnutím raného veku. Zborník. Bratislava, UK PdF, 2008. ISBN 978-80-970100-7-2.

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

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde014/22	Individual speech therapy intervention in special education practice

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

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
2S- two-hour seminar in a face-to-face or combined method 11x2hours, a total of 22 hours per semester.
Student workload:
2S seminar 11x2 hours of direct instruction = 22 hours; 14 hours seminar paper preparation; 20 hours preparation for midterm evaluation; 20 hours exam preparation. Total 76 hours of student work.
Learning methods:
Lecture, discussion, situation analysis method, guided self-study, case studies/open lessons, heuristic method

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites: PdF.KŠP/M-SPPde008/22 - Speech therapy for special educators

Course requirements:
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.
During the semester, the student will produce a term paper on a topic assigned by the teacher. The student may obtain a maximum of 50 points for the written final examination and 50 points for the continuous assessment during the semester (of which the student may obtain a maximum of 20 points for the seminar paper).
Credit will not be awarded unless the student earns at least 55% on the written final test. To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).

A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student defines basic terminological concepts related to IST, can describe historical and current trends in IST, characterize the requirements for a professional staff member implementing IST, orientates in the structure of speech therapy care with an emphasis on the Department of Education. Can characterize and explain the importance of IST in early childhood and preschool, can explain the possibilities and limitations of IST in school-age settings. The student will learn and be able to implement the goals, content, and methods of applying individual speech therapy intervention in the education of individuals with communication disorders.
The student develops critical thinking, reasoning in context, improves computer literacy, is able to reflect on own attitudes towards IST, develops practical skills and linking theoretical knowledge with practice.

Class syllabus:
1. Basic concepts and organizational structure of speech therapy care with emphasis on the Department of Education. 2. Individual speech therapy intervention in early childhood and preschool age -educational program, methods, procedures, forms. 3. IST opportunities in school-age and adult individuals post-vocational training -educational programs, methods, procedures, forms. 4. Speech therapy counselling within IST - principles, approaches and forms of counselling. 5. History, present and trends in IST, personality requirements for pedagogical/professional staff implementing IST, lifelong learning.

Recommended literature:
Compulsory/Recommended readings:
KEREKRÉTIOVÁ, A. a kol., 2016. Logopédia. Bratislava: Univerzita Komenského v Bratislave, 2016. ISBN 978-80-223-4165-3.
LECHTA, V., 2017. Výchova vzdelávanie žiakov s narušenou komunikačnou schopnosťou. In: Vladová, K. – Lechta, V.: Aplikácia vzdelávacích programov pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním. Štátny pedagogický ústav Bratislava, 2017. s. 77 – 91. ISBN 978-80-8118-196-2.
LECHTA, V., PORUBOVIČOVÁ, Ľ., CIRJAKOVÁ, Z., 2017. Výchova a vzdelávanie detí s narušenou komunikačnou schopnosťou v predprimárnom vzdelávaní. In: Vladová, K., Lechta, V. a kol.: Aplikácia vzdelávacích programov pre deti so zdravotným znevýhodnením pre predprimárne vzdelávanie. Štátny pedagogický ústav Bratislava, 2017. S. 106 -125. ISBN 978-80-8118-197-9.
PORUBOVIČOVÁ, Ľ. Nepublikované prednášky.
Recommended readings:
KEREKRÉTIOVÁ, A., 2016. Logopedické poradenstvo. In: Kerekrétiová, A. a kol.: Logopedická propedeutika. Univerzita Komenského v Bratislave, 2016. S. 192 – 210. ISBN 978-80-223-4164-6.
KEREKRÉTIOVÁ, A., 2016. Logopedický manažment. In: Kerekrétiová, A. a kol.: Logopedická propedeutika. Univerzita Komenského v Bratislave, 2016. S.213 - 231. ISBN 978-80-223-4164-6.

LECHTA, V., 2000. Symptomatické poruchy rečí u detí. III. Prepracované vydanie. Bratislava: UK 2000. ISBN 80-223-1395-5
Rámcový obsah vzdelávania predmetu ILI pre prípravný až 9. ročník ZŠ pre žiakov s NKS a pre žiakov s vývinovými poruchami učenia. Ministerstvo školstva SR, Štátny pedagogický ústav, Bratislava, 2009. Dostupné na internete. https://www.statpedu.sk/files/sk/svp/statny-vzdelavaci-program/vp-deti-ziakov-so-zdravotnym-znevyhodnenim/vp-deti-ziakov-narusenou-komunikacnou-schopnostou/ramcovy-obsah-vzdelavania_ili.pdf
VITÁSKOVÁ, K.; PEUTELSCHMIEDOVÁ, A., 2005. Logopedie. Olomouc, UP 2005.

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

Notes:

Past grade distribution
Total number of evaluated students: 453

A	ABS	B	C	D	E	FX
57,62	0,0	24,5	15,01	1,55	1,32	0,0

Lecturers: Mgr. Nikoletta Szászová, PhD., MBA

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde014/22	Individual speech therapy intervention in special education practice

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

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
2S- two-hour seminar in a face-to-face or combined method 11x2hours, a total of 22 hours per semester.
Student workload:
2S seminar 11x2 hours of direct instruction = 22 hours; 14 hours seminar paper preparation; 20 hours preparation for midterm evaluation; 20 hours exam preparation. Total 76 hours of student work.
Learning methods:
Lecture, discussion, situation analysis method, guided self-study, case studies/open lessons, heuristic method

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites: PdF.KŠP/M-SPPde008/22 - Speech therapy for special educators

Course requirements:
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.
During the semester, the student will produce a term paper on a topic assigned by the teacher. The student may obtain a maximum of 50 points for the written final examination and 50 points for the continuous assessment during the semester (of which the student may obtain a maximum of 20 points for the seminar paper).
Credit will not be awarded unless the student earns at least 55% on the written final test. To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).

A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student defines basic terminological concepts related to IST, can describe historical and current trends in IST, characterize the requirements for a professional staff member implementing IST, orientates in the structure of speech therapy care with an emphasis on the Department of Education. Can characterize and explain the importance of IST in early childhood and preschool, can explain the possibilities and limitations of IST in school-age settings. The student will learn and be able to implement the goals, content, and methods of applying individual speech therapy intervention in the education of individuals with communication disorders.
The student develops critical thinking, reasoning in context, improves computer literacy, is able to reflect on own attitudes towards IST, develops practical skills and linking theoretical knowledge with practice.

Class syllabus:
1. Basic concepts and organizational structure of speech therapy care with emphasis on the Department of Education. 2. Individual speech therapy intervention in early childhood and preschool age -educational program, methods, procedures, forms. 3. IST opportunities in school-age and adult individuals post-vocational training -educational programs, methods, procedures, forms. 4. Speech therapy counselling within IST - principles, approaches and forms of counselling. 5. History, present and trends in IST, personality requirements for pedagogical/professional staff implementing IST, lifelong learning.

Recommended literature:
Compulsory/Recommended readings:
KEREKRÉTIOVÁ, A. a kol., 2016. Logopédia. Bratislava: Univerzita Komenského v Bratislave, 2016. ISBN 978-80-223-4165-3.
LECHTA, V., 2017. Výchova vzdelávanie žiakov s narušenou komunikačnou schopnosťou. In: Vladová, K. – Lechta, V.: Aplikácia vzdelávacích programov pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním. Štátny pedagogický ústav Bratislava, 2017. s. 77 – 91. ISBN 978-80-8118-196-2.
LECHTA, V., PORUBOVIČOVÁ, Ľ., CIRJAKOVÁ, Z., 2017. Výchova a vzdelávanie detí s narušenou komunikačnou schopnosťou v predprimárnom vzdelávaní. In: Vladová, K., Lechta, V. a kol.: Aplikácia vzdelávacích programov pre deti so zdravotným znevýhodnením pre predprimárne vzdelávanie. Štátny pedagogický ústav Bratislava, 2017. S. 106 -125. ISBN 978-80-8118-197-9.
PORUBOVIČOVÁ, Ľ. Nepublikované prednášky.
Recommended readings:
KEREKRÉTIOVÁ, A., 2016. Logopedické poradenstvo. In: Kerekrétiová, A. a kol.: Logopedická propedeutika. Univerzita Komenského v Bratislave, 2016. S. 192 – 210. ISBN 978-80-223-4164-6.
KEREKRÉTIOVÁ, A., 2016. Logopedický manažment. In: Kerekrétiová, A. a kol.: Logopedická propedeutika. Univerzita Komenského v Bratislave, 2016. S.213 - 231. ISBN 978-80-223-4164-6.

LECHTA, V., 2000. Symptomatické poruchy rečí u detí. III. Prepracované vydanie. Bratislava: UK 2000. ISBN 80-223-1395-5
Rámcový obsah vzdelávania predmetu ILI pre prípravný až 9. ročník ZŠ pre žiakov s NKS a pre žiakov s vývinovými poruchami učenia. Ministerstvo školstva SR, Štátny pedagogický ústav, Bratislava, 2009. Dostupné na internete. https://www.statpedu.sk/files/sk/svp/statny-vzdelavaci-program/vp-deti-ziakov-so-zdravotnym-znevyhodnenim/vp-deti-ziakov-narusenou-komunikacnou-schopnostou/ramcovy-obsah-vzdelavania_ili.pdf
VITÁSKOVÁ, K.; PEUTELSCHMIEDOVÁ, A., 2005. Logopedie. Olomouc, UP 2005.

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

Notes:

Past grade distribution
Total number of evaluated students: 453

A	ABS	B	C	D	E	FX
57,62	0,0	24,5	15,01	1,55	1,32	0,0

Lecturers: PhDr. Viera Hauskrechtová

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde005/22	Master thesis seminar

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

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
2S (22 hours per semester)
Combined form of education
Student workload:
22 hours of direct teaching; 14 hours of continuous assignments; 20 hours of preparation for the term paper. 20 hours of coursework; 20 hours of term paper preparation; 20 hours of coursework preparation; 20 hours of coursework preparation; 20 hours of coursework preparation
Learning methods:
Explanation of the material, activating methods, small group work, cooperative learning, e-learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites: PdF.KSPEC/M-SPPde002/22 - Methodology of quantitative and qualitative research

Course requirements:
There will be 10 midterm assignments of 3 points each during the semester, for a total of 30 points a student can earn on a midterm basis. At the end of the semester, the student will turn in a term paper for which he/she can earn 70 points.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who achieves less than 15 points in the continuous assessment. To pass the course, a minimum score of 60% is required.
A - excellent performance, the student knows the conditions for the successful writing of a thesis, can compile a research project; B - excellent performance, the student can apply knowledge in writing a thesis, can compile a research project; C - good performance, the student applies knowledge in writing a thesis with mistakes, mistakes occur in compiling a research project; D - satisfactory, the student knows the conditions for successful thesis writing, but cannot apply them even when compiling a research project; E - the student has minimal knowledge of thesis writing and cannot compile a research project; Fx - the student does not know the conditions for thesis writing and cannot apply the knowledge in the creation of a research project.
The grade is awarded on a scale of:
A (100-91%, excellent - excellent 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 - additional work required)
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students will gain knowledge about thesis development within its different types. They will be able to conceive the theoretical part of the diploma thesis as well as to create and implement a research project in the field of special pedagogy.
Through the seminar they will acquire skills in reading and interpreting research studies, communication competences, digital skills, analytical skills, critical thinking skills

Class syllabus:
- What is a thesis, its preparation, types of thesis and their division, structure.
- Timetable of thesis development.
- Formal requirements for the thesis, content requirements for the thesis, editing and content of individual parts.
- Theoretical background of the scientific thesis.
- IMRAD as a basic structure for the creation of a thesis.
- Methodology - science, research, research methods, data processing, interpretation, data recording.
- Working with literature, citations/paraphrasing, bibliography, ethics of thesis production, sources, examples of working with text, examples of citations, paraphrasing.
- Judgements, pre-defence preparation, defence of the thesis (course of defence, presentation, etc.), originality check.
- Study and interpretation of scientific studies.
- Presentation of scientific studies.

Recommended literature:
Compulsory/Recommended readings:
GAVORA, P. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava : Univerzita Komenského, 2010. Dostupné na: http://www.e-metodologia.fedu.uniba.sk/ ISBN 978–80–223–2951–4.
HENDL, J. 2016; 2005. Kvalitativní výzkum. Praha: Portál. 2016;2005. ISBN 978-80-262-0982-9.
STAROŇOVÁ, K. Vedecké písanie : Ako písať akademické a vedecké texty. Prvé vydanie. Martin : Osveta, spol. s.r.o., 2011. 248 s. ISBN 978-80-8063-359-2.
Vnútorný predpis č. 7/2018. Smernica rektora Univerzity Komenského v Bratislave. Dostupné na internete: https://www.fedu.uniba.sk/fileadmin/pdf/Studium/Bakalarske_a_magisterske_studium/Zaverecne_prace/VP_7_2018/Vp_2018_7_Smernica_rektora_UK_UZ_vp_c._12_2013_o_zakl.nalez.zaverec.prac...v_zneni_D_c.1_a_2_pre_
Recommended readings:
GAVORA, P. KOLLÁRIKOVÁ, Z. NOVÁKOVÁ, E. 2010. Manuál pre tvorbu bakalárskej a diplomovej práce. [online]. Bratislava : Univerzita Komenského, 2010. 51 s. Dostupné na internete: https://www.fedu.uniba.sk/fileadmin/pdf/Studium/Celozivotne_vzdelavanie/Manual_pre_Bc_a_Mgr_prace_2010.pdf
KIMLIČKA, Š. 2005. Metodika písania vysokoškolských a kvalifikačných prác. [online]. Bratislava : Univerzita Komenského. 2005. 58 s. Dostupné na internete: https://moja.uniba.sk/zaverecne-prace/dokumenty/metodika_pisania_zp.pdf

RYBÁROVÁ, Ľ., et al. Metodika písania bakalárskej práce. 2. doplnené vydanie. Martin : Osveta, spol. s.r.o., 2009. 82 s. ISBN 80-8063-204-9.

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

Notes:

Past grade distribution
Total number of evaluated students: 460

A	ABS	B	C	D	E	FX
63,7	0,0	24,57	7,61	2,17	1,09	0,87

Lecturers:

Last change: 08.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-SPPšt016/16	**Course title:** Master`s thesis defence
Number of credits: 14	
Educational level: II.	

Course requirements:

State examinations (including the defence of the final thesis), their conditions and procedural aspects are regulated by VP 1/2020 Study Regulations of the Faculty of Education of Charles University, as well as VP 5/2021 Study Regulations of Charles University.

State examinations may be taken a) after a student has obtained 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) there are no disciplinary proceedings against him/her.

At the master's degree level of study, 94 credits in the prescribed composition must be obtained for the study part of the study programme. A further 14 credits are awarded for the production and successful defence of a thesis and 12 credits for the subjects of the state examination.

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

- Demonstration of the student's ability to integrate knowledge, manage complexity and formulate decisions with incomplete or limited information, whilst nevertheless embracing the social and ethical responsibilities associated with the application of their knowledge and decisions;
- Demonstration of the ability to clearly and unambiguously communicate conclusions, their findings and rationale to both professional 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.

In particular, the following are assessed as part of the thesis defence:

1. The contribution of the thesis to the given field of study or, if applicable, to other fields of knowledge. 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 defense 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 reviews;
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. Respect for 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 of the thesis;
6. The linguistic and stylistic level of the thesis and its formal layout;
7. The manner and form of the thesis defence and the student's ability to respond adequately to the comments and questions in the supervisor's and opponent's evaluations.
The evaluation is awarded on the following scale:
A (excellent - outstanding results),
B (very good - above average standard),
C (good - normal reliable work),
D (satisfactory - acceptable results),
E (satisfactory - results meet the minimum criteria),
Fx (inadequate).

Learning outcomes:
Learning objectives and outcomes:
The learning outcome is in accordance with the CU/ FoE ToR, the mission and strategic objectives of the CU/ FoE, 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 curriculum and other relevant documents.
As part of the thesis defence, the future graduate must:
- Demonstrate adequate knowledge, expertise, skills of thought analysis and synthesis in the field of special pedagogy with overlap to other disciplines (or assisting disciplines) and their understanding within the professional debate on the topic/problem being treated,
- to know and understand professional special education terminology, basic scientific theories with their overlap to other disciplines/areas of knowledge, to be able to apply them practically to special education processes,
- Demonstrate the ability to integrate knowledge in favour of the complexity of understanding of special-educational issues with its overlap into other disciplines,
- to implement the knowledge acquired during the studies in the development of the diploma thesis,
- be able to transfer and generalise the acquired knowledge in the field of special education to other disciplines and areas of knowledge,
- to be able to communicate at a professional level appropriate to the second level of higher education in the special education,
- be able to carry out basic special education research, follow basic methodological procedures and be able to interpret the results to both the professional and lay public,
- demonstrate originality of problem solving and substantiate the applied principles of thesis development and presented solutions,
- be able to creatively solve problems and/or problem assignments,
- have the ability to independently solve more complex problem tasks and look for available solutions, understand the procedures of solutions, understand their impact and be able to implement them in practice,
- argue the validity of the scientific theories and procedures used and their implementation in the thesis in a broader context,
- demonstrate the ability to work effectively, correctly, ethically (within the framework of academic integrity) with literary and other authorial sources,
- demonstrate a professional approach,
- demonstrate the ability to actively and professionally communicate the intentions, procedures, methodology and outputs of the thesis, demonstrate creativity and abstraction skills in communication and professional debate,

- be able to justify the procedures used and to support them with arguments,
- be able to communicate correctly the formulated research conclusions,
- to present their acquired digital skills in the creation of the presentation of the thesis defence and its presentation in all steps,
- demonstrate the ability to communicate in the scientific language of a given field of knowledge (special pedagogy) with overlap to other fields of knowledge,
- demonstrate the ability to independently build the logic of the thesis and its structure, as well as organizational skills in the implementation of research,
- Demonstrate and argue for the ability to think critically, analyse a problem, propose procedures for its solution, obtain relevant results and formulate recommendations for practice

Class syllabus:

The course of the state examination: the defence of the diploma thesis is determined by the protocol and documents on the state examination, which are available on the faculty's website (https://www.fedu.uniba.sk/studium/bakalarske-a-magisterske-studium/zaverecne-prace-a-statne-skusky/). Students are informed in advance at the compulsory meeting of the graduating students with the study advisor about all the requirements, conditions, course and evaluation of the state examination (thesis defence). The compulsory meeting with the graduating students is also treated in the study regulations and in the study schedule for the respective AR. The specific timetable (schedule) is published well in advance on the Department's website and information about the composition of the State Examination Committee, the date of the State Examination, the place and time is also sent to the student electronically by e-mail.

State exam syllabus:

Recommended literature:

Compulsory/Recommended readings:
For the creation of the final thesis - diploma thesis - the outputs of creative activities (scientific and professional outputs, or other outputs) recommended or consulted with the supervisor of the diploma thesis are binding.
Students have access to a large amount of information and knowledge within the faculty through the available electronic databases and remote access, which is managed by the faculty library.

Languages necessary to complete the course:

Slovak language (defence in the state language) + languages that are necessary for studying and working with publication outputs that the student chooses.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSPEC/M-SPPde002/22	Methodology of quantitative and qualitative research

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours of lecture per week + 1 hour of seminar per week, 33 hours in total per semester, combined method (primarily full-time).
Student workload:
2P+1S (3 credits): 11 x 2 hours of direct lecture teaching = 22 hours; 11 x 1 hour of direct seminar teaching = 11 hours; 3 hours of preparation for seminar discussion; 22 hours of preparation for mid-term assessment; 32 hours of preparation for final assessment. Total 90 hours of student work.
Learning methods:
Discussion of the topic covered; problem solving exercises; application of theoretical knowledge to practical examples, e-learning.

Number of credits: 3

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
There will be two forms of assessment for 50 points during the semester. A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who achieves less than 30 points in any form of assessment. To pass the course, a score of at least 60% is required.
Intermediate assessment: written test (the student should be able to distinguish quantitative methodology from qualitative methodology, including the associated terminological apparatus).
Final assessment: independent written work (the student has to prepare an independent written work of a conceptual nature, submit it in electronic form and verbally present solutions for the application of research methods in his/her own reduced research project related to the selected research topic).
The assessment is awarded on a scale of:
A (100 - 91%, excellent - outstanding results): the student presents the theoretical knowledge of the use of quantitative and qualitative research methodology in an excellent manner and is able to apply the theoretical knowledge creatively and originally in the design of his/her own research project;
B (90 - 81 %, very good - above average standard): the student presents the theoretical knowledge of the use of quantitative and qualitative research methodology at a very good level and is able to

apply the theoretical knowledge creatively at a very good level in the design of his/her own research project;
C (80 - 73 %, good - normal reliable work): the student presents the theoretical knowledge of the methodology of quantitative and qualitative research at an average level and is able to apply the theoretical knowledge adequately to the design of his/her own research project;
D (72-66%, satisfactory - acceptable results): the student presents the theoretical knowledge of the use of quantitative and qualitative research methodology at a satisfactory level and can adequately apply the theoretical knowledge to the design of his/her own research project;
E (65-60%, satisfactory - results meet the minimum criteria): the student presents the theoretical knowledge of the use of quantitative and qualitative research methodology at a low level and is deficient in applying the theoretical knowledge to the design of his/her own research project;
Fx (59 - 0 %, insufficient - additional work required): the student has significant deficiencies in theoretical knowledge of the use of quantitative and qualitative research methodology and/or in its application to the design of his/her own research project.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Aims and learning outcomes: the aim of the course is to gain theoretical knowledge about the methodology of pedagogical, teacher and action research. By completing the course, the student will gain adequate knowledge of research tools and methods of quantitative and qualitative oriented research. The student will be able to apply the principles of the methodology of science to teaching and educational sciences. The student will be able to apply scientific terminology and conduct a thematic discussion within the framework of research methodology. The student will be able to critically assess a research situation and derive from it an appropriate research design, research genre, repertoire of research procedures, and inventory of research tools, methods, and techniques. By completing the course, the student will be able to continue to expand his/her professional knowledge and to pursue scientific research activities in the context of rigorous continuation or doctoral studies. The student will develop the following transferable competences: communication, mathematical, organisational, digital, analytical, as well as creativity and creativity, motivation and availability 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:
Methodology of quantitative and qualitative oriented research. The aim of the topic is to become familiar with quantitative and qualitative research methodology, which examines and describes the planning, organization and implementation of research, including the evaluation of research data. The student is to gain knowledge of the researcher's activities before entering the field (on planning the research), during the field phase of the research (on the use of research methods) and after returning from the field (on the evaluation and interpretation of the data collected in the field). The student is able to evaluate the significance of the various activities of the researcher and is able to apply them in practice.
Analysis and analysis of selected quantitative and qualitative research methods. The aim of the topic is to familiarize the student with selected research methods used in quantitative and qualitative oriented research. The student is to acquire the ability to apply individual research methods in research with a well-defined method of research data collection and processing. The student should acquire knowledge about research methodology as a set of several methods and procedures used by the researcher in a specific research and subsequently be able to apply them in his/her own research activities.

Methodology of pedagogical research process. The aim of the topic is to become familiar with pedagogical research in education as one of the types of scientific research in which the researcher (and teacher) systematically investigate pedagogical practice. The student is to acquire the competence to apply the different strategies of pedagogical inquiry in educational practice.
Methodology of the teacher research process. The aim of the topic is to become familiar with teacher inquiry in education as one type of scientific research in which the teacher as researcher systematically investigates his/her own didactic practice. The student is to acquire the ability to apply the different strategies of teacher research in pedagogical practice.
Methodology of the action research process. The aim of the topic is to become familiar with action research in education as one type of scientific research in which teacher-researchers systematically investigate their own didactic practice. The student is to acquire competences to apply the different strategies of action research in pedagogical practice.
Research topic and research problem. The aim of the topic is to familiarize the student with the factors that determine the choice, the development of a research topic and the systematic conceptualization of the topic. The student should acquire the ability to apply the given factors in the definition of a research topic. The student should acquire knowledge of the theoretical understanding of the research problem in which the informational preparation of the research plays a key role and subsequently be able to apply it in practice.
Research project. The aim of the topic is to become familiar with the concept of a research plan as a detailed description of an upcoming research, which is made before the research and serves as a scenario for its implementation. The student should acquire knowledge about the concept of a research project, which he/she can then apply in practice and is able to determine the roles of the researcher during the research.

Recommended literature:

Compulsory/Recommended readings:

KOSTRUB, D. 2016. Základy kvalitatívnej metodológie. Keď interpretované významy znamenajú viac ako vysoké čísla. Bratislava: UK. 2016. ISBN 978-80-223-4166-0
SEVERINI, E., KOSTRUB, D. 2018. Kvalitatívne skúmanie v predprimárnom vzdelávaní. [online]. Prešov: Rokus. 2018. Dostupná na: https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPPE/publikacie/Kvalitativne_skumanie_severini_kostrub_2018.pdf
TOMŠIK, R. 2017. Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. [online]. Nitra: PdF, UKF v Nitre. 2017. Dostupná na: https://www.pf.ukf.sk/images/docs/projekty/2017/pC-Cp/publikacie/Kvantitat%C3%ADvny%20v%C3%BDskum.pdf

Recommended readings:

GAVORA, P. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava: UK. 2010. Dostupná na: http://www.e-metodologia.fedu.uniba.sk/
SEVERINI, E., KOŽUCHOVÁ, M., BREZOVSKÁ, L. 2021. Kvalitatívna metodológia ako základ realizácie nášho skúmania. In Individuálne (domáce) vzdelávanie. [online]. Ostrava: Key Publishing s.r.o., 2021. S. 59-93. Dostupná na: https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPPE/publikacie/Individualne_vzdelavanie_severini_kozuchova_brezovska_2021.pdf

Languages necessary to complete the course:

Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 503

A	ABS	B	C	D	E	FX
77,73	0,0	12,92	5,57	1,79	0,6	1,39

Lecturers: doc. PaedDr. Eva Severini, PhD.

Last change: 08.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde037/22	Music Therapy in Special Education

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

Type, volume, methods and workload of the student - additional information
2S, 2 hours seminar/week; total of 22 hours per semester, full-time
Student workload:
2S (2 credits): 11x 2 hours of direct teaching = 22 hours; 22 hours of preparation of seminar work; 16 hours of preparation for continuous assessment. Total 60 hours of student work.
Learning methods:
Monological methods - lecturing, instruction; dialogical methods - conversation, guided discussion on the topic; situational methods - case studies, problem methods - problem interpretation, staging methods - structured and unstructured role-playing; practical methods - experiential, activating methods; application of theoretical knowledge on practical examples.

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
There will be 1 written examination and the completion of one seminar paper of 50 points each during the semester. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who obtains less than 15 points in either of the two examinations. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent performance, student knows/can do/creates/critically evaluates)
B (90-81%, excellent performance, student can/does, but critical thinking is borderline),
C (80-73%, good performance, student does know/learn but cannot apply to practice),
D (72-66%, acceptable performance, student satisfactorily knows/learned but cannot apply to practice),
E (65-60%, satisfactory performance, student meets minimum criteria in knowledge learned, cannot apply to practice),
Fx (59-0%, inadequate performance, student does not meet established criteria, cannot apply to practice).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:

The course will enable students to acquire the necessary skills to analyse music therapy processes in individuals with disabilities, applying theoretical knowledge and practical skills to practical outcomes.
Students will acquire the ability to select and apply appropriate methodological approaches within music therapy interventions in relation to specific diagnoses of individuals with disabilities under the supervision of the lecturer. Students will gain experience in the direct implementation of music therapy interventions with clients with disabilities. They also develop communication and organizational competencies related to conducting music therapy.

Class syllabus:
Theoretical foundations of music therapy concepts. Medical, pedagogical, psychotherapeutic concepts of music therapy. Methods and techniques of receptive music therapy. Specific methods and techniques of expressive music therapy.
Preparation of music therapy program (music therapy recommendation - indications and contraindications, initial diagnosis, structure of music therapy program).
Music therapy planning (organizational forms of music therapy, selection of music therapy goals and strategies), implementation of music therapy interventions, documentation and evaluation of therapy.

Recommended literature:
Compulsory readings:
OSVALDOVÁ, M. 2015. Muzikoterapia ako intervenčný dynamizmus u osôb s postihnutím. Bratislava : Iris, 2015. 216 s. ISBN 978-80-89726-47-1
Recommended readings:
GERLICHOVÁ, M. 2014. Muzikoterapie v praxi. Praha: Grada, 2014. ISBN 978-80-247-4581-7
KANTOR, J., LIPSKÝ, M., WEBER, J. a kol. 2009. Základy muzikoterapie. Praha: Grada, 2009. ISBN 978-80-247-2846-9
ZELEIOVÁ, J. 2007. Muzikoterapie. Východiska, koncepty, princípy a praxe. Praha: Portál, 2007. ISBN 978-80-7367-237-9
MÁTEJOVÁ, Z. MAŠURA, S. 1992. Muzikoterapia v špeciálnej a liečebnej pedagogike. Bratislava: SPN, 1992. ISBN 80-08-00315-4
ŠIMANOVSKÝ, J. 2011. Hry a techniky muzikoterapie. Praha: Portál 2011. ISBN 80-7178-264-5
VITÁLOVÁ, Z. 1999. Muzikoterapia. Bratislava: SPN, 1999.

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

Notes:

Past grade distribution
Total number of evaluated students: 156

A	ABS	B	C	D	E	FX
92,95	0,0	2,56	3,85	0,0	0,0	0,64

Lecturers: PaedDr. Margaréta Osvaldová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde037/22	Music Therapy in Special Education

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

Type, volume, methods and workload of the student - additional information
2S, 2 hours seminar/week; total of 22 hours per semester, full-time
Student workload:
2S (2 credits): 11x 2 hours of direct teaching = 22 hours; 22 hours of preparation of seminar work; 16 hours of preparation for continuous assessment. Total 60 hours of student work.
Learning methods:
Monological methods - lecturing, instruction; dialogical methods - conversation, guided discussion on the topic; situational methods - case studies, problem methods - problem interpretation, staging methods - structured and unstructured role-playing; practical methods - experiential, activating methods; application of theoretical knowledge on practical examples.

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
There will be 1 written examination and the completion of one seminar paper of 50 points each during the semester. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who obtains less than 15 points in either of the two examinations. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent performance, student knows/can do/creates/critically evaluates)
B (90-81%, excellent performance, student can/does, but critical thinking is borderline),
C (80-73%, good performance, student does know/learn but cannot apply to practice),
D (72-66%, acceptable performance, student satisfactorily knows/learned but cannot apply to practice),
E (65-60%, satisfactory performance, student meets minimum criteria in knowledge learned, cannot apply to practice),
Fx (59-0%, inadequate performance, student does not meet established criteria, cannot apply to practice).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:

The course will enable students to acquire the necessary skills to analyse music therapy processes in individuals with disabilities, applying theoretical knowledge and practical skills to practical outcomes.
Students will acquire the ability to select and apply appropriate methodological approaches within music therapy interventions in relation to specific diagnoses of individuals with disabilities under the supervision of the lecturer. Students will gain experience in the direct implementation of music therapy interventions with clients with disabilities. They also develop communication and organizational competencies related to conducting music therapy.

Class syllabus:
Theoretical foundations of music therapy concepts. Medical, pedagogical, psychotherapeutic concepts of music therapy. Methods and techniques of receptive music therapy. Specific methods and techniques of expressive music therapy.
Preparation of music therapy program (music therapy recommendation - indications and contraindications, initial diagnosis, structure of music therapy program).
Music therapy planning (organizational forms of music therapy, selection of music therapy goals and strategies), implementation of music therapy interventions, documentation and evaluation of therapy.

Recommended literature:
Compulsory readings:
OSVALDOVÁ, M. 2015. Muzikoterapia ako intervenčný dynamizmus u osôb s postihnutím. Bratislava : Iris, 2015. 216 s. ISBN 978-80-89726-47-1
Recommended readings:
GERLICHOVÁ, M. 2014. Muzikoterapie v praxi. Praha: Grada, 2014. ISBN 978-80-247-4581-7
KANTOR, J., LIPSKÝ, M., WEBER, J. a kol. 2009. Základy muzikoterapie. Praha: Grada, 2009. ISBN 978-80-247-2846-9
ZELEIOVÁ, J. 2007. Muzikoterapie. Východiska, koncepty, princípy a praxe. Praha: Portál, 2007. ISBN 978-80-7367-237-9
MÁTEJOVÁ, Z. MAŠURA, S. 1992. Muzikoterapia v špeciálnej a liečebnej pedagogike. Bratislava: SPN, 1992. ISBN 80-08-00315-4
ŠIMANOVSKÝ, J. 2011. Hry a techniky muzikoterapie. Praha: Portál 2011. ISBN 80-7178-264-5
VITÁLOVÁ, Z. 1999. Muzikoterapia. Bratislava: SPN, 1999.

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

Notes:

Past grade distribution
Total number of evaluated students: 156

A	ABS	B	C	D	E	FX
92,95	0,0	2,56	3,85	0,0	0,0	0,64

Lecturers: PaedDr. Margaréta Osvaldová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde011/22	Neuropedagogy and special neuro-psycho-educational interventions

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

Type, volume, methods and workload of the student - additional information
Type, scope and method of educational activities:
2 hours per week, in the form of a lecture, full-time or combined
Student workload:
11x2 hours of direct teaching = 22 hours; 10 hours preparation of the seminar paper; 26 hours preparation for the final assessment; 2 hours final test. Total 58 hours of student work.
Learning methods:
The initial method during the introductory lectures is the monological method - lecture and explanation of the theoretical background of the subject. Further, there is a linking of teaching with practice and application of theoretical knowledge on practical examples. Discussion of the topics discussed. Group work of students in brainstorming. Application of comparative and critical thinking in the assignment to identify, understand, assimilate and collate the necessary professional information according to the topics of the course, work with professional sources, search in sources, elaboration of professional texts on the assigned topics from sources.

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, each student will prepare 1 written output - assignments according to the instructions of the lecturers, from individual thematic areas (the prepared assignment max. 20 points). The student must pass the final test (60 points), the student must obtain a minimum of 50% of the points from the final test, i.e. 30 points. The student may earn a maximum of 20 points for activity during each class period.
A minimum of 60% of the maximum possible course grade is required for successful completion of the course.
The grade is awarded on a scale:
A (100-91 points, excellent - outstanding),
B (90-81 points, very good - above average standard),
C (80-73 points, good - normal reliable work),
D (72-66 points, satisfactory - acceptable results),
E (65-60 points, fair - results meet minimum criteria),

Fx (59-0 points, insufficient - additional work required)
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
A - excellent performance, the student has acquired knowledge at the required level and to a sufficient extent, can critically evaluate it, combines previously acquired knowledge with new knowledge, systematises it, produces written outputs at the required level, the outputs, including the final test, meet all the specified criteria and the acquired knowledge is transferred into them excellently.
B - excellent performance, the student has mastered the knowledge and the required level with slight deviations, critical thinking is at a high level but with minor deficiencies in the systematization of knowledge, has produced written outputs with minor deficiencies and there are excellent transfer of the acquired knowledge into them.
C - good performance, the student has mastered the required knowledge at an average level, critical thinking and evaluation is weakened, he/she can analyse the acquired knowledge, problems appear in synthesising and linking knowledge, he/she has produced written outputs with some deficiencies and the acquired knowledge is transferred into them acceptably.
D - acceptable performance, the student has acquired and acquired knowledge of the subject area at a reduced level, critical and synthetic thinking is significantly weakened, there is an absence of linking what has been learned, written outputs have significant deficiencies, the acquired knowledge is not sufficiently transferred into them.
E - Minimally acceptable performance, student has acquired knowledge at a very low level, critical thinking is failing, a more developed level of synthesis and generalization is absent, written outputs have serious deficiencies, do not adequately represent the knowledge learned from the subject,
Fx - unacceptable performance, the student has not met the conditions set by the teacher during the semester.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student has acquired knowledge of the new field of special education, understood the aims, significance and roles of neuropedagogy, neuroeducation, the relationships between related sciences in terms of neuroeducation and neurointervention. He gained knowledge about the complexity of psychomotor development and learning processes in terms of the synergy of the bio-, neuro-, psycho- and socio-components of the human being. He is able to apply the knowledge of neurosciences to interventions towards the disabled. Acquired knowledge of methods of neuropedagogy, neuro-psycho-pedagogical interventions, correction and compensation aimed at persons with disabilities.

Class syllabus:
Neuro-psycho-pedagogical interventions, neuropedagogy and neuro-education as a new field of special education. Goals, significance and roles of neuropedagogy and neuroeducation. Relationships between related sciences in terms of neuroeducation and neurointerventions. The complexity of psychomotor development and learning processes in terms of the synergy of the bio-, neuro-, psycho- and socio-components of the human being. Relationships between motor and psyche from the perspective of modern neurosciences. Structure and functioning of the CNS from the perspective of modern neurosciences. Correction, compensation, stimulation from the perspective of neuroeducation. Methods of neuro-psycho-pedagogical interventions, correction and compensation aimed at persons with disabilities. Innovative neuropedagogical and neurodidactic approaches in special education and intervention.

Recommended literature:

Compulsory/Recommended readings:
Rozvadský Gugová, G. (2014). Neurodidaktika a edukácia. Dubnica nad Váhom: Dubnický technologický inštitút.
VANČOVÁ, A. 2013. Význam reflexie nových poznatkov súvzťažných medicínskych, psychologických a medziodborových vied pre rozvoj špeciálnej pedagogiky. In: Osoby so zdravotným znevýhodnením v kontexte súčasnej špeciálnej pedagogiky a súvzťažných vied [elektronický zdroj]. Bratislava : Iris, 2013. - S. 20-50 [CDEROM]. - ISBN 978-80-89238-87-3.
VANČOVÁ, A. 2013. Neuropsychoedukačná intervencia a neuropsychofyzická korekcia - nové intervenčné metódy špeciálnej pedagogiky = Neuro-psychoeducational Intervention and Neuro-psychophysical Correction A New Intervention Method in SpecialEducation. In: Inkluzivní trendy ve speciální pedagogice [elektronický zdroj]. Havlíčkův Brod : Tobiáš, 2013. - S. 189-212 [CDEROM]. - ISBN 978-80-7311-142-7.
[Implementace nových forem výuky ve speciální pedagogice : medzinárodný seminár projektu. Liberec, 2013]
Recommended readings:
VANČOVÁ, A. 2012. Nové intervenčné postupy v špeciálnej pedagogike detí so zdravotným postihnutím raného a predškolského veku v kontexte inkluzívnej edukácie = New intervention procedures in special education of children with disabilities ofearly childhood and pre-school, age in the context of inclusive education. In: Speciální a inkluzivní vzdělávání a role speciální pedagogiky [elektronický zdroj]. Olomouc : Univerzita Palackého, 2012. - S. [1-10] [CDEROM]. - ISBN 978-80-244-3364-6.
VANČOVÁ, A., Gogová, T. - Smoľjaninov, G. A. 2011. Nové a inovatívne intervenčné postupy v špeciálnej pedagogike detí so zdravotným postihnutím raného a predškolského veku s organickým poškodením CNS. - (Zborník Pedagogickejfakulty Univerzity Komenského). In: Paedagogica specialis 25. - Bratislava : Univerzita Komenského, 2011. - S. 6-18. - ISBN 978-80-223-2862-3.
VANČOVÁ, A., Smolianinov, A.G. 2008. Metodika Ruka - Mozog, neuropsychofyzická korekcia a neuropsychoedukačné intervencie v systéme komplexnej starostlivosti o deti s postihnutiami a narušeniami. In: Komplexná rehabilitácia viacnásobne postihnutých : niektoré nové metodiky a programy. Bratislava : MABAG spol. s r.o., 2008. - S. 136-147. - ISBN 978-80-89113-43-9.
HLATKÁ, M., SLEZÁKOVÁ, J., VANČOVÁ, A., TARCSIOVÁ, D. 2012. Dieťa s postihnutím a zdravotne znevýhodnením raného a predškolského veku z interdisciplinárneho pohľadu. In: Špeciálna pedagogika raného a predškolského veku. - Bratislava : Iris, 2012. - S. 156-219. - ISBN 978-80-89238-68-2.
HARČARÍKOVÁ, T., SMOĽJANINOV, G. A., VANČOVÁ, A. 2007. Niektoré nové metódy komplexnej rehabilitácie a špeciálnopedagogickej intervencie u detí s diagnózou detská mozgová obrna = Some new methods of comprehensiverehabilitation and special educational intervention in children with cerebral palsy. In: Vzdělávání žáků se speciálními vzdělávacími potřebami 1= Education of pupils with special educational needs 1. - Brno : Paido, 2007. - S. 273-286. - ISBN 978-80-7315-163-8.
PETLÁK, E. a kol. 2010. Neuropedagogika a vyučovanie. Nitra : PF UKF. 124 s. ISBN 978-80-8094-744-6.

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

Notes:

Past grade distribution Total number of evaluated students: 460						
A	ABS	B	C	D	E	FX
16,52	0,0	34,78	39,13	7,39	1,74	0,43
Lecturers: Mgr. Nikoletta Szászová, PhD., MBA						
Last change: 13.11.2025						
Approved by: prof. PaedDr. Darina Tarcsiová, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde011/22	Neuropedagogy and special neuro-psycho-educational interventions

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

Type, volume, methods and workload of the student - additional information
Type, scope and method of educational activities:
2 hours per week, in the form of a lecture, full-time or combined
Student workload:
11x2 hours of direct teaching = 22 hours; 10 hours preparation of the seminar paper; 26 hours preparation for the final assessment; 2 hours final test. Total 58 hours of student work.
Learning methods:
The initial method during the introductory lectures is the monological method - lecture and explanation of the theoretical background of the subject. Further, there is a linking of teaching with practice and application of theoretical knowledge on practical examples. Discussion of the topics discussed. Group work of students in brainstorming. Application of comparative and critical thinking in the assignment to identify, understand, assimilate and collate the necessary professional information according to the topics of the course, work with professional sources, search in sources, elaboration of professional texts on the assigned topics from sources.

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, each student will prepare 1 written output - assignments according to the instructions of the lecturers, from individual thematic areas (the prepared assignment max. 20 points). The student must pass the final test (60 points), the student must obtain a minimum of 50% of the points from the final test, i.e. 30 points. The student may earn a maximum of 20 points for activity during each class period.
A minimum of 60% of the maximum possible course grade is required for successful completion of the course.
The grade is awarded on a scale:
A (100-91 points, excellent - outstanding),
B (90-81 points, very good - above average standard),
C (80-73 points, good - normal reliable work),
D (72-66 points, satisfactory - acceptable results),
E (65-60 points, fair - results meet minimum criteria),

Fx (59-0 points, insufficient - additional work required)
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
A - excellent performance, the student has acquired knowledge at the required level and to a sufficient extent, can critically evaluate it, combines previously acquired knowledge with new knowledge, systematises it, produces written outputs at the required level, the outputs, including the final test, meet all the specified criteria and the acquired knowledge is transferred into them excellently.
B - excellent performance, the student has mastered the knowledge and the required level with slight deviations, critical thinking is at a high level but with minor deficiencies in the systematization of knowledge, has produced written outputs with minor deficiencies and there are excellent transfer of the acquired knowledge into them.
C - good performance, the student has mastered the required knowledge at an average level, critical thinking and evaluation is weakened, he/she can analyse the acquired knowledge, problems appear in synthesising and linking knowledge, he/she has produced written outputs with some deficiencies and the acquired knowledge is transferred into them acceptably.
D - acceptable performance, the student has acquired and acquired knowledge of the subject area at a reduced level, critical and synthetic thinking is significantly weakened, there is an absence of linking what has been learned, written outputs have significant deficiencies, the acquired knowledge is not sufficiently transferred into them.
E - Minimally acceptable performance, student has acquired knowledge at a very low level, critical thinking is failing, a more developed level of synthesis and generalization is absent, written outputs have serious deficiencies, do not adequately represent the knowledge learned from the subject,
Fx - unacceptable performance, the student has not met the conditions set by the teacher during the semester.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student has acquired knowledge of the new field of special education, understood the aims, significance and roles of neuropedagogy, neuroeducation, the relationships between related sciences in terms of neuroeducation and neurointervention. He gained knowledge about the complexity of psychomotor development and learning processes in terms of the synergy of the bio-, neuro-, psycho- and socio-components of the human being. He is able to apply the knowledge of neurosciences to interventions towards the disabled. Acquired knowledge of methods of neuropedagogy, neuro-psycho-pedagogical interventions, correction and compensation aimed at persons with disabilities.

Class syllabus:
Neuro-psycho-pedagogical interventions, neuropedagogy and neuro-education as a new field of special education. Goals, significance and roles of neuropedagogy and neuroeducation. Relationships between related sciences in terms of neuroeducation and neurointerventions. The complexity of psychomotor development and learning processes in terms of the synergy of the bio-, neuro-, psycho- and socio-components of the human being. Relationships between motor and psyche from the perspective of modern neurosciences. Structure and functioning of the CNS from the perspective of modern neurosciences. Correction, compensation, stimulation from the perspective of neuroeducation. Methods of neuro-psycho-pedagogical interventions, correction and compensation aimed at persons with disabilities. Innovative neuropedagogical and neurodidactic approaches in special education and intervention.

Recommended literature:

Compulsory/Recommended readings:
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Recommended readings:
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VANČOVÁ, A., Gogová, T. - Smoľjaninov, G. A. 2011. Nové a inovatívne intervenčné postupy v špeciálnej pedagogike detí so zdravotným postihnutím raného a predškolského veku s organickým poškodením CNS. - (Zborník Pedagogickejfakulty Univerzity Komenského). In: Paedagogica specialis 25. - Bratislava : Univerzita Komenského, 2011. - S. 6-18. - ISBN 978-80-223-2862-3.
VANČOVÁ, A., Smolianinov, A.G. 2008. Metodika Ruka - Mozog, neuropsychofyzická korekcia a neuropsychoedukačné intervencie v systéme komplexnej starostlivosti o deti s postihnutiami a narušeniami. In: Komplexná rehabilitácia viacnásobne postihnutých : niektoré nové metodiky a programy. Bratislava : MABAG spol. s r.o., 2008. - S. 136-147. - ISBN 978-80-89113-43-9.
HLATKÁ, M., SLEZÁKOVÁ, J., VANČOVÁ, A., TARCSIOVÁ, D. 2012. Dieťa s postihnutím a zdravotne znevýhodnením raného a predškolského veku z interdisciplinárneho pohľadu. In: Špeciálna pedagogika raného a predškolského veku. - Bratislava : Iris, 2012. - S. 156-219. - ISBN 978-80-89238-68-2.
HARČARÍKOVÁ, T., SMOĽJANINOV, G. A., VANČOVÁ, A. 2007. Niektoré nové metódy komplexnej rehabilitácie a špeciálnopedagogickej intervencie u detí s diagnózou detská mozgová obrna = Some new methods of comprehensiverehabilitation and special educational intervention in children with cerebral palsy. In: Vzdělávání žáků se speciálními vzdělávacími potřebami 1= Education of pupils with special educational needs 1. - Brno : Paido, 2007. - S. 273-286. - ISBN 978-80-7315-163-8.
PETLÁK, E. a kol. 2010. Neuropedagogika a vyučovanie. Nitra : PF UKF. 124 s. ISBN 978-80-8094-744-6.

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

Notes:

Past grade distribution Total number of evaluated students: 460						
A	ABS	B	C	D	E	FX
16,52	0,0	34,78	39,13	7,39	1,74	0,43
Lecturers: Mgr. Nikoletta Szászová, PhD., MBA						
Last change: 13.11.2025						
Approved by: prof. PaedDr. Darina Tarcsiová, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde036/22	Occupational therapy in special 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.

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: 141

A	ABS	B	C	D	E	FX
89,36	0,0	7,8	1,42	0,0	0,0	1,42

Lecturers: Mgr. Katarína Čierna, PhD., doc. PaedDr. Katarína Majzlanová, CSc.

Last change: 22.04.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde036/22	Occupational therapy in special 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:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 141

A	ABS	B	C	D	E	FX
89,36	0,0	7,8	1,42	0,0	0,0	1,42

Lecturers: Mgr. Katarína Čierna, PhD., doc. PaedDr. Katarína Majzlanová, CSc.

Last change: 22.04.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/M-SPPšt051/22	**Course title:** Pedagogy and education of individuals with autism spectrum disorders
Number of credits: 2	
Educational level: II.	

Course requirements:

The state exam (including the defense of the final thesis), its conditions, and the procedural side are covered by IR 1/2020 Study Regulations of the FoE CU, as well as IR 5/2021 Study Regulations of the CU.

The student can take the state exam a) after obtaining at least such a number of credits that after obtaining the credits for successfully passing the last state exam, he/she reaches the necessary number of credits for the proper completion of the studies, and b) after successfully completing the mandatory subjects, mandatory optional subjects and optional subjects in the composition determined by the study program except for the state exam, and c) no disciplinary proceedings are being conducted against him/her.

In the master's degree, it is necessary to obtain 94 credits in the prescribed composition within the study program for its study part. The student receives another 14 credits for the successful defense of the final thesis and 12 credits for the subjects of the state exam.

According to IR 23/2021 Internal system of the quality assurance of HE of the CU in Bratislava, part six, Art. 56, paragraph 2, the student must demonstrate knowledge and understanding of it, demonstrate its application, and the ability to creatively solve problems related to the given field of study in broader contexts in new/unknown/simulated environments. He/she must also demonstrate developed learning skills with a high degree of independence and autonomy.

In particular, the student is evaluated for the following:

- the level of acquisition of the necessary knowledge, skills, and competences necessary for the performance of the indicated profession;
- the level of completion and verbal interpretation of acquired knowledge/skills, the ability to analyze, synthesize, and generalize them;
- the level of student competences (rationality of learning, ability to solve appropriate problem/ simulated tasks, level of critical and creative thinking, communication skills, personal and interpersonal competences, etc.).

The rating is given on a scale:

A (excellent – excellent results),
B (very good – above average standard),
C (good – normal reliable work),
D (satisfactorily – acceptable results),
E (sufficient – the results meet the minimum criteria),
Fx (insufficient).

Learning outcomes:

The educational outcome is in accordance with the LI CU/FoE, the mission and strategic objectives of the CU/FOE, in accordance with the description of the study field, in accordance with the NKR/

SKR/DD, in accordance with the profile of the graduate, in accordance with the goals and outcomes of education in individual subjects of the study plan and other related documents.
The student must demonstrate adequate theoretical knowledge in the field of pedagogy for individuals with autism spectrum disorders, which he/she will be able to apply in practice. The student must be able to solve problems related to the education and care of individuals with autism spectrum disorders. The student must be able to orient himself/herself in options, intervention, and education of individuals with autism spectrum disorders. With his/her knowledge and skills, the student must demonstrate competence and ability to work with individuals with autism spectrum disorders at any age and in different types of institutions. The student must master methods, methodologies, techniques, and approaches for individuals with autism spectrum disorders. The student must be able to apply the acquired knowledge and skills in practice as a teacher, pedagogical assistant, teacher in a special school, counselor and special school teacher.
The student must demonstrate adequate transferable competencies such as communication competencies, organizational skills, digital skills, analytical skills, interpersonal skills, creativity and abstract thinking ability, critical thinking ability, mentoring and supervisory skills, motivation and ability to learn, contextual reasoning and metacognitive abilities.

Class syllabus:

Defining the basic terminology of autism spectrum disorders. Legislative framework of education (current Education Act, relevant decrees). Classification and description of autism spectrum disorders. Detailed analysis of symptoms, specific and non-specific manifestations of autism spectrum disorders. Development of individuals with autism spectrum disorders and its specificities. Specifics of communication, forms, and its development in individuals with autism spectrum disorders. Alternative and augmentative communication - characteristics of systems used in individuals with autism spectrum disorders. Interchangeable picture communication system (VOKS - PECS). Specifics of social interactions and development of social skills in individuals with autism spectrum disorders. Specifics in the area of interests, play, and imagination in individuals with autism spectrum disorders and the possibilities of their development. Diagnostics of autism spectrum disorders. History of education of people with autism spectrum disorders in our country and abroad. Education of people with autism spectrum disorders in pre-primary education. Education of individuals with autism spectrum disorders in primary and lower secondary education. Education of individuals with autism spectrum disorders in secondary and higher education institutions. Education of individuals with autism spectrum disorders in inclusive education. Education of individuals with autism spectrum disorders in schools for students with autism and in other schools for students with disabilities. Educational programs for students with autism or other pervasive developmental disorders. Individual educational program and its creation for individuals with autism spectrum disorders. Preventive and supportive measures and their application in inclusive education with a focus on the target group of students with autism spectrum disorders. Identifying needs, motivation, strengths and weaknesses of a student with autism spectrum disorder. TEACCH program and structured learning. Behavioral approaches - verbal behavior approach, traditional approach of applied behavior analysis. Selected special pedagogical and therapeutic interventions used in individuals with autism spectrum disorders. The use of Social Stories in individuals with autism spectrum disorders. Early intervention for individuals with autism spectrum disorders. Reinforcement of desirable behavior in individuals with autism spectrum disorders. Eliminating problematic and aberrant behavior in people with autism spectrum disorders. Intact siblings and a family with a child with autism spectrum disorders - options for support and counseling.

State exam syllabus:

Recommended literature:

Compulsory readings:
ADAMUS, P., VANČOVÁ, A. a LÖFFLEROVÁ, M. 2017. Poruchy autistického spektra v kontextu aktuálních interdisciplinárních poznatků. Ostrava: Pedagogická fakulta Ostravské univerzity, 2017. ISBN 978-80-7464-957-8.
THOROVÁ, K. 2016. Poruchy autistického spektra. 1. vyd. Praha: Portál, 2016. ISBN 978-80-262-0768-9.
VLADOVÁ, K., LECHTA, V. a kol. 2017. Aplikácia vzdelávacích programov pre deti so zdravotným znevýhodnením pre predprimárne vzdelávanie. Bratislava: ŠPÚ, 2017. Dostupné na internete: https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevyhodnenim-vseobecnym-intelektovym-nadanim/predprimarne-vzdelavanie.pdf
Vzdelávací program pre žiakov s autizmom alebo ďalšími pervazívnymi vývinovými poruchami – predprimárne vzdelávanie Dostupné na internete: https://www.statpedu.sk/files/sk/svp/statny-vzdelavaci-program/vp-deti-ziakov-so-zdravotnym-znevyhodnenim/vp-deti-ziakov-autizmom-alebo-dalsimi-pervazivnymi-vyvinovymi-poruchami/vp_au_isced-0.pdf
Vzdelávací program pre žiakov s autizmom alebo ďalšími pervazívnymi vývinovými poruchami (bez mentálneho postihnutia) – primárne a nižšie sekundárne vzdelávanie. Dostupné na internete: https://www.statpedu.sk/files/sk/svp/statny-vzdelavaci-program/vp-deti-ziakov-so-zdravotnym-znevyhodnenim/vp-deti-ziakov-autizmom-alebo-dalsimi-pervazivnymi-vyvinovymi-poruchami/vp_aubezmp_isced_1_2.pdf
Vzdelávací program pre žiakov s autizmom alebo ďalšími pervazívnymi vývinovými poruchami (s mentálnym postihnutím) – primárne vzdelávanie. Dostupné na internete: https://www.statpedu.sk/files/sk/svp/statny-vzdelavaci-program/vp-deti-ziakov-so-zdravotnym-znevyhodnenim/vp-deti-ziakov-autizmom-alebo-dalsimi-pervazivnymi-vyvinovymi-poruchami/vp_ausmp_isced-1.pdf
Vzdelávací program pre žiakov s autizmom alebo ďalšími pervazívnymi vývinovými poruchami (s mentálnym postihnutím) – nižšie stredné vzdelávanie. Dostupné na internete: https://www.statpedu.sk/files/sk/svp/statny-vzdelavaci-program/vp-deti-ziakov-so-zdravotnym-znevyhodnenim/vp-deti-ziakov-autizmom-alebo-dalsimi-pervazivnymi-vyvinovymi-poruchami/vzdel-vac-program-pr-au-f.pdf
Vyhláška č. 322/2008 Z. z. o špeciálnych školách.
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.
Zákon č. 209/2019 Z. z. Zákon, ktorým sa mení a dopĺňa zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov v znení neskorších predpisov a ktorým sa menia a dopĺňajú niektoré zákony.
Recommended readings:
ADAMUS, P. 2014. Edukace žáků s poruchou autistického spektra v kontextu rozvoje klíčových kompetencí. 1. vyd. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. ISBN 978-80-7464-661-4.
BELUŠKOVÁ, D., ŠEDIBOVÁ, A. 2014. Autizmus v praxi. Bratislava: Metodicko-pedagogické centrum v Bratislave, 2014. ISBN 978-80-565-0184-9.
BIŠČO KASTELOVÁ, A. a ŠVÍKOVÁ, K. 2020. Korekcia správania detí s poruchou autistického spektra pomocou behaviorálnych techník. In: Špeciálnopedagogické vedecké a praxeologické problémy v kontexte transformačných procesov. Prešov: Vydavateľstvo Prešovskej univerzity v Prešove, 2020. s. 299 – 320. ISBN 978-555-2591-4.
ČADILOVÁ, V., ŽAMPACHOVÁ, Z. 2008. Strukturované učení: Vzdělávání dětí s autismem a jinými vývojovými poruchami. Praha: Portál, 2008. ISBN 978-80-7367-475-5.

ČADILOVÁ, V., ŽAMPACHOVÁ, Z. a kol. 2012. Metodika práce se žákem s poruchami autistického spektra. 1. vyd. Olomouc: Univerzita Palackého, 2012. ISBN 978-80- 244-3309-7.
DRUŽKOVSKÁ, L., TRELLOVÁ, I. a VANČOVÁ, A. 2020. Hodnotenie preferencií v edukačnom procese detí s poruchami autistického spektra. In: Paedagogica specialis 34. Bratislava: Iris, 2020. s. 356 – 369. ISBN 978-80-223-5049-5.
HRDLIČKA, M., KOMÁREK, V. 2004. Dětský autismus. Praha: Portál, 2004. ISBN 80-7178-813-9.
VANČOVÁ, A. 2005. Vývoj edukačných a podporných služieb pre žiakov s autizmom na Slovensku v období rokov 1990 až 2005. In: Aktuálne otázky teórie a praxe špeciálnej pedagogiky: Aktuálne otázky výchovnej rehabilitácie postihnutých a špeciálnopedagogickej pedeutológie. Bratislava: Sapientia, 2005. s. 302 – 323. ISBN 80-969112-9-5.
VANČOVÁ, A. 2010. Individuálny výchovno-vzdelávací program ako významný prostriedok napomáhajúci integrovanému vzdelávaniu žiakov so zdravotným znevýhodnením. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava: Iris, 2010. s. 127 – 152. ISBN 978-80-89238-37-8.
VANČOVÁ, A. 2015. Behaviorálne prístupy a ich využitie v intervenčnom riešení nevhodného správania detí s autizmom. In: Paedagogica specialis 29. Bratislava: Univerzita Komenského v Bratislave, 2015. s. 330 – 353. ISBN 978-80-223-4010-6.
VANČOVÁ, A. 2017. Vzdelávanie žiakov s poruchou autistického spektra bez mentálnej retardácie – príklady dobrej praxe. In: Paedagogica specialis: 31. Bratislava: Univerzita Komenského, 2017. s. 9 – 33. ISBN 978-80-223-4438-8.
VANČOVÁ, A., HLINOVÁ, D., BÁLINTOVÁ, V. 2013. Osobitosti špeciálnopedagogickej intervencie a edukácie dieťaťa s autizmom predškolského veku v špeciálnej materskej škole. In: Výchovná a komplexná rehabilitácia postihnutých v ponímaní špeciálnej pedagogiky. Bratislava: Iris, 2013. s. 395 – 412. ISBN 978-80-89256-93-8.

Languages necessary to complete the course:
Slovak language (SE in the state language) + languages that are necessary to study compulsory and recommended literature.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-SPPšt026/16	**Course title:** Pedagogy and education of individuals with learning disabilities, behavior disorders, and impaired communication skills
Number of credits: 2	
Educational level: II.	

Course requirements:

The state exam (including the defense of the final thesis), its conditions, and the procedural side are covered by IR 1/2020 Study Regulations of the FoE CU, as well as IR 5/2021 Study Regulations of the CU.

The student can take the state exam a) after obtaining at least such a number of credits that after obtaining the credits for successfully passing the last state exam, he/she reaches the necessary number of credits for the proper completion of the studies, and b) after successfully completing the mandatory subjects, mandatory optional subjects and optional subjects in the composition determined by the study program except for the state exam, and c) no disciplinary proceedings are being conducted against him/her.

In the master's degree, it is necessary to obtain 94 credits in the prescribed composition within the study program for its study part. The student receives another 14 credits for the successful defense of the final thesis and 12 credits for the subjects of the state exam.

According to IR 23/2021 Internal system of the quality assurance of HE of the CU in Bratislava, part six, Art. 56, paragraph 2, the student must demonstrate knowledge and understanding of it, demonstrate its application, and the ability to creatively solve problems related to the given field of study in broader contexts in new/unknown/simulated environments. He/she must also demonstrate developed learning skills with a high degree of independence and autonomy.

In particular, the student is evaluated for the following:

- the level of acquisition of the necessary knowledge, skills, and competences necessary for the performance of the indicated profession;
- the level of completion and verbal interpretation of acquired knowledge/skills, the ability to analyze, synthesize, and generalize them;
- the level of student competences (rationality of learning, ability to solve appropriate problem/ simulated tasks, level of critical and creative thinking, communication skills, personal and interpersonal competences, etc.).

The rating is given on a scale:

A (excellent – excellent results),
B (very good – above average standard),
C (good – normal reliable work),
D (satisfactorily – acceptable results),
E (sufficient – the results meet the minimum criteria),
Fx (insufficient).

Learning outcomes:

The educational result is in accordance with the LI CU/FoE, the mission and strategic objectives of the CU/FOE, in accordance with the description of the study field, in accordance with the NKR/

SKR/DD, in accordance with the profile of the graduate, in accordance with the goals and outcomes of education in individual subjects of the study plan and other related documents.
At the state exam, the student must demonstrate the following:
- knowledge of approaches and methods of education of children and pupils with specific learning disabilities, behavior disorders, and ICS,
- knowledge of the principles, conditions and implementation of inclusive education in primary and secondary schools for students with SLD and behavior disorders,
- control of theoretical and philosophical starting points for determining goals in the education of pupils with SLD and the behavior disorders of pupils with ICS,
- knowledge of the goals of education and training of pupils with SLD, behavior disorders and ICS, educational programs, school documents,
- knowledge of special teaching methods of specific subjects at the primary level of elementary school,
- the ability to analyze specific manifestations of verbal and nonverbal communication of individuals with a health handicapped and modifies the conditions of the communication context.
At the state exam, the student must demonstrate the ability to:
- plan, manage, implement and evaluate the educational process of pupils with SLD and behavior disorders, ICS,
- to know and identify the sociocultural environment and its influence on the development and education of pupils with SLD and behavior disorders in the context of social inclusion,
- adopt applied approaches and strategies applied in the inclusive education of children, pupils, and students with specific learning disabilities, behavioral disorders, and with impaired communication skills in their teaching (individual approaches, group work),
- master the scientific language, terminological definition, internal division, goals, tasks, subject of pedagogy of individuals with learning disabilities, behavior disorders, and impaired communication skills,
- acquire highly specialized interdisciplinary theoretical knowledge in the fields of pedagogy, psychology, special education, social, communication, and diagnostic intervention, including methodological approaches with regard to the given specialization,
- to implement the specifics of teaching subject methodologies at the primary level of elementary school pupils,
- solve various pedagogical situations that are influenced by the specifics of the education of individuals with learning disabilities and behavior disorders and impaired communication skills,
- identify and implement support measures for pupils with SEN in the conditions of mainstream schools and apply appropriate methods of communication in cooperation with parents/legal representatives in the application of stimulating, corrective, reeducational and compensatory activities,
- the ability to apply in practice methods of special pedagogical diagnostics for pupils with learning disabilities and behavior disorders and impaired communication skills,
- adjust the school environment in favor of the success of a student with learning disabilities, behavior disorders, and impaired communication skills, knows how to create individual educational programs in cooperation with other experts, and knows the principles of creating their content.
The student should be able to perform the following:
- activities related to the position of a school special education teacher in mainstream primary and secondary schools,
- special pedagogical, corrective, educational activities aimed at children, pupils, and students with specific learning disabilities, behavior disorders, and with impaired communication skills,
- to carry out pedagogical and special pedagogical diagnostics in the field of operation,

- perform work in a multidisciplinary team, cooperate with other experts within work teams, lead work teams.
- can specify the basic starting points of the conceptual (educational programs) legislative framework of the education and counseling process and can identify barriers to learning in the context of the biopsychosocial model.
As part of the state exam, the student demonstrates and possesses the following transferable skills: analytical skills, abstract and critical thinking skills, communication skills, reasoning in context, metacognitive skills, and supervision skills, comparison skills.

Class syllabus:

1. Basic terminology, development of SLD paradigms, transformations of the therapeutic approach to solving SLD, including changes in the institutional nature and relevant legislation. A systemic approach to solving problems in Slovakia and European countries.
2. Education legislative framework (Education Act, relevant decrees of the Ministry of Education and Culture). A system of schools and facilities for students with specific learning disabilities, behavior disorders, and impaired communication skills.
3. Causes and etiology of specific learning disabilities and behavior disorders. Manifestations of specific learning disabilities (dyslexia, dysgraphia, dysorthographia).
4. Interdisciplinarity of the field of etopedics. Theoretical concepts of diagnostics, stimulation, and reeducation in etopedic practice.
5. Deficits of partial functions. Primary and secondary prevention of specific learning disabilities. Secondary and primary consequences of behavior disorders and specific learning disabilities.
6. Detailed analysis of the symptoms of ADD and ADHD. Hyperactivity, impulsivity, attention disorders, individual's personality. Personality development of a student with SLD and B (variability of personality development). Definition of behavior disorders in the context of a quality of life perspective. Behavior disorder as a barrier to access to education.
7. Preventive and supportive measures and their application in inclusive education with a focus on the target group of students; basic strategies in the work of a teacher/special teacher. Actors of education – teacher, student from SLD and S.
8. Correction of SLD and S (principles, approaches, methods of dyslexia, dysgraphia, dysortographia, dyscalculia, and other manifestations of SLD). Literacy, the process of reading and writing, and its specifics. Methods of reading and writing in education at the primary level of education in elementary school. Mathematical literacy, dyscalculia, methods, and principles of approach.
9. Development and specifics of cognitive functions (auditory perception, visual perception, memory, thinking). Laterality, right-left orientation, spatial orientation.
10. Specifics of the assessment (school law, formative assessment, motivational, diagnostic and social functions of the assessment). Methodological instructions for the evaluation and classification of primary and secondary school pupils.
11. Communication, communication skills, communication process. The importance of communication in human life. Stages of the communication process.
12. Impaired communication skills (phonological, phonetic, morphological-syntactic, lexical, and semantic aspects of speech in pupils with specific learning disabilities).
13. System of care for individuals with impaired communication skills in our country and abroad. Valid legislation relating to the provision of speech therapy intervention. Logopedic prevention - primary, secondary, tertiary. Development of communication skills within the educational process.
14. Alternative and augmentative communication - characteristics of systems used in pedagogical practice. Support of interventions with special tools and software.

15. Specifics of the approach and forms in inclusive education (conditions, principle, individualization, and differentiation). Strategies and learning preferences of pupils in primary and secondary schools.
16. Social inclusion (teachers, parents, therapist, pupil, participation of parents in meeting the educational needs of the target group. Communication with parents, pupils and teachers in an inclusive school with a focus on inclusion of the target group. Concepts of social exclusion of target groups of etopedia.
17. Study and professional orientation of students with SLD and students with behavior disorders (school, family, career counseling). Approaches and interventions for people with SLD and behavior disorders in adulthood.
18. Identifying needs-motivation, managing the workload and success of individuals with SLD in the learning process, barriers in the learning process.

State exam syllabus:

Recommended literature:

Compulsory readings:
BARTOŇOVÁ, M. 2020. Přístupy a intervence k jedincům se specifickými poruchami učení. Bratislava. Iris
BARTOŇOVÁ, Miroslava. 2018. Diagnostické a intervenční přístupy u dětí s narušenou komunikační schopností v předškolním věku In: Paedagogica specialis: 32. Bratislava : Univerzita Komenského v Bratislave, 2018. s. 22-39. ISBN 978-80-223-4610-8.
BARTOŇOVÁ, M., VÍTKOVÁ, M. 2020. Efektivní vyučování v heterogenní třídě se zřetelem na metody a učební strategie. 1., elektronické vyd. Brno: Masarykova univerzita, 2020. 122 s. ISBN 978-80-210-9830-5.
KEREKRÉTIOVÁ, A. a kol. 2016. Logopédia. Bratislava: Univerzita Komenského, 2016. ISBN 978-80-223-4165-3
KURUC, M. 2013. Poruchy správania u detí a adolescentov a ich pedagogická diagnostika. Bratislava: Univerzita Komenského v Bratislave. 2013. ISBN 978-80-223-3512-6
LECHTA, Viktor a kol. 1995. Diagnostika narušenej komunikačnej schopnosti. Martin, Osveta 1995. ISBN 80-88824-18-4
LECHTA, Viktor a kol.2002: Terapia narušenej komunikačnej schopnosti. Martin, Osveta 2002. ISBN 80-8063-092-5.
MIKULAJOVÁ, M. a kol. 2012. Čítanie, písanie a dyslexia. Bratislava: SAL, 2012.
SMETANOVÁ, D. a kol. 2014. Prejavy správania u vybraných skupín žiakov základných škôl. 1. vyd. Bratislava: Univerzita Komenského, Pedagogická fakulta, 2014. ISBN 978-80-89726-17-2
VANČOVÁ, A. 2010. Základy pedagogiky detí (osôb) s narušenou komunikačnou schopnosťou. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava: Iris, 2010. s. 537 – 566. ISBN 978-80-89238-37-8.
VANČOVÁ, A.; HARČARÍKOVÁ, T. 2008. (ed) .: Komplexná rehabilitácia viacnásobne postihnutých – niektoré nové metódy a programy. Zborník. Bratislava, UK PdF 2008, ISBN 978-80-89113-43-9
Zákony, vyhlášky a metodické pokyny v aktuálnom znení.
Recommended readings:
BARTOŇOVÁ, M., VÍTKOVÁ, M. 2019. Inkluzivní pedagogika: Distanční studijní text. 1. vyd. Opava, 2019. 179 s. ISBN 978-80-7510-334-5.
BARTOŇOVÁ, M., VÍTKOVÁ , M. a kol. 2017. Support Measures for Students with Special Education Needs in Mainstream Schools in the Czech Republic and Abroad. 1. vyd. Brno: Masarykova univerzita, 2017. 198 s. ISBN 978-80-210-8504-6.

BARTOŇOVÁ, Miroslava. 2015. Approaches to students with learning disorders in inclusive school environment. 1. dotisk 1. vyd. Brno: Masarykova univerzita, 2015. 164 s. ISBN 978-80-210-7110-0.
BARTOŇOVÁ, M., VÍTKOVÁ ,M. 2018. Inkluzivní didaktika v praxi základní školy se zřetelem na specifika žáků s lehkým mentálním postižením. 1. vydání. Brno: Munipress, 2018. 165 s. ISBN 978-80-210-9189-4.
HUTYROVÁ, M. a kol. 2019. Děti a problémy v chování. Etopedie v praxi. Bratislava: Portál, 2019. ISBN 9788026215233.
LECHTA, V., PORUBOVIČOVÁ, Ľ. a CIRJAKOVÁ, Z. 2017. Výchova a vzdelávanie detí s narušenou komunikačnou schopnosťou v predprimárnom vzdelávaní. In: Aplikácia vzdelávacích programov pre deti so zdravotným znevýhodnením pre predprimárne vzdelávanie. Bratislava: ŠPÚ, 2017. Dostupné na internete: https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevyhodnenim-vseobecnym-intelektovym-nadanim/predprimarne-vzdelavanie.pdf.
VANČOVÁ, A., KEČKÉŠOVÁ, M., SMETANOVÁ, D. 2017. Ochrana práv dieťaťa a rodiny v Slovenskej republike rámcovaná platnou legislatívou. 1. vyd. Bratislava: Slovak education publishing, 2017. ISBN 978-80-89834-03-7.
ZELINKOVÁ, Olga. 2003. Poruchy učení. Praha: Portál ,2003 ISBN 80-7178-800-7.

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

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde048/22	Pedagogy of individuals with autism spectrum disorders

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

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
2 hours lecture/week, total 22 hours per semester, combined method.
Student workload:
11x2 hours of direct teaching = 22 hours; 10 hours preparation of seminar work; 28 hours preparation for examination. Total 60 hours of student work.
Learning methods:
Linking teaching with practice; interview; discussion of the topic covered; small group work; teaching of the subject by practitioners; interpretation of the material; explanation; quizzes; presentation of scientific and professional knowledge through verbal, verbal-visual and multimedia means of presentation; project methods; guided brainstorming; analytical-synthetic and comparative methods.

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
The course will be completed by examination, the weighting of the interim and final assessment is 50/50. The course will be completed by a written test, supplemented by a defense of the semester thesis of the knowledge acquired throughout the semester. At least 91 points are required for a grade of A, 81 points for a grade of B, 71 points for a grade of C, 61 points for a grade of D, and 51 points for a grade of E. Credit will not be awarded to a student who scores less than 50 points on the written examination. Assessment further consists of continuous verbal evaluation and individual and group feedback during the semester.
The assessment is awarded on a scale:
A (100 - 91%, excellent - outstanding),
B (90 - 81%, very good - above average standard),
C (80 - 71%, good - normal reliable work),
D (70 - 61 %, satisfactory - acceptable results),
E (60 - 51%, satisfactory - results meet the minimum criteria),
Fx (50 - 0%, insufficient - extra work required).
A - excellent performance, the student knows and is proficient in the knowledge of the pedagogy of individuals with autism spectrum disorders. The student understands the knowledge, can create,

critically evaluate, and apply knowledge from the field to practice; B - excellent performance, the student knows/controls the knowledge of pedagogy for individuals with autism spectrum disorders, but critical thinking is borderline. C - good performance, the student knows/learned the knowledge in the area of pedagogy of individuals with autism spectrum disorders, understands it, but cannot apply it to practice; D - satisfactory performance, the student knows/learned the basic knowledge in the area of pedagogy of individuals with autism spectrum disorders, but lacks the understanding and competence to apply the knowledge to practice; E - satisfactory performance, the student has acquired elementary knowledge of pedagogy for individuals with autism spectrum disorders, but not sufficient for competence to apply it in practice; Fx - insufficient performance, the student has not acquired/does not have mastery of knowledge of pedagogy for individuals with autism spectrum disorders.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students will gain appropriate theoretical knowledge of the pedagogy of individuals with autism spectrum disorders. Students will become familiar with and learn the specifics of individuals with autism spectrum disorders with respect to the type, form of the disorder, and age of the individuals. Students will gain a basic understanding of the specifics of educating individuals with autism spectrum disorders in educational settings of various types. The following transferable competences are also developed in the course: communication skills, critical thinking skills, contextual reasoning, motivation, learning skills, digital skills, analytical skills, metacognitive skills and interpersonal skills.

Class syllabus:
Defining the basic concepts of pedagogy for individuals with autism spectrum disorders. Classification and description of autism spectrum disorders. Specific and non-specific manifestations of autism spectrum disorders. Prevalence of comorbidities with autism spectrum disorders. Specifics of communication and its forms in individuals with autism spectrum disorders. Development of individuals with autism spectrum disorders and its specifics. Diagnosis of autism spectrum disorders. Basics of care and education of individuals with autism spectrum disorders. The family with a child with autism spectrum disorders. The individual topics contribute to students of special education by acquiring theoretical knowledge and practical skills that they can apply in practice as educators, teaching assistants, special education teachers and counselors. Students become proficient in methods, methodologies, techniques, and approaches for individuals with autism spectrum disorders.

Recommended literature:
Compulsory/Recommended readings:
ADAMUS, P., VANČOVÁ, A. a LÖFFLEROVÁ, M. 2017. Poruchy autistického spektra v kontextu aktuálních interdisciplinárních poznatků. Ostrava: Pedagogická fakulta Ostravské univerzity, 2017. ISBN 978-80-7464-957-8.
THOROVÁ, K. 2016. Poruchy autistického spektra. 1. vyd. Praha: Portál, 2016. 493 s. ISBN 978-80-262-0768-9.
Recommended readings:
ADAMUS, P. 2014. Edukace žáků s poruchou autistického spektra v kontextu rozvoje klíčových kompetencí. 1. vyd. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. ISBN 978-80-7464-661-4.
ČADILOVÁ, V., ŽAMPACHOVÁ, Z. 2008. Strukturované učení: Vzdělávání dětí s autismem a jinými vývojovými poruchami. Praha: Portál, 2008. ISBN 978-80-7367-475-5.
ČADILOVÁ, V., ŽAMPACHOVÁ, Z. a kol. 2012. Metodika práce se žákem s poruchami autistického spektra. 1. vyd. Olomouc: Univerzita Palackého, 2012. ISBN 978-80- 244-3309-7.

DRUŽKOVSKÁ, L., TRELLOVÁ, I. a VANČOVÁ, A. 2020. Hodnotenie preferencií v edukačnom procese detí s poruchami autistického spektra. In: Paedagogica specialis 34. Bratislava: Iris, 2020. s. 356 – 369. ISBN 978-80-223-5049-5.
HRDLIČKA, M., KOMÁREK, V. 2004. Dětský autismus. Praha: Portál, 2004. ISBN 80-7178-813-9.
VANČOVÁ, A. 2005. Vývoj edukačných a podporných služieb pre žiakov s autizmom na Slovensku v období rokov 1990 až 2005. In: Aktuálne otázky teórie a praxe špeciálnej pedagogiky: Aktuálne otázky výchovnej rehabilitácie postihnutých a špeciálnopedagogickej pedeutológie. Bratislava: Sapientia, 2005. s. 302 – 323. ISBN 80-969112-9-5.
VANČOVÁ, A. 2015. Behaviorálne prístupy a ich využitie v intervenčnom riešení nevhodného správania detí s autizmom. In: Paedagogica specialis 29. Bratislava: Univerzita Komenského v Bratislave, 2015. s. 330 – 353. ISBN 978-80-223-4010-6.
VANČOVÁ, A. 2017. Vzdelávanie žiakov s poruchou autistického spektra bez mentálnej retardácie – príklady dobrej praxe. In: Paedagogica specialis: 31. Bratislava: Univerzita Komenského, 2017. s. 9 – 33. ISBN 978-80-223-4438-8.
VANČOVÁ, A., HLINOVÁ, D., BÁLINTOVÁ, V. 2013. Osobitosti špeciálnopedagogickej intervencie a edukácie dieťaťa s autizmom predškolského veku v špeciálnej materskej škole. In: Výchovná a komplexná rehabilitácia postihnutých v ponímaní špeciálnej pedagogiky. Bratislava: Iris, 2013. s. 395 – 412. ISBN 978-80-89256-93-8.

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

Notes:

Past grade distribution
Total number of evaluated students: 359

A	ABS	B	C	D	E	FX
74,37	0,0	18,11	3,34	3,06	1,11	0,0

Lecturers: PaedDr. Róberta Drugová

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde048/22	Pedagogy of individuals with autism spectrum disorders

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

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
2 hours lecture/week, total 22 hours per semester, combined method.
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11x2 hours of direct teaching = 22 hours; 10 hours preparation of seminar work; 28 hours preparation for examination. Total 60 hours of student work.
Learning methods:
Linking teaching with practice; interview; discussion of the topic covered; small group work; teaching of the subject by practitioners; interpretation of the material; explanation; quizzes; presentation of scientific and professional knowledge through verbal, verbal-visual and multimedia means of presentation; project methods; guided brainstorming; analytical-synthetic and comparative methods.

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
The course will be completed by examination, the weighting of the interim and final assessment is 50/50. The course will be completed by a written test, supplemented by a defense of the semester thesis of the knowledge acquired throughout the semester. At least 91 points are required for a grade of A, 81 points for a grade of B, 71 points for a grade of C, 61 points for a grade of D, and 51 points for a grade of E. Credit will not be awarded to a student who scores less than 50 points on the written examination. Assessment further consists of continuous verbal evaluation and individual and group feedback during the semester.
The assessment is awarded on a scale:
A (100 - 91%, excellent - outstanding),
B (90 - 81%, very good - above average standard),
C (80 - 71%, good - normal reliable work),
D (70 - 61 %, satisfactory - acceptable results),
E (60 - 51%, satisfactory - results meet the minimum criteria),
Fx (50 - 0%, insufficient - extra work required).
A - excellent performance, the student knows and is proficient in the knowledge of the pedagogy of individuals with autism spectrum disorders. The student understands the knowledge, can create,

critically evaluate, and apply knowledge from the field to practice; B - excellent performance, the student knows/controls the knowledge of pedagogy for individuals with autism spectrum disorders, but critical thinking is borderline. C - good performance, the student knows/learned the knowledge in the area of pedagogy of individuals with autism spectrum disorders, understands it, but cannot apply it to practice; D - satisfactory performance, the student knows/learned the basic knowledge in the area of pedagogy of individuals with autism spectrum disorders, but lacks the understanding and competence to apply the knowledge to practice; E - satisfactory performance, the student has acquired elementary knowledge of pedagogy for individuals with autism spectrum disorders, but not sufficient for competence to apply it in practice; Fx - insufficient performance, the student has not acquired/does not have mastery of knowledge of pedagogy for individuals with autism spectrum disorders.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students will gain appropriate theoretical knowledge of the pedagogy of individuals with autism spectrum disorders. Students will become familiar with and learn the specifics of individuals with autism spectrum disorders with respect to the type, form of the disorder, and age of the individuals. Students will gain a basic understanding of the specifics of educating individuals with autism spectrum disorders in educational settings of various types. The following transferable competences are also developed in the course: communication skills, critical thinking skills, contextual reasoning, motivation, learning skills, digital skills, analytical skills, metacognitive skills and interpersonal skills.

Class syllabus:
Defining the basic concepts of pedagogy for individuals with autism spectrum disorders. Classification and description of autism spectrum disorders. Specific and non-specific manifestations of autism spectrum disorders. Prevalence of comorbidities with autism spectrum disorders. Specifics of communication and its forms in individuals with autism spectrum disorders. Development of individuals with autism spectrum disorders and its specifics. Diagnosis of autism spectrum disorders. Basics of care and education of individuals with autism spectrum disorders. The family with a child with autism spectrum disorders. The individual topics contribute to students of special education by acquiring theoretical knowledge and practical skills that they can apply in practice as educators, teaching assistants, special education teachers and counselors. Students become proficient in methods, methodologies, techniques, and approaches for individuals with autism spectrum disorders.

Recommended literature:
Compulsory/Recommended readings:
ADAMUS, P., VANČOVÁ, A. a LÖFFLEROVÁ, M. 2017. Poruchy autistického spektra v kontextu aktuálních interdisciplinárních poznatků. Ostrava: Pedagogická fakulta Ostravské univerzity, 2017. ISBN 978-80-7464-957-8.
THOROVÁ, K. 2016. Poruchy autistického spektra. 1. vyd. Praha: Portál, 2016. 493 s. ISBN 978-80-262-0768-9.
Recommended readings:
ADAMUS, P. 2014. Edukace žáků s poruchou autistického spektra v kontextu rozvoje klíčových kompetencí. 1. vyd. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. ISBN 978-80-7464-661-4.
ČADILOVÁ, V., ŽAMPACHOVÁ, Z. 2008. Strukturované učení: Vzdělávání dětí s autismem a jinými vývojovými poruchami. Praha: Portál, 2008. ISBN 978-80-7367-475-5.
ČADILOVÁ, V., ŽAMPACHOVÁ, Z. a kol. 2012. Metodika práce se žákem s poruchami autistického spektra. 1. vyd. Olomouc: Univerzita Palackého, 2012. ISBN 978-80- 244-3309-7.

DRUŽKOVSKÁ, L., TRELLOVÁ, I. a VANČOVÁ, A. 2020. Hodnotenie preferencií v edukačnom procese detí s poruchami autistického spektra. In: Paedagogica specialis 34. Bratislava: Iris, 2020. s. 356 – 369. ISBN 978-80-223-5049-5.
HRDLIČKA, M., KOMÁREK, V. 2004. Dětský autismus. Praha: Portál, 2004. ISBN 80-7178-813-9.
VANČOVÁ, A. 2005. Vývoj edukačných a podporných služieb pre žiakov s autizmom na Slovensku v období rokov 1990 až 2005. In: Aktuálne otázky teórie a praxe špeciálnej pedagogiky: Aktuálne otázky výchovnej rehabilitácie postihnutých a špeciálnopedagogickej pedeutológie. Bratislava: Sapientia, 2005. s. 302 – 323. ISBN 80-969112-9-5.
VANČOVÁ, A. 2015. Behaviorálne prístupy a ich využitie v intervenčnom riešení nevhodného správania detí s autizmom. In: Paedagogica specialis 29. Bratislava: Univerzita Komenského v Bratislave, 2015. s. 330 – 353. ISBN 978-80-223-4010-6.
VANČOVÁ, A. 2017. Vzdelávanie žiakov s poruchou autistického spektra bez mentálnej retardácie – príklady dobrej praxe. In: Paedagogica specialis: 31. Bratislava: Univerzita Komenského, 2017. s. 9 – 33. ISBN 978-80-223-4438-8.
VANČOVÁ, A., HLINOVÁ, D., BÁLINTOVÁ, V. 2013. Osobitosti špeciálnopedagogickej intervencie a edukácie dieťaťa s autizmom predškolského veku v špeciálnej materskej škole. In: Výchovná a komplexná rehabilitácia postihnutých v ponímaní špeciálnej pedagogiky. Bratislava: Iris, 2013. s. 395 – 412. ISBN 978-80-89256-93-8.

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

Notes:

Past grade distribution
Total number of evaluated students: 359

A	ABS	B	C	D	E	FX
74,37	0,0	18,11	3,34	3,06	1,11	0,0

Lecturers: PaedDr. Róberta Drugová

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-SPPšt024/16	**Course title:** Pedagogy of the hearing impaired and education of the hearing impaired
Number of credits: 2	
Educational level: II.	

Course requirements:

The state exam (including the defense of the final thesis), its conditions, and the procedural side are covered by IR 1/2020 Study Regulations of the FoE CU, as well as IR 5/2021 Study Regulations of the CU.

The student can take the state exam a) after obtaining at least such a number of credits that after obtaining the credits for successfully passing the last state exam, he/she reaches the necessary number of credits for the proper completion of the studies, and b) after successfully completing the mandatory subjects,, mandatory optional subjects and optional subjects in the composition determined by the study program except for the state exam, and c) no disciplinary proceedings are being conducted against him/her.

In the master's degree, it is necessary to obtain 94 credits in the prescribed composition within the study program for its study part. The student receives another 14 credits for the successful defense of the final thesis and 12 credits for the subjects of the state exam.

According to IR 23/2021 Internal system of the quality assurance of HE of the CU in Bratislava, part six, Art. 56, paragraph 2, the student must demonstrate knowledge and understanding of it, demonstrate its application, and the ability to creatively solve problems related to the given field of study in broader contexts in new/unknown/simulated environments. He/she must also demonstrate developed learning skills with a high degree of independence and autonomy.

In particular, the student is evaluated for the following:

- the level of acquisition of the necessary knowledge, skills, and competences necessary for the performance of the indicated profession;
- the level of completion and verbal interpretation of acquired knowledge/skills, the ability to analyze, synthesize, and generalize them;
- the level of student competences (rationality of learning, ability to solve appropriate problem/ simulated tasks, level of critical and creative thinking, communication skills, personal and interpersonal competences, etc.).

The rating is given on a scale:

A (excellent – excellent results),
B (very good – above average standard),
C (good – normal reliable work),
D (satisfactorily – acceptable results),
E (sufficient – the results meet the minimum criteria),
Fx (insufficient).

Learning outcomes:

The educational result is in accordance with the LI CU/FoE, the mission and strategic objectives of the CU/FOE, in accordance with the description of the study field, in accordance with the NKR/

SKR/DD, in accordance with the profile of the graduate, in accordance with the goals and outcomes of education in individual subjects of the study plan and other related documents.
At the state exam, the student must demonstrate the following:
- knowledge of the methods of education of children and pupils with hearing impairment using primarily spoken language and sign communication,
- knowledge of the principles, conditions and implementation of early care for children with hearing impairment,
- knowledge of the speech and language development of children and pupils with hearing impairment,
- knowledge about the goals of raising and educating pupils with HI, the educational program for pupils with HI, school documents,
- knowledge of special methods of teaching subjects at the primary level of PS for HI,
- knowledge of special teaching methods for specific subjects.
A student must demonstrate the ability to:
- plan, manage, implement and evaluate the educational process of students with hearing impairment,
- to know and identify the sociocultural environment and its influence on the development and education of students with hearing impairment,
- to implement the specifics of teaching subject methodologies at the primary level of PS for HI,
- master specific forms of communication and be able to apply them in the educational process,
- solve various pedagogical situations that are affected by hearing impairment,
- identify and implement support measures for students with hearing impairment in the conditions of mainstream schools.
The student should be able to perform the following:
- activities related to the position of teacher for students with hearing impairments at the primary level of PS for HI,
- activities related to the position of a special school teacher in mainstream primary and secondary schools,
- to carry out pedagogical and special pedagogical diagnostics in the field of action.
As part of the state exam for the subject Pedagogy of the hearing impaired and education of the hearing impaired, the student demonstrates the following transferable skills: analytical skills, abstract and critical thinking skills, communication skills, reasoning in context, metacognitive skills, supervision skills, comparison skills.

Class syllabus:
1. Speech and language development in children with HI. Assessment of the language and speech level of DSP. The sound level of the language. Language competences in relation to the education of children with HI. Assessment of the language and speech level of DSP.
2. Methods of education of the hearing impaired primarily using spoken language: oral method, auditory-verbal method. Their theoretical starting points, basic principles, and use. Education programs for children with HI based on oral methods and auditory-verbal approaches.
3. Methods of education for hearing impaired using sign language. Total communication. Simultaneous communication. Bilingual approach. Their theoretical starting points, basic principles, and use.
4. Bimodal bilingualism and pedagogy of hearing impaired.
5. Early education of the hearing impaired. Basic characteristics, definition of terms, principles, procedures of education in early education. Forms of implementation of early education for children with hearing loss. The role of special pedagogical counseling in inclusive education of the hearing impaired and in early care.

6. Developing literacy in the pedagogy of the hearing impaired. Emergent literacy, its characteristics, and possibilities of use in the pedagogy of the hearing impaired. Developing elements of emergent literacy. Reading literacy in children with HI, factors influencing reading performance in the hearing impaired. Diary and the method of working with the diary. Different approaches to reading. Implicit and intuitive methods of learning to read.
7. Goals of education and training of pupils with HI, profile of a graduate of primary education with HI
School documents and materials and their use. Educational program for pupils with HI. Educational areas, teaching subjects, key competencies. Content standard, performance standard, key competencies, and their application in primary schools. Thematic plans. The role of methodological associations and subject commissions.
8. Special teaching methods of individual subjects at the primary level of education. Position of individual subjects in the state educational program, characteristics of the teaching subject, competences of the teacher and the pupil. Objectives and meaning of the subject. Content, tasks, methods, didactic aids, didactic technique, and organizational forms of education in the subject.
9. Hearing disorders in combination with other disorders and disabilities. Basic characteristic. Institutionalized care for children with HI and other disabilities. Education, training, and rehabilitation of a child with HI with mental retardation. Upbringing, education, and rehabilitation of a deaf-blind child

State exam syllabus:

Recommended literature:

Compulsory/ Recommended readings:

• HAMPL, I. - SCHMIDTOVÁ, M:2016. Špecifiká edukácie detí s poruchou sluchu v ranom veku. Bratislava: IRIS. 2016. 185 s.. ISBN 978-80-89726-85-1.
• HOVORKOVÁ, S. – RZYMANOVÁ. M. – TARCSIOVÁ, D. (2018): Máme dieťa s poruchou sluchu 1. Bratislava: Nadácia Pontis, 2018 s. 547. ISBN 978-80-89895-11-3.
• HOVORKOVÁ, S. – RZYMANOVÁ. M. – TARCSIOVÁ, D. (2018): Máme dieťa s poruchou sluchu 2. Bratislava: Nadácia Pontis, 2017. 442 s. ISBN 978-80-89895-06-9.
• SCHMIDTOVÁ, M. a kol. 2016. Teória edukácie žiakov so SP 1 Bratislava: Iris, 2016.145s. ISB ISBN 978-80-89726-59-2.
• SCHMIDTOVÁ, M. 2009. Orálne a auditívno-verbálne prístupy vo vzdelávaní detí a žiakov so SP. Bratislava: MABAG spol. s r. o., 2009. 98 s. ISBN 978-80-89113-66-8.
• SCHMIDTOVÁ, M. 2017. Korekcia artikulácie u detí so sluchovým postihnutím. Bratislava: Iris, 2017. 165s. ISBN 978-80-8200-012-5.
• TARCSIOVÁ, D. a kol. Písmo a žiaci so stratou sluchu. Bratislava: IRIS, a.s. 426 s. ISBN 978-80-89726-88-2.
•TARCSIOVÁ, D. Posunkový jazyk a vzdelávanie nepočujúcich. Bratislava: IRIS, a.s. 315 s. ISBN 978-80-8200-040-8.

Languages necessary to complete the course:

Slovak language, Czech language

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-SPPšt022/22	**Course title:** Pedagogy of the intellectual and multiple disabled and education of the intellectual and multiple disabled
Number of credits: 2	
Educational level: II.	

Course requirements:

The state exam (including the defense of the final thesis), its conditions, and the procedural side are covered by IR 1/2020 Study Regulations of the FoE CU, as well as IR 5/2021 Study Regulations of the CU.

The student can take the state exam a) after obtaining at least such a number of credits that after obtaining the credits for successfully passing the last state exam, he/she reaches the necessary number of credits for the proper completion of the studies, and b) after successfully completing the mandatory subjects,, mandatory optional subjects and optional subjects in the composition determined by the study program except for the state exam, and c) no disciplinary proceedings are being conducted against him/her.

In the master's degree, it is necessary to obtain 94 credits in the prescribed composition within the study program for its study part. The student receives another 14 credits for the successful defense of the final thesis and 12 credits for the subjects of the state exam.

According to IR 23/2021 Internal system of the quality assurance of HE of the CU in Bratislava, part six, Art. 56, paragraph 2, the student must demonstrate knowledge and understanding of it, demonstrate its application, and the ability to creatively solve problems related to the given field of study in broader contexts in new/unknown/simulated environments. He/she must also demonstrate developed learning skills with a high degree of independence and autonomy.

In particular, the student is evaluated for the following:

- the level of acquisition of the necessary knowledge, skills, and competences necessary for the performance of the indicated profession;
- the level of completion and verbal interpretation of acquired knowledge/skills, the ability to analyze, synthesize, and generalize them;
- the student's level of competence (rationality of learning, ability to solve appropriate problem/ simulated tasks, level of critical and creative thinking, communicative skills, personal and interpersonal competences...);
- the ability to interpret special pedagogical phenomena and processes through scientific language in the pedagogy of the physically disabled, the sick, and the health impaired;
- control of theoretical-philosophical starting points for determining goals in pedagogy for the intellectual and multiple disabled;
- the ability to justify the arguments for which he/she chose the methods of an individual approach within the educational rehabilitation of the intellectual and multiple disabled;
- the ability to apply the knowledge of pedagogy for the intellectual and multiple disabled and other auxiliary disciplines to the educational process;
- control of state education programs (relevant ISCED), creation of school education programs and application of EP for the intellectual and multiple disabled in practice,

- the ability to choose adequate educational methods in relation to the specific diagnoses of pupils with intellectual and multiple disabilities,
- the ability to apply the latest technical and compensatory means and assistive technologies in educational rehabilitation in individual cases,
- the ability to work in a multidisciplinary team, to cooperate with other experts within work teams; to lead work teams,
- the level of communication skills and the application of substitute communication systems for the intellectual and multiple disabled,
- the ability to provide advice, guidance, and consulting services to parents, teachers, and educators of children and pupils with intellectual and multiple disabilities, to provide advice and guidance in the professional orientation of pupils with intellectual and multiple disabilities,
- the skill to prepare educational, corrective, stimulating and developing programs,
- the ability to apply the methods of special pedagogical diagnostics in practice.
- knowledge and characteristics of basic concepts with a focus on specifics in the teaching of students with intellectual and multiple disabilities,
- the ability to design and prepare a lesson for children and students with intellectual and multiple disabilities,
- the ability to characterize, apply, and evaluate didactic methods in teaching for the intellectual and multiple disabled,
- the ability to propose adequate methods for evaluating the performance of students with intellectual and multiple disabilities, to monitor and acquire new and innovative knowledge within the field of pedagogy of intellectual and multiple disabilities.

The rating is given on a scale:
A (excellent – excellent results),
B (very good – above average standard),
C (good – normal reliable work),
D (satisfactorily – acceptable results),
E (sufficient – the results meet the minimum criteria),
Fx (insufficient).

Learning outcomes:

The goal of the state exam is to verify the student's knowledge and ability to interpret special pedagogical phenomena and processes from an interdisciplinary aspect with an emphasis on knowledge in the field of pedagogy of the intellectual disabled and education of the intellectual disabled. Likewise, in the field of pedagogy of the multiple disabled and education of the multiple disabled. The student proves that he/she knows the goals, meaning, tasks, division, and history of the theory of education of the intellectual disabled. He/she demonstrates that he/she knows the meaning, goals, tasks, components, history of education, and educational rehabilitation of the intellectual disabled. It presents the adoption of the curriculum and methods for educating the intellectual disabled, as well as educational programs for children and pupils with intellectual disabilities according to ISCED. The student demonstrates that he/she has acquired knowledge about the content and process aspects of the education of the intellectual disabled in special schools. The student demonstrates that he/she has mastered the specifics of educating intellectual disabled adults. He/she gained knowledge about the inclusive education of the intellectual disabled. He/she can apply the classification and evaluation of the results of the education of the intellectual disabled. He/she knows special aids and support processes in the education of the intellectual disabled. He/she familiarized himself/herself with issues of management and management of education and knows the relevant pedagogical and legal standards. Students will demonstrate knowledge, skills and abilities:

- interpret special pedagogical phenomena and processes through scientific language in the field of pedagogy of the intellectual disabled and multiple disabled and education of the intellectual disabled and multiple disabled,
- master the theoretical-philosophical starting points for determining goals in the pedagogy of the intellectual disabled and the multiple disabled,
- to theoretically justify the arguments for which he/she chose the methods of an individual approach within the framework of the education of the intellectual disabled and the multiple disabled,
- apply knowledge of the pedagogy of the intellectual disabled and multiple disabled and other auxiliary disciplines to the educational process of individuals with intellectual disabilities and multiple disabilities,
- control the state educational program (relevant ISCED), create a school educational program and apply the educational program for children and pupils with intellectual disabilities and multiple disabilities, implement a special educational process in various organizational conditions,
- choose adequate educational methods in relation to specific diagnoses of students with intellectual disabilities and multiple disabilities,
- apply the latest technical and compensatory means in educational rehabilitation in individual cases,
- work in a multidisciplinary team, cooperate with other experts within work teams, lead work teams,
- develop communication skills and apply substitute communication systems for the intellectual disabled and multiple disabled,
- to provide advice, guidance, and counseling services to parents, teachers, and educators of children with intellectual disabilities and multiple disabilities
- to provide advice and guidance in the professional orientation of students with intellectual disabilities and those with multiple disabilities
- apply the methods of special pedagogical diagnostics in practice,
- characterize and define basic terms with a focus on specifics in the teaching of students with intellectual disabilities and multiple disabilities,
- characterize, apply, and evaluate didactic methods in teaching students with intellectual disabilities and multiple disabilities,
- propose adequate methods for evaluating the performance of pupils with intellectual disabilities and those with multiple disabilities, monitor and acquire new and innovative knowledge within the field,
- to follow legal and ethical standards in their activities.

Class syllabus:

The meaning, concept, subject, system, and division of the pedagogy of the intellectual disabled. Definition, terminology, incidence, etiology, and categorization of mental retardation. Selection and diagnostics of the intellectual disabled. Interdisciplinary and educational characteristics of intellectual disabled persons. Theory of communication of the intellectual disabled. Philosophy of special education of the intellectual disabled. Educational rehabilitation of the intellectual disabled. System of schools and facilities for the intellectual disabled. Basics of the theory of education of the intellectual disabled. Goals, components, content, and process of education of the intellectual disabled. The theory of the education of the intellectual disabled as part of the pedagogy of the intellectual disabled - goals, meaning, tasks, classification, history. Education and educational rehabilitation of the intellectual disabled - meaning, goals, tasks, components, history. Curriculum and methods of education of the intellectual disabled. Educational programs for children and pupils with intellectual disabilities according to ISCED. The content and process side of the education of the intellectual disabled in special elementary schools. The content and process side of the education of the intellectual disabled in practical schools. The content and process side of the education of the intellectual disabled in vocational schools. Specifics of the education of intellectual disabled

adults. Inclusive education of the intellectual disabled. Classification and evaluation of the results of the education of the intellectual disabled. Special aids and support processes in the education of the intellectual disabled. Direction and management of education. School and family cooperation. Relevant pedagogical and legal standards.
The meaning, concept, subject, system, and division of pedagogy for the multiple disabled. Historiography of pedagogy for the multiple disabled. Definition, terminology, occurrence, and etiology of multiple disabilities in the context of knowledge of related sciences. Categorization of multiple disabilities. Selection and diagnostics of multiple disabilities. Basic characteristics of persons with multiple disabilities. Theory of communication of the multiple disabled. Philosophy of special education of the multiple disabled. System of schools and facilities for multiple disabilities. Comparison of knowledge of the discipline with knowledge from abroad.
Goals, tasks, content, and process of education of multiple disabled in relation to individual categories of MD. Educational characteristics of persons with multiple disabilities. Specifics of education with regard to the type, form, and combination of disabilities. Functional special pedagogical diagnostics and its specificities in individuals with multiple disabilities in relation to education. Specifics in the creation and implementation of individual educational, stimulation, and correction programs. Specific problems in the education of people with multiple disabilities. Specifics of educational rehabilitation and special education for the multiple disabled in institutions of various types. The implication of knowledge of the theory of communication of the multiple disabled people in education. Philosophy of special education of the multiple disabled. Inclusive approaches in MD education. Supporting tools, resources, and multimedia in MD education. Innovations in MD education. System of schools and facilities for multiple disabilities. Comparison of knowledge of the discipline with knowledge from abroad. Relevant pedagogical and legal standards.

State exam syllabus:

Recommended literature:

Compulsory/Recommended readings:
BARTOŇOVÁ, Miroslava; BAZALOVÁ, Magdalena, PIPEKOVÁ, Marie. 2007: Psychopedie. Brno: Paido, 2007. ISBN 978-80-7315-144-7.
GOGOVÁ, Tatiana - KASTELOVÁ, Alexandra , PREČUCHOVÁ ŠTEFANOVIČOVÁ, Andrea - ŠULOVSKÁ, Monika - VANČOVÁ, Alica. 2013:Pedagogika mentálne a viacnásobne postihnutých raného a predškolského veku. 1. vyd. Bratislava: Iris, 2013. - 244 s. ISBN 978-80-89238-90-3
HANÁK, P. a kol. 2005: Diagnostika a edukace dětí a žáků s těžkým zdravotním postižením. Praha: IPPP, 2005. ISBN 80-868556-10-0.
LUDÍKOVÁ, Libuše. 2005: Kombinované vady. Olomouc: UP, 2005. ISBN 80-244-1154-7.
Relevantné právne a pedagogické normy
Štátne vzdelávacie programy pre deti a žiakov s mentálnym postihnutím a s viacnásobným postihnutím
VALENTA, Milan; MULLER, Oldřich. 2003: Psychopedie. Praha: Parta, 2003. ISBN 80-7320-039-2.
VANČOVÁ, Alica a kol. 2010: Edukácia mentálne postihnutých : špeciálne metodiky predmetov špeciálnej základnej školy. - Bratislava : Iris, 2010. - S. 499. - ISBN 978-80-89256-53-2
VANČOVÁ, Alica a kol. 2010: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. - Bratislava : Iris, 2010.S 282 - ISBN 978-80-89238-37-8
VANČOVÁ, Alica. 2001: Edukácia viacnásobne postihnutých. Bratislava: Sapientia, 2001. ISBN 80-967180-7-X.

VANČOVÁ, Alica. 2005. Základy pedagogiky mentálne postihnutých. Bratislava: Sapientia, 2005. ISBN 80-968797-6-6.
VANČOVÁ, Alica. 2008. Pedagogika mentálne postihnutých (vybrané kapitoly). Bratislava: Mabag, 2008. ISBN 978-80-89113-55-2.
VANČOVÁ, Alica. 2010: Edukácia mentálne postihnutých v prípravnom ročníku špeciálnych základných škôl. In: Edukácia mentálne postihnutých : špeciálne metodiky predmetov špeciálnej základnej školy. - Bratislava : Iris, 2010. - S. 367-392. - ISBN 978-80-89256-53-2
VANČOVÁ, Alica. 2010: Individuálny výchovno-vzdelávací program ako významný prostriedok napomáhajúci integrovanému vzdelávaniu žiakov so zdravotným znevýhodnením. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. - Bratislava : Iris, 2010. - S. 127-152. - ISBN 978-80-89238-37-8
VANČOVÁ, Alica. 2010: Integrovaný spôsob edukácie mentálne postihnutých : úvod do problematiky integrácie, inklúzie a segregácie osôb postihnutím, narušením a znevýhodnením. In: Edukácia mentálne postihnutých : špeciálne metodiky predmetov špeciálnej základnej školy. - Bratislava : Iris, 2010. - S. 410-499. - ISBN 978-80-89256-53-2
VANČOVÁ, Alica. 2010: Pedagogika viacnásobne postihnutých. 1. vyd. Bratislava: KKT, PdF UK, 2010. ISBN 978-80-970228-1-5.
VANČOVÁ, Alica. 2010: Praktická škola ako prvok v sústave špeciálnych škôl. In: Edukácia mentálne postihnutých : špeciálne metodiky predmetov špeciálnej základnej školy. - Bratislava : Iris, 2010. - S. 393-409. - ISBN 978-80-89256-53-2
VANČOVÁ, Alica. 2010: Špecifiká edukácie detí a žiakov s mentálnym postihnutím v špeciálnych základných školách a v špeciálnych triedach : transformácia inštitucionalizovanej edukácie a legislatívne zmeny ovplyvňujúce edukáciu mentálne postihnutých. In: Edukácia mentálne postihnutých : špeciálne metodiky predmetov špeciálnej základnej školy. - Bratislava : Iris, 2010. - S. 13-92. - ISBN 978-80-89256-53-2
VANČOVÁ, Alica. 2010: Špecifiká edukácie pracovného vyučovania. In: Edukácia mentálne postihnutých : špeciálne metodiky predmetov špeciálnej základnej školy. - Bratislava : Iris, 2010. - S. 251-273. - ISBN 978-80-89256-53-2
VANČOVÁ, Alica. 2010: Základy pedagogiky viacnásobne postihnutých. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. - Bratislava : Iris, 2010. - S. 355-395. - ISBN 978-80-89238-37-8
VANČOVÁ, Alica. 2014: Inovácie v teórii, metodológii a praxeológii pedagogiky mentálne postihnutých. - 1. vyd. - Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. - 200 s. ISBN
VANČOVÁ, Alica. 2018: Špeciálnopedagogické intervencie u viacnásobne postihnutých. Bratislava, IRIS 2018. ISBN 978-80-8200-036-1
VAŠEK, ŠTEFAN - VANČOVÁ, ALICA - GYULA, HATOS - FÖLDIOVÁ, ZSUZSA - KOVÁCSOVÁ, MÁRIA - RADVÁNYIOVÁ, KATALIN - VÁGÖOVÁ, ANNA EVA - JAKUBÓCZYOVÁ, H. - MÁRKUSOVÁ, ESZTER. 1999: Pedagogika viacnásobne postihnutých. - 1. vyd. - Bratislava : Sapientia, 1999. - 282 s. ISBN 80-967180-4-5lh

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

Last change: 11.07.2023

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde035/22	Pedagogy of the intellectually gifted

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
2S/week Two-hour seminar by face-to-face or combined method: 11x2hours, for a total of 22 hours per semester.
Student workload:
2S (2credits): 11x2hours of direct instruction = 22 hours, 14 hours studying materials, 20 hours exam preparation. A total of 56 hours of student work.
Learning methods:
Discussion, interpretation, brainwriting, role-play method, guided self-study, analysis of case studies.

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
The course is completed with a written test on the subject. Part of the conditions for successful completion of the course is the active participation of the student during direct teaching. Credit will not be awarded to a student who does not obtain at least 60% of the total grade in the written test.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D and a minimum of 60 points is required for a grade of E.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student defines basic terminological concepts, characterizes models, types and degrees of giftedness, describes the personality of a child with giftedness and talent, defines problematic behavioral manifestations of children with giftedness and talent. Characterizes children and pupils with giftedness and talent in different age periods, describes the process of diagnosing giftedness and talent, specifies educational problems of children and pupils with giftedness and talent and places them in the system of schools and institutions according to the current legislation.

Class syllabus:
1.Terminological definitions of the pedagogy of the gifted and talented. 2.Characteristics of giftedness (models of giftedness, definitions of giftedness, types and degrees of giftedness). 3.Personality of the child with giftedness and talent (typical characteristics of the child with giftedness and talent, emotional and social characteristics of the child with giftedness and talent). 4.Problematic manifestations of children with giftedness and talent. 5.Characteristics of children and pupils with giftedness and talent in early childhood, preschool age, school age, during puberty and adolescence. 6.Identification of giftedness and talent (characteristics of giftedness identification, diagnosis of giftedness, process of giftedness identification, identification of pupils in schools). 7. Education of children and pupils with giftedness and talent (educational needs and methods of education of children and pupils with giftedness and talent, goals and principles of education of children and pupils with giftedness and talent). 8.System of education of children with giftedness and talent according to legislation. 9.Organizations of systematic support of intellectually gifted and talented.

Recommended literature:
Compulsory readings:
JURÁŠKOVÁ, J., 2003. Základy pedagogiky nadaných. Pezinok: Formát, 2003. ISBN 80-89005-11- X.
SOKOLOVÁ, H., POKORNÁ, A., FIŠEROVÁ, M., 2020. Školní zralost a nadané dítě. Raabe. 2020. ISBN: 978-80-7496-453-4.
STEHLÍKOVÁ, M., 2018. Nadané dítě: Jak mu pomoci ke štěstí a úspěchu. Praha: Garda. 2018. ISBN: 978-80-271-0512-0.
Zákony, vyhlášky a metodické pokyny v aktuálnom znení.
Recommended readings:
CIHELKOVÁ, J., 2017. Nadané dítě ve škole. Náměty pro výuku pro celou třídu. Praha:Portál. 2017.ISBN: 978-80-262-1248-5.
DOČKAL, V., 2016. Diagnostika nadania v teórii, vo výskume a v praxi. Výskumný ústav detskej psychológie a patopsychológie, Bratislava. Zborník svět nadání II. S.166-175. 2017. ISSN 1805-7217. Dostupné na: https://www.nidv.cz/old/images/npublications/publications/files/15%20Sborn%C3%ADk%20sv%C4%9Bt%20nad%C3%A1n%C3%AD%20II.pdf#page=16
DUCHOVIČOVÁ, J., 2007. Aspekty diferenciácie v edukácii nadaných žiakov. Nitra: PFUKF, 2007. ISBN 978-80-8094-099-7.
FOŘTÍK, V., FOŘTÍKOVÁ, J., 2015. Nadané dítě a rozvoj jeho schopností. Praha: Portál. 2015. ISBN: 978-80-262-0969-0.
FOŘTÍKOVÁ, J., 2009. Talent a nadání. Jejich rozvoj ve volném čase. Národní institut dětí a mládeže MŠMT. Praha. 2009. ISBN: 978-80-86784-75-5.
HŘÍBKOVÁ, L., 2009. Nadání a nadaní. Praha: Grada, 2009. ISBN 978-80-247-1998-6.
KOVÁŘOVÁ, R., KLUGOVÁ, I., 2009. Edukace nadaných dětí a žákú. 1. vydanie. Ostravská univerzita v Ostravě. 2010. ISBN 978-80-7368-430-3.

Languages necessary to complete the course:

Slovak language, Czech language

Notes:

Past grade distribution
Total number of evaluated students: 86

A	ABS	B	C	D	E	FX
66,28	0,0	15,12	10,47	3,49	4,65	0,0

Lecturers: Mgr. Jana Zeman

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde035/22	Pedagogy of the intellectually gifted

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
2S/week Two-hour seminar by face-to-face or combined method: 11x2hours, for a total of 22 hours per semester.
Student workload:
2S (2credits): 11x2hours of direct instruction = 22 hours, 14 hours studying materials, 20 hours exam preparation. A total of 56 hours of student work.
Learning methods:
Discussion, interpretation, brainwriting, role-play method, guided self-study, analysis of case studies.

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
The course is completed with a written test on the subject. Part of the conditions for successful completion of the course is the active participation of the student during direct teaching. Credit will not be awarded to a student who does not obtain at least 60% of the total grade in the written test.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D and a minimum of 60 points is required for a grade of E.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student defines basic terminological concepts, characterizes models, types and degrees of giftedness, describes the personality of a child with giftedness and talent, defines problematic behavioral manifestations of children with giftedness and talent. Characterizes children and pupils with giftedness and talent in different age periods, describes the process of diagnosing giftedness and talent, specifies educational problems of children and pupils with giftedness and talent and places them in the system of schools and institutions according to the current legislation.

Class syllabus:
1.Terminological definitions of the pedagogy of the gifted and talented. 2.Characteristics of giftedness (models of giftedness, definitions of giftedness, types and degrees of giftedness). 3.Personality of the child with giftedness and talent (typical characteristics of the child with giftedness and talent, emotional and social characteristics of the child with giftedness and talent). 4.Problematic manifestations of children with giftedness and talent. 5.Characteristics of children and pupils with giftedness and talent in early childhood, preschool age, school age, during puberty and adolescence. 6.Identification of giftedness and talent (characteristics of giftedness identification, diagnosis of giftedness, process of giftedness identification, identification of pupils in schools). 7. Education of children and pupils with giftedness and talent (educational needs and methods of education of children and pupils with giftedness and talent, goals and principles of education of children and pupils with giftedness and talent). 8.System of education of children with giftedness and talent according to legislation. 9.Organizations of systematic support of intellectually gifted and talented.

Recommended literature:
Compulsory readings:
JURÁŠKOVÁ, J., 2003. Základy pedagogiky nadaných. Pezinok: Formát, 2003. ISBN 80-89005-11- X.
SOKOLOVÁ, H., POKORNÁ, A., FIŠEROVÁ, M., 2020. Školní zralost a nadané dítě. Raabe. 2020. ISBN: 978-80-7496-453-4.
STEHLÍKOVÁ, M., 2018. Nadané dítě: Jak mu pomoci ke štěstí a úspěchu. Praha: Garda. 2018. ISBN: 978-80-271-0512-0.
Zákony, vyhlášky a metodické pokyny v aktuálnom znení.
Recommended readings:
CIHELKOVÁ, J., 2017. Nadané dítě ve škole. Náměty pro výuku pro celou třídu. Praha:Portál. 2017.ISBN: 978-80-262-1248-5.
DOČKAL, V., 2016. Diagnostika nadania v teórii, vo výskume a v praxi. Výskumný ústav detskej psychológie a patopsychológie, Bratislava. Zborník svět nadání II. S.166-175. 2017. ISSN 1805-7217. Dostupné na: https://www.nidv.cz/old/images/npublications/publications/files/15%20Sborn%C3%ADk%20sv%C4%9Bt%20nad%C3%A1n%C3%AD%20II.pdf#page=16
DUCHOVIČOVÁ, J., 2007. Aspekty diferenciácie v edukácii nadaných žiakov. Nitra: PFUKF, 2007. ISBN 978-80-8094-099-7.
FOŘTÍK, V., FOŘTÍKOVÁ, J., 2015. Nadané dítě a rozvoj jeho schopností. Praha: Portál. 2015. ISBN: 978-80-262-0969-0.
FOŘTÍKOVÁ, J., 2009. Talent a nadání. Jejich rozvoj ve volném čase. Národní institut dětí a mládeže MŠMT. Praha. 2009. ISBN: 978-80-86784-75-5.
HŘÍBKOVÁ, L., 2009. Nadání a nadaní. Praha: Grada, 2009. ISBN 978-80-247-1998-6.
KOVÁŘOVÁ, R., KLUGOVÁ, I., 2009. Edukace nadaných dětí a žákú. 1. vydanie. Ostravská univerzita v Ostravě. 2010. ISBN 978-80-7368-430-3.

Languages necessary to complete the course:

Slovak language, Czech language

Notes:

Past grade distribution
Total number of evaluated students: 86

A	ABS	B	C	D	E	FX
66,28	0,0	15,12	10,47	3,49	4,65	0,0

Lecturers: PhDr. Jana Jurášková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-SPPšt023/16	**Course title:** Pedagogy of the physically disabled, sick, and health impaired and education of the physically disabled, sick and health impaired
Number of credits: 2	
Educational level: II.	

Course requirements:

The state exam (including the defense of the final thesis), its conditions, and the procedural side are covered by IR 1/2020 Study Regulations of the FoE CU, as well as IR 5/2021 Study Regulations of the CU.

The student can take the state exam a) after obtaining at least such a number of credits that after obtaining the credits for successfully passing the last state exam, he/she reaches the necessary number of credits for the proper completion of the studies, and b) after successfully completing the mandatory subjects,, mandatory optional subjects and optional subjects in the composition determined by the study program except for the state exam, and c) no disciplinary proceedings are being conducted against him/her.

In the master's degree, it is necessary to obtain 94 credits in the prescribed composition within the study program for its study part. The student receives another 14 credits for the successful defense of the final thesis and 12 credits for the subjects of the state exam.

According to IR 23/2021 Internal system of the quality assurance of HE of the CU in Bratislava, part six, Art. 56, paragraph 2, the student must demonstrate knowledge and understanding of it, demonstrate its application, and the ability to creatively solve problems related to the given field of study in broader contexts in new/unknown/simulated environments. He/she must also demonstrate developed learning skills with a high degree of independence and autonomy.

In particular, the student is evaluated for the following:

- the level of acquisition of the necessary knowledge, skills and competences necessary for the performance of the indicated profession,
- the level of completion and verbal interpretation of acquired knowledge/skills, the ability to analyze, synthesize, and generalize them,
- the student's level of competence (rationality of learning, ability to solve appropriate problem/ simulated tasks, level of critical and creative thinking, communicative skills, personal and interpersonal competences, etc.),
- the ability to interpret special pedagogical phenomena and processes through scientific language in the pedagogy of the physically disabled, the sick and the health impaired,
- control of theoretical-philosophical starting points for determining goals in pedagogy of the physically disabled, the sick, and the health impaired,
- the ability to justify the arguments for which he/she chose the methods of an individual approach within the educational rehabilitation of the physically disabled, the sick, and the health impaired,
- the ability to apply the knowledge of pedagogy of the physically disabled, the sick, and the health impaired and other auxiliary disciplines to the educational process,
- control of state education programs (relevant ISCED), creation of school education programs and application of EP for the physically disabled, the sick, and the health impaired in practice,

- the ability to choose adequate educational methods in relation to the specific diagnoses of pupils with physical disability, the illness, and the health impairment,
- the ability to apply the latest technical and compensatory means and assistive technologies in educational rehabilitation in individual cases,
- the ability to work in a multidisciplinary team, to cooperate with other experts within work teams; to lead work teams,
- the level of communication skills and the application of substitute communication systems for the physically disabled, the sick, and the health impaired,
- the ability to provide advice, guidance, and consulting services to parents, teachers and educators of children and pupils with physical disability, the sickness, and the health impairment, to provide advice and guidance in the professional orientation of pupils with physical disability, the sickness and the health impairment,
- the skill to prepare educational, corrective, stimulating and developing programs,
- the ability to apply the methods of special pedagogical diagnostics in practice.
- knowledge and characteristics of basic concepts with a focus on specifics in the teaching of students with physical disability, the sickness and the health impairment,
- the ability to design and prepare a lesson for children and students with physical disability, illness, and the health impairment,
- the ability to characterize, apply, and evaluate didactic methods in teaching for the physically disabled, the sick, and the health impaired,
- the ability to propose adequate methods for evaluating the performance of students with physical disability, the sickness, and the health impairment, to monitor and acquire new and innovative knowledge within the field of pedagogy of physically disabled, the sick, and the health impaired.

The rating is given on a scale:
A (excellent – excellent results),
B (very good – above average standard),
C (good – normal reliable work),
D (satisfactorily – acceptable results),
E (sufficient – the results meet the minimum criteria),
Fx (insufficient).

Learning outcomes:

The graduate has mastered theoretical knowledge in the field of education of the physically disabled, the sick, and the health impaired, and understands the principles and rules of the process of educating these pupils, as well as its specifics. He/she has an overview of the system of education of the physically disabled, the sick and the health impaired, and the processes related to it, and he/she knows special methods of educating the physically disabled, the sick, and the health impaired. He/she knows the current state educational programs, and he/she knows the theoretical foundations of designing, implementing, and evaluating the education process. In addition to theoretical knowledge, he has mastered pedagogical skills in managing the educational process/ education of the physically disabled, the sick, and the health impaired with different etiology, type, and degree of disability with an emphasis on primary education. He/she can independently record, analyze, and solve various pedagogical situations, also with regard to the consequences of physically disabled, the sick and the health impaired, and he/she has the skills to manage and organize the educational process of the physically disabled, the sick and the health impaired in special, but also inclusive conditions. He/she is able to identify and adequately personalize the individual needs of the target group and respond to them effectively in a methodical and didactic manner. He/she has acquired knowledge and skills in the field of developing communication skills and graphomotor skills in the physically disabled.

He/she masters the procedures and has skills in the field of self-care for the physically disabled, the sick, and the health impaired. He/she has acquired competencies in the field of reading and special writing training for pupils with physical disabilities. He/she controls the specifics of educating sick students and can identify the consequences of illness, chronic illness and incurable illness on the educational process. Last but not least, the graduate understands the needs and specifics of pupils with physical disabilities, sickness and health impairment, can carry out the diagnostic process, correctly evaluate it, and apply special pedagogical interventions in practice with a focus on the support and development of the physically disabled, the sick and the health impaired.
Concretization of the achievement of educational goals and outputs
The student masters the scientific language, the terminological definition of the pedagogy of the physically disabled, the sick and the health impaired, integration into the system of sciences, internal division, goals, tasks, subject. Knows the supportive disciplines of the pedagogy of the physically disabled, the sick and the health impaired, the characteristics of individual groups of physical disabilities, diseases and health impairments and knows their differentiation.
He/she will demonstrate knowledge in the field of comprehensive rehabilitation care for the physically disabled, the sick, and the health impaired.
He/she controls the characteristics of the cognitive processes of individuals with physical disabilities, sickness, and health impairment.
Can describe the process of education of children and pupils with physical disabilities, sickness and health impairment in ordinary schools, special pedagogical support for the education of children and pupils with physical disabilities, sick and health impairment in ordinary schools.
He/she knows and orients himself/herself in the institutionalization of individuals with physical disabilities, sickness, and health impairment – he/she knows educational institutions in their historical and current context.
Can justify the need for special pedagogic counseling for the physically disabled, sick and health impaired, its goals, focus, tasks. He/she controls and knows how to apply the specifics of the counseling process with individuals with physical disabilities, the sickness, and the health impairment.
He/she understands and is able to define the specifics of early and preschool care for children with physical disabilities, illness, and health impairment, as well as the specifics of care for individuals in productive and post-productive age.
Knows, understands, and can interpret goals, methods, principles, and didactic procedures in pre-primary, primary and lower secondary education of individuals with physical disabilities, illness, and health impairment. He/she knows the specifics of their education for the visually impaired, general educational strategies, didactic procedures in education.
Orients himself/herself in the composition of educational programs and the program for pupils with physical disabilities, illness, and health impairment for primary and lower secondary education
He/she can adjust the school environment in favor of the success of a pupil with a physical disability, illness, and health impairment, he/she knows how to create individual educational programs in cooperation with other experts, and he/she knows the principles of creating their content.
He/she can teach subjects from the field of Special Pedagogical Support, developing communication skills and graphomotor skills, and developing movement skills.
Demonstrates sufficient organizational skills applicable in the educational process of the physically disabled, sick, and health impaired, knows how to use specific strategies in teaching creatively, but at the same time critically. Within the area focused on counseling, he/she applies interpersonal skills. In addition to all this, he/she is proficient in working with digital and assistive technologies.

Class syllabus:

Pedagogy of the physically disabled, sick and health impaired - terminological definition, goal, subject. Supportive scientific disciplines of pedagogy for the physically disabled, sick, and health

impaired. The present and future of the department. Subject development of communication skills and graphomotor skills - history and present of the subject, content, and goal.
Categorization and characteristics of physical disabilities - Definition of basic groups of physically disabled people and their characteristics, etiology of physical disabilities. Specifics of teaching in a school with MF (hospital, treatment center, sanatorium). Factors that influence the course of the teaching process. The impact of illness on the educational process. Phases of the teacher's work.
School educational program for sick and disabled students - basic characteristics and specifics of the educational program. Subject development of movement skills in students with physical disabilities. Basic characteristics and objective of the subject. Locomotor and nonlocomotor movement skills. Give specific examples.
Educational program for sick and health-impaired pupils - basic characteristics, specifics of the educational program. Specifics of work teaching in elementary schools for pupils with physical disabilities, considering the type and degree of physical disability. Motor exercises and development of basic work skills for pupils with different types and degrees of physical disabilities. Give specific examples.
A system of schools and facilities for the physically disabled, the sick, and the health impaired. History. The present. Basic characteristic. Mission. Developing movement skills in students with physical disabilities. The influence of physical disability on the development of movement skills of pupils with physical disabilities. Activities in nature and seasonal exercise activities.
Vocational preparation for the physically disabled, sick and health impaired. Pre-professional training. Job counseling. Preparation for the profession. An individual with a physical disability, illness, and health impairment in the labor market. Comparison of individual teaching options in elementary school in a medical facility (hospital, treatment center, sanatorium).
Education of the physically disabled, the sick and the health impaired in the conditions of mainstream schools. Integration/ Inclusion. The pros and cons. Communication problems of individuals with physical disabilities - characteristics, causes of disorders, and their impact on the education of students with physical disabilities.
Educational program for students with physical disabilities. Characteristics. Specific and specific teaching subjects and their characteristics. Content, tasks, and goals of special writing training and special reading training for children and pupils with physical disabilities.
A sick and health impaired individual. Characteristics of individual concepts. Disease. Health impairment. Acceptance of the the fact of illness. Compensation factors. Social consequences of the disease. Special methodology for children and pupils with physical disabilities to write on the computer. Specify a specific exercise model.
Cerebral palsy (CP). Characteristics of the individual forms of DMO. Specifics of education of children and pupils with DMO. An individual with DMO in adulthood. Principles of developing movement and speech in children and pupils with cerebral palsy. Characteristics and use in practice.
An incurable/lethal illness. An individual with an incurable/lethal disease and its specifics. Specifics and possibilities of education of an individual with an incurable/lethal disease. Family and its specifics. Communication with the terminally ill. Educational program for students with physical disabilities. Characteristics of individual educational areas. Specifics of teaching individual subjects with regard to the type and degree of physical disability. Give examples from teaching practice.
Comprehensive rehabilitation care for people with physical disabilities. Components of complex rehabilitation care, their characteristics and goals. Developing movement skills in students with physical disabilities. Psychomotor exercises and games. Manipulation, movement, and preparatory sports games. Give specific examples.
Specifics of early and preprimary care for children with physical disabilities, illness, and health impairment. Institutional care and its specifics. Preparatory exercises in developing communication

skills and graphomotor skills, division, characteristics. Application of the exercise model to specific physical disabilities.
Elementary school for students with physical disabilities. Characteristics, mission, and specifics of the school. Factors that influence the course of the teaching process for students with different types and degrees of physical disabilities. Teaching principles for pupils with physical disabilities. Special writing methodology for children and pupils with upper limb amputations. Specify a specific exercise model.
School in the medical facility (PS at MF). Characteristics and specifics of the school (hospital, treatment center, sanatorium). The teaching process and its specifics in elementary schools at MF. Characteristics of educational content. Cooperation with the tribal school. Special writing methodology for children and pupils with CP. Specify a specific exercise model.
Inclusive education of pupils with physical disabilities, illness, and health impairment - conditions, specifics, legislation. Special writing methodology for children and pupils with congenital anomalies of the upper limbs. Specify a specific exercise model.
Didactic principles, forms, and methods of teaching for the physically disabled, sick, and health impaired. The subject is occupational teaching for pupils with physical disabilities. Characteristics, specifics, goals and content at the primary level of education. Specifics of vocational training with regard to the type and degree of physical disability. Give examples based on the type and degree of physical disability.
Counseling in the pedagogy of the physically disabled, sick, and health impaired with regard to the individual stages of development and with regard to the type and degree of physical disability, illness, and health impairment in the conditions of inclusive education. Prominent personalities in the pedagogy of the physically disabled, sick, and health impaired and their work and significance.

State exam syllabus:

Recommended literature:

Compulsory readings:
VANČOVÁ, A. 2007. Základy špeciálnej pedagogiky pre prácu so študentmi stredných a vysokých škôl. Bratislava. Univerzita Komenského, 2007. ISBN 978-80-89113-30-9.
HARČARÍKOVÁ, T., KOLLÁROVÁ, E. 2016. Základy pedagogiky telesne postihnutých, chorých a zdravotne oslabených. - 1. vyd. - Bratislava : Iris, 2016. - 165 s. ISBN 978-80-89726-81-3
HARČARÍKOVÁ, T. 2014. Pedagogika telesne postihnutých, chorých a zdravotne oslabených v kontextoch edukácie. - 1. vyd. - Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. 97 s. ISBN 978-80-7464-631-7
JANKŮ, K., HARČARÍKOVÁ, T. 2016. Multidimenzionalita tělesného postižení z pohledu komplexní rehabilitační péče. - 1. vyd. - Ostrava : Ostravská univerzita, 2016. - 146 s. ISBN 978-80-7464-886-1
HARČARÍKOVÁ, T. 2014. Význam pracovného poradenstva a podporovaného zamestnávania v pracovnej rehabilitácii a sociálnej inklúzii jednotlivcov s telesným postihnutím In: Inkluzivní dimenze primárního a sekundárního vzdělávání ve speciální pedagogice. - Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. - S. 68-102. - ISBN 978-80-7464-692-8
HARČARÍKOVÁ,T. 2014. Žiak mladšieho školského veku s telesným postihnutím, znevýhodnením a onemocnením In: Inkluzivní vzdělávání žáků mladšího školního věku se speciálními vzdělávacími potřebami. Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. - S. 139-179. - ISBN 978-80-7464-674-4
HARČARÍKOVÁ, T. 2011. Pedagogika telesne postihnutých, chorých a zdravotne oslabených – teoretické základy. 2011. Bratislava: IRIS. ISBN 978-80-89238-59-0

HARČARÍKOVÁ, T. 2007. Základy pedagogiky telesne postihnutých, chorých a zdravotne oslabených. In Základy špeciálnej pedagogiky
HARČARÍKOVÁ, T. 2008. Pedagogika telesne postihnutých, chorých a zdravotne oslabených. Bratislava : Mabag, 2008. 102 s. ISBN 978-80-89113-54-5
HARČARÍKOVA, T. 2007. Edukácia detí s telesným postihnutím v prípravnom ročníku základnej školy pre telesne postihnutých ako jedna zo špecifických foriem špeciálnopedagogickej intervencie In Špeciálnopedagogická diagnostika, včasná intervencia a špeciálnopedagogické poradenstvo pre znevýhodnené osoby (s postihnutím, narušením, nadaním a talentom), Bratislava : MABAG, s.r.o., 2007 S. 215-231. ISBN 978-80-89113-38-5.
HARČARÍKOVÁ, T. 2005. Poradňa pre voľbu povolania pri Inštitúte pre pracovnú rehabilitáciu občanov so zmenenou pracovnou schopnosťou v Bratislave. In KROČANOVÁ, Ľubica et al. Špeciálnopedagogické poradenstvo- informačný bulletin IX. Bratislava: Metodické centrum, 2005, s. 53- 54. ISBN 80-7164-396-3. 2005.
HARČARÍKOVÁ, T., NAGYOVÁ, K. 2015. Edukácia jednotlivcov s nevyliečiteľnou chorobou ako multidimenzionálny problém. In: MULTIDIMENZIONALITA východisko rozvoja súčasnej špeciálnej pedagogiky – zborník vedeckých príspevkov. s. 183-205. 2015. Bratislava: IRIS. ISBN 978-80-89726-38-7
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KOLLÁROVÁ, E. 2004. Somatopédia pre vychovávateľov. 2. upravené vyd. Bratislava: Vydavateľstvo UK ISBN 80-223-1591-5
KOLLÁROVÁ, E. 2006. Základy somatopédie. 1. vyd. Bratislava: Vydavateľstvo UK ISBN 80-223-2107-9
KOLLÁROVÁ, E. 2007. Somatopédia pre učiteľov. Bratislava: Univerzita Komenského, 2007. s. 145. ISBN 978-80-223-2283-6.
NAGYOVÁ, K., HARČARÍKOVÁ, T. 2015. Vplyv onkologického ochorenia na edukáciu jednotlivca s týmto ochorením. In: Paedagogica specialis 29. s. 70-78. 2015. Bratislava: Univerzita Komenského v Bratislave. ISBN 978-80-223-4010-6
HARČARÍKOVÁ, T., NAGYOVÁ, K. 2018. Dôsledky onkologického ochorenia na emocionalitu a správania detí predškolského veku. In: Paedagogica specialis: 32. - Bratislava: Univerzita Komenského v Bratislave, 2018. - S. 40–50. – ISBN 978-80-223-4610-8
NAGYOVÁ, K. 2015. Jednotlivec s onkologickým ochorením v kontexte pedagogiky chorých: diplomová práca. Bratislava: PdF, 2015.
NAGYOVÁ, K. 2016. Význam pedagogiky chorých v edukácii jednotlivca s letálnym ochorením. In: Juvenilia paedagogica 2016: aktuálne teoretické a výskumné otázky pedagogiky v konceptoch dizertačných prác doktorandov [CD]. s. 123-128. 2016. Trnava: Trnavská univerzita. ISBN 978-80-8082-965-0
OPATŘILOVÁ, D. Pedagogická intervence v raném a předškolním věku u jedinců s dětskou mozkovou obrnou. Brno: Masarykova Univerzita, 2003. ISBN 80-210-3242-1.
OPATŘILOVÁ,D.2006. Pedagogicko-psychologické poradenství a intervence v raném a předškolním věku u dětí se speciálními vzdělávacími potřebami. Brno: Masarykova Univerzita, 2006. ISBN 80-210-3977-9.
Recommended readings:
HARČARÍKOVÁ, T., MIŠĽANOVÁ, A. 2009. Faktory ovplyvňujúce začleňovanie detí so špeciálnymi výchovno-vzdelávacími potrebami do bežnej materskej školy In Aktuálne otázky špeciálnej pedagogiky na Slovensku (CD ROM), Senec : Slovenská únia mediátorov, 2009 S. 112-130
HARČARÍKOVA, T. 2007. Názory študentov stredného odborného učilišťa pre telesne postihnutú mládež na úroveň prípravy na povolanie v učebných a študijných odboroch

a možnosti špeciálnopedagogickej intervencie v tejto oblasti. In Špeciálnopedagogická diagnostika, včasná intervencia a špeciálnopedagogické poradenstvo pre znevýhodnené osoby (s postihnutím, narušením, nadaním a talentom), Bratislava : MABAG, s.r.o., 2007 S. 232-245 ISBN 978-80-89113-38-5.
HARČARÍKOVA, T. 2008. Skúsenosti s aplikáciou LEGO DACTA na 1. stupni ZŠ pre žiakov s telesným postihnutím. In Komplexná rehabilitácia viacnásobne postihnutých : niektoré nové metodiky a programy, Bratislava : MABAG spol. s r.o., 2008 S. 106-124. ISBN 978-80-89113-43-9.
NAGYOVÁ, K. 2015. Jednotlivec s onkologickým ochorením v kontexte pedagogiky chorých: diplomová práca. Bratislava: PdF, 2015. NAGYOVÁ, K. 2016. Kontinuálne vzdelávanie odborníkov pri práci s deťmi a rodinami v paliatívnej starostlivosti : príklad dobrej praxe. In: Speciální pedagogika. – Roč. 26, č. 4 (2016), s. 377–382. - ISSN 1211-2720
NAGYOVÁ, K., HARČARÍKOVÁ, T. 2019. Siblings of children with oncological illness. In: AD ALTA [elektronický dokument]. - Roč. 9, č. 2 (2019), s. 220–226 [print]. - ISSN (print) 1804-7890
NAGYOVÁ, K., CHLÁDECKÁ, Z. 2017. Hroví špecialisti – hroví terapeuti. In: Paedagogica specialis : 31. – Bratislava : Univerzita Komenského v Bratislave, 2017. - S. 453–462. – ISBN 978-80-223-4438-8
NAGYOVÁ, K., KRALOVIČOVÁ, L. 2016. Možnosti využitia terapeutickej knihy – Iván Gómez: Ajka a Grof v krajine sopiek. In: Reflexie vývoja a trendy rozvoja špeciálnej pedagogiky na Slovensku v medzinárodných kontextoch. – Bratislava : Iris, 2016. – S. 351–357. - ISBN 978-80-89726-79-0

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

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-SPPšt025/16	**Course title:** Pedagogy of the visually impaired and education of the visually impaired
Number of credits: 2	
Educational level: II.	

Course requirements:

The state exam (including the defense of the final thesis), its conditions, and the procedural side are covered by IR 1/2020 Study Regulations of the FoE CU, as well as IR 5/2021 Study Regulations of the CU.

The student can take the state exam a) after obtaining at least such a number of credits that after obtaining the credits for successfully passing the last state exam, he/she reaches the necessary number of credits for the proper completion of the studies, and b) after successfully completing the mandatory subjects, mandatory optional subjects and optional subjects in the composition determined by the study program except for the state exam, and c) no disciplinary proceedings are being conducted against him/her.

In the master's degree, it is necessary to obtain 94 credits in the prescribed composition within the study program for its study part. The student receives another 14 credits for the successful defense of the final thesis and 12 credits for the subjects of the state exam.

According to IR 23/2021 Internal system of the quality assurance of HE of the CU in Bratislava, part six, Art. 56, paragraph 2, the student must demonstrate knowledge and understanding of it, demonstrate its application, and the ability to creatively solve problems related to the given field of study in broader contexts in new/unknown/simulated environments. He/she must also demonstrate developed learning skills with a high degree of independence and autonomy.

In particular, the student is evaluated for the following:

- the level of acquisition of the necessary knowledge, skills, and competences necessary for the performance of the indicated profession;
- the level of completion and verbal interpretation of acquired knowledge/skills, the ability to analyze, synthesize, and generalize them;
- the level of student competences (rationality of learning, ability to solve appropriate problem/ simulated tasks, level of critical and creative thinking, communication skills, personal and interpersonal competences, etc.),
- the ability to interpret special pedagogical phenomena and processes through scientific language in the pedagogy of the visually impaired,
- control of theoretical and philosophical starting points for determining goals in the pedagogy of the visually impaired,
- the ability to justify the arguments for which he/she chose the methods of an individual approach within the educational rehabilitation of the visually impaired,
- the ability to apply the knowledge of pedagogy for the visually impaired and other auxiliary disciplines to the educational process of the visually impaired,
- control of state education programs (relevant ISCED), creation of school education programs and application of EP for VI in practice,

- the ability to choose adequate educational methods in relation to specific diagnoses of visually impaired students,
- the ability to apply the latest technical and compensatory means and assistive technologies in educational rehabilitation in individual cases,
- the ability to work in a multidisciplinary team, to cooperate with other experts within work teams, to lead work teams,
- the level of communication skills and the application of substitute communication systems for the visually impaired,
- the ability to provide advice, guidance, and consulting services to parents, teachers, and educators of children with visual impairments, to provide advice and guidance in the professional orientation of a visually impaired student,
- the skill to prepare educational, corrective, stimulating and developing programs,
- the ability to apply the methods of special pedagogical diagnostics in practice,
- knowledge and characteristics of basic concepts with a focus on specifics in the teaching of visually impaired students,
- the ability to design and prepare a lesson for children and pupils with visual impairments,
- the ability to characterize, apply, and evaluate didactic methods in teaching the visually impaired,
- the ability to propose adequate methods of evaluating the performance of pupils with visual impairments, to monitor and acquire new and innovative knowledge within the field of pedagogy for the visually impaired.

The rating is given on a scale:
A (excellent – excellent results),
B (very good – above average standard),
C (good – normal reliable work),
D (satisfactorily – acceptable results),
E (sufficient – the results meet the minimum criteria),
Fx (insufficient).

Learning outcomes:

The graduate has acquired theoretical knowledge in the field of education of the visually impaired, understands the principles and rules of the process of education of the visually impaired, as well as its specifics. He/she has an overview of the system of education of the visually impaired and the processes related to it, and he/she knows special methods of education of the visually impaired. He/she knows the current state educational programs, and he/she knows the theoretical basis of designing, implementing, and evaluating the education process. In addition to theoretical knowledge, he/she has mastered pedagogical skills in managing the educational process/education of the visually impaired with different etiology, type, and degree of disability with an emphasis on primary education. He/she can independently record, analyze, and solve various pedagogical situations, also with regard to the consequences of visual impairments, he/she has the skills to manage and organize the educational process of the visually impaired in special as well as inclusive conditions. He/she is able to identify and adequately personalize the individual needs of the target group and respond to them effectively in a methodical and didactic manner. He/she has acquired knowledge and skills in the field of re-education of visual functions for visually impaired individuals, physiology of visual perception processes, and competence in the field of creation, processing, and implementation of re-education programs for individuals with visual impairments. He/she masters the procedures in the rehabilitation of the visually impaired, has mastered skills in the field of self-service of the visually impaired, spatial orientation and mobility of the visually impaired. He/she has acquired competencies in the field of reading and writing relief-point writing (Braille), as well as typhology, methods of typhology solutions, and their use in the educational process. Last but not least, the graduate understands the needs and specifics of

the visually impaired, can carry out the diagnostic process, evaluate it correctly, and apply special pedagogical interventions in practice with a focus on the support and development of the visually impaired.
Concretization of the achievement of educational goals and outputs
The student masters the scientific language, the terminological definition of the pedagogy of the visually impaired, integration into the system of sciences, internal division, goals, tasks, subject. He/she knows the supportive disciplines of pedagogy of the visually impaired, the characteristics of individual groups of visually impaired individuals and knows the differentiation of visually impaired individuals (VI).
He/she will demonstrate knowledge in the field of comprehensive rehabilitation of the visually impaired in Slovakia.
Controls the characteristics of the cognitive processes of people with visual impairment.
Can describe the process of education of children and pupils with visual impairments in regular schools, special pedagogical support for the education of children and pupils with visual impairments in regular schools.
He/she knows the structure, description, and knows how to apply the Braille system (relief-point font) in educational practice.
He/she masters the characteristics and specifics of communication with visually impaired individuals, especially the specifics of written, oral, and non-verbal communication of the blind and low visioned, as well as communication strategies for the visually impaired.
He/she masters the techniques of spatial orientation and mobility of visually impaired individuals and knows how to apply them in practice, he/she knows and can characterize an orientation point, an orientation sign, macrospace, microspace. sliding finger technique (trailing), orientation indoors and outdoors, orientation and walking on stairs, walking with a guide, principles of orientation and walking with a guide dog.
He/she understands the principles of typhlography, knows the basic standards in typhlography / relief point, relief, relief surface, and knows how to apply typhlography in the education and training of children and pupils with visual impairments.
Orients and controls work with aids and devices for the visually impaired.
He/she knows and orients himself/herself in the institutionalization for visual impaired individuals – he/she knows educational institutions for the visually impaired.
He/she can justify the need for special pedagogical counseling for VI, its goals, focus, tasks. He/she controls and knows how to apply the specifics of the counseling process with people with visual impairments. Knows the possibilities of informal diagnostics of pupils' visual capabilities in the educational process.
He/she understands and is able to define the specifics of early and preschool care for children with visual impairments, as well as the specifics of care for individuals in productive and postproductive age.
He/she controls the procedures within the re-education process and knows its conditions and individual areas. He/she can implement in practice the training of the individual components of visual perception (training of orientation in space, training of visual differentiation, training of the ability of visual analysis and synthesis, training of visual memory, training of color perception, training of shape perception).
He/she has the skill to edit and modify texts for visually impaired and blind students.
Knows, understands, and can interpret the goals, methods, principles, and didactic procedures in pre-primary, primary and lower secondary education. He/she knows the specifics of the education of the visually impaired, general educational strategies, didactic procedures in the education of the visually impaired.

It focuses on the composition of educational programs and the program for students with visual impairments for primary and lower secondary education, for primary art education and lower secondary art education.
He/she is able to adjust the school environment in favor of the success of a student with VI, he/she knows how to create individual educational programs in cooperation with other experts, and he/she knows the principles of creating their content.
He/she can characterize subjects from the field of Special Pedagogical Support - Spatial orientation, movement education, individual typhlopedic exercises, and also informatics for pupils with visual impairments.
At the same time, the graduate demonstrates the ability to communicate not only in the normal form of language, but also in Braille, has sufficient organizational skills applicable in the educational process of VI, knows how to use specific strategies in teaching creatively, but at the same time critically. Within the area focused on counseling for VI, he/she applies interpersonal skills. In addition to all this, he/she is proficient in working with digital and assistive technologies.

Class syllabus:

Pedagogy of the visually impaired (PVI) - terminological definition, inclusion in the system of sciences, internal division, goals, tasks, subject. Supportive disciplines of pedagogy of visually impaired.
Characteristics and differentiation of visually impaired (VI) - Definition of basic groups of individuals with visual impairments and their characteristics, vertical and horizontal aspects of differentiation, etiology, symptomatology.
Comprehensive rehabilitation of visually impaired in Slovakia. Medical rehabilitation. Social rehabilitation. Work rehabilitation. Educational rehabilitation. Institutional care within complex rehabilitation.
Cognitive processes of visually impaired individuals, their characteristics, and specifics. Higher and lower compensation mechanisms.
Education of children and pupils with visual impairments in regular schools. Special pedagogical support for the education of children and pupils with visual impairments in regular schools. School special teacher. Field special educator.
Structure, description, and application of the Braille system (relief-point font) in educational practice. Writing as a means of literacy. Writing as a means of communication.
Communication of visually impaired individuals. Specifics of written, oral, and non-verbal communication of the blind and visually impaired. Communication strategies for the visually impaired.
Spatial orientation and mobility of visually impaired individuals. Orientation point. Orientation sign. Macrospace. Microspace. Trailing-finger technique. Developing ideas about space. Indoor and outdoor orientation. Orientation and walking on stairs. Walking with a guide. Orientation and walking with a guide dog. Guide dog. Characteristics Specifics of walking with a dog. Guide dog training. Guide dog breeds.
Typhography - characteristics of the information deficit of the visually impaired, the role of typhography in the development of individuals with visual impairments, standards in typhography / relief point, relief, relief area, the role of typhography in the education and training of children and pupils with visual impairments.
A long white stick. Functions of the long white stick. LWS grip: basic, pencil, diagonal. LWS techniques – sliding, pendulum.
Aids and devices for the visually impaired. Compensation aids. Corrective aids. Digital and assistive technologies. PC programs for the visually impaired.
Institutionalization of children and pupils with visual impairment. Educational institutions for the visually impaired. Goals and tasks of educational institutions for the visually impaired.

Special educational counseling for people with visual impairments. Goals, focus, tasks. Specifics of the counseling process with visually impaired individuals.
Characteristics of the the personality profile of typhlopedagogue. Possibilities for his professional and personal growth.
Specifics of early and preschool care for visually impaired children.
Specifics of care for individuals of postproductive age.
Pedagogy of free time. Possibilities of interesting activities for people with visual impairment - childhood, adulthood.
Organizations, institutions and associations of interest for the visually impaired - ÚNSS, RSZP, SKN, NGO, OZ, Center for the support of students with SN at the Comenius University and others.
Participation of institutions cooperating with the Ministry of Education in the comprehensive care of people with visual impairments.
Possibilities of informal diagnostics of pupils' visual abilities in the educational process.
The re-education process and its conditions. Vision reeducation in preschool and younger school-aged children. Training of individual components of visual perception (training of orientation in space, training of visual differentiation, training of the ability of visual analysis and synthesis, training of visual memory, training of color perception, training of shape perception).
Text editing for students with visual impairments. Text editing for visually impaired. Editing and modification of texts for the blind. Audio books.
Subject Informatics for students with visual impairments.
Primary education of the visually impaired - terminological definition, goals, tasks, forms, methods, means. Didactics as a basis for judicious and erudite organization of learning and teaching processes.
Adjusting the school work conditions of individually integrated pupils with visual impairments.
Individual educational programs. Creation and principles of IEP creation. IEP content for the visually impaired.
Objectives of education and training of primary and lower secondary students. Didactic principles of education for the visually impaired.
Area of special pedagogical support - definition and characteristics and specifics of subjects, spatial orientation/movement education, individual typhopedic exercises - blind students,
Individual typhopedic exercises for low vision students.
Specifics of education for the visually impaired (pre-primary education, primary education, lower secondary education). General educational strategies. Didactic procedures in the education of the visually impaired.
Educational program for pupils with visual impairments for primary and lower secondary education, for primary art education and lower secondary art education (brief characteristics, educational goals, educational areas, organizational conditions of education and training, personnel provision of education and training, material and technical provision of education).
Specifics of the educational process of low visioned and blind students/students with residual vision.
Didactic procedures in the education of visually impaired pupils/pupils with residual vision.
Editing of illustrations for students with visual impairments. Editing of illustrations for visually impaired and blind children and pupils. Tactile books. Didactics of introducing illustrations into the educational process.
Didactic analysis and projection of the curriculum. Assessment and evaluation of the educational process.
Education of people with visual impairments in the conditions of ordinary primary and secondary schools. Integration/inclusion of visually impaired individuals.

State exam syllabus:

Recommended literature:

Compulsory readings:

LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS. S. 245. ISBN 978-80-89238-61-3.

LOPÚCHOVÁ, J., KRAJČÍ, P. 2014. Teória a výskum digitálnych a asistenčných technológií v inkluzívnej špeciálnej pedagogike. 1. vyd. Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. - 199 s. ISBN 978-80-7464-675-1(časť o MM pre ZP)

LOPÚCHOVÁ, J. Reedukácia a komplexná rehabilitácia zraku u jednotlivcov so zrakovým postihnutím. 1. vyd. Bratislava : Iris, 2010. - 210 s. + 1 CD-ROM. ISBN 978-80-89238-40-8

NÉMETH, O. 1999. Slabozrakosť ako pedagogický problém. Bratislava: Sapientia, 1999. ISBN 80-967180-5-3 113.

Vzdelávací program pre deti a žiakov so zrakovým postihnutím. Schválilo Ministerstvo školstva Slovenskej republiky pod číslom CDE2008-18550/39582-1:914 dňa 26. mája 2009.

LOPÚCHOVÁ, J. 2014. Špecifiká edukácie jednotlivcov so zrakovým postihnutím v inkluzívnom prostredí s akcentom na saturáciu ich špeciálnych edukačných potrieb. In: Interdisciplinární pohledy na jinakost : 2. olomoucké speciálněpedagogické dny. Olomouc : Univerzita Palackého, 2014. S. 145-158. ISBN 978-80-244-4483-3.

LOPÚCHOVÁ, J. 2014. Saturácia špeciálnych edukačných potrieb u žiakov mladšieho školského veku so zrakovým postihnutím v inkluzívnych podmienkach. In: Inkluzivní vzdělávání v globálních a v užších kontextech : předškolní a základní vzdělávání. Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. - S. 59-67. - ISBN 978-80-7464-659-1.

LOPÚCHOVÁ, J. 2014. Žiak mladšieho školského veku so zrakovým postihnutím. In: Inkluzivní vzdělávání žáků mladšího školního věku se speciálními vzdělávacími potřebami. Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. S. 180-212. ISBN 978-80-7464-674-4

BIŠČO KASTELOVÁ, A., LOPÚCHOVÁ, J., SCHMIDTOVÁ, M., TARCSIOVÁ, D. 2013. Pedagogika zmyslovo postihnutých raného a predškolského veku. 1. vyd. Bratislava :Iris, 2013. 325 s. ISBN 978-80-89238-83-5 (časť publikácie venovaná ZP)

LOPÚCHOVÁ, J. 2011. Špecifiká procesu diagnostiky u detí raného a predškolského veku so zrakovým postihnutím. In: Paedagogica specialis 25. Bratislava : Univerzita Komenského, 2011. S. 32-47. ISBN 978-80-223-2862-3

LOPÚCHOVÁ, J., NÉMETH, O. 2021. Propedeutika andragogiky zrakovo postihnutých. 1. vyd. Bratislava :Iris, 2021. - 84 s. ISBN 978-80-8200-077-4.

Recommended readings:

LOPÚCHOVÁ, J. 2008. Pedagogika zrakovo postihnutých: (vybrané kapitoly). 1. vyd. Bratislava: Mabag, 2008. - 100 s. ISBN 978-80-89113-53-8.

ČAJKA, K. 2007. Úvod do pedagogiky zrakovo postihnutých. Ružomberok: PdF KU, 2007. S. 70. ISBN 978-80-8084-245-1.

FINKOVÁ, D. a kol. 2007. Speciální pedagogika osob se zrakovým postižením. Olomouc: UPOL, 2007. ISBN 978-80-24417-99-8.

JESENSKÝ, J. a kol. 2007. Prolegomena systému tyflorehabilitace a metodiky tyflorehabilitačních výcviků. 1. vyd. Praha: UJAK, 2007. 659 s. ISBN 978-80-86723-49-5.

LOPÚCHOVÁ, J. 2012. Transdisciplinárny model tímového prístupu k deťom so zrakovým a viacnásobným postihnutím v ranom veku. In: Pohledy na inkluzivní vzdělávání zdravotně postižených. - Olomouc : Univerzita Palackého, 2012. - S. 44-54. - ISBN 978-80-244-3372-1

LOPÚCHOVÁ, J., ONDRÁČKOVÁ, Ž. 2020. Orientácia a mobilita ako významný determinant nezávislosti seniorov so zrakovým postihnutím. 1. vyd. Bratislava : Iris, 2020. 106 s. ISBN 978-80-8200-048-4.

LOPÚCHOVÁ, J., VÝBERČIOVÁ, M. 2021. Špeciálne edukačné potreby jednotlivcov s poruchami zraku v produktívnom veku v oblasti ich ďalšieho vzdelávania. 1. vyd. Bratislava: Iris, 2021. 108 s. ISBN 978-80-8200-078-1.
LOPÚCHOVÁ, J., KOLNÍKOVÁ, H. 2016. Kvalitatívna analýza systému komplexnej rehabilitácie jednotlivcov so zrakovým postihnutím na Slovensku. In: Paedagogica specialis 30. Bratislava : Univerzita Komenského v Bratislave, 2016. S. 158-168. ISBN 978-80-223-4155-4
LOPÚCHOVÁ, J., OBETKOVÁ, V. 2018. Proces adaptácie vodiaceho psa na nové prostredie a súčinnosť v dyáde jednotlivec so zrakovým postihnutím - vodiaci pes. In: Teória a praxeológia výchovnej a komplexnej rehabilitácie : zborník vedeckých príspevkov. - Brno : MSD, 2018. - S. 254-275. - ISBN 978-80-7392-286-3
LOPÚCHOVÁ, J. 2019. Raná starostlivosť o deti so zrakovým postihnutím v intenciách empirických aktivít In: Historické reflexie a nové výzvy v slovenskej a českej špeciálnej pedagogike za posledných 100 rokov. - Brno : MSD, 2019. - S. 67-118 [3,2 AH]. - ISBN 978-80-7392-303-7
LOPÚCHOVÁ, J., JEŽÍKOVÁ, M. 2017. Teoreticko-empirické aspekty čitateľskej gramotnosti žiakov so zrakovým postihnutím. 1. vyd. Bratislava : Iris, 2017. - 246 s. ISBN 978-80-8200-017-0
VÁGNEROVÁ, M. Oftalmopsychologie dětského věku. Praha: KAROLINUM, 1995. ISBN 80-7184-053-X.
VANČOVÁ, A., HARČARÍKOVÁ, T., LOPÚCHOVÁ, J. a kol. 2012. Špeciálna pedagogika raného a predškolského veku. 1. vyd. Bratislava : Iris, 2012. - 462s. ISBN 978-80-89238-68-2

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

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde040/22	Play therapy in special education

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

Type, volume, methods and workload of the student - additional information
2S - 2 hours seminar per week (22 hours per semester). Combined form of education.
Student workload:
22 hours of direct teaching; 9 hours of preparation for the interim assessment; 19 hours of preparation for the final assessment. TOTAL: 50 hours
Learning methods:
Interpretation, small group work, cooperative learning, e-learning, problem solving, dramatization.

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, students will have sub-assignments in which the student can earn a total of 30 points. In the final assessment in the form of a term paper, the student may earn 70 points.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who achieves less than 15 points on the continuous assessment. To pass the course, a minimum score of 60% is required.
A - excellent performance, the student has excellent knowledge of play therapy and can transfer it to practice; B - excellent performance, the student has excellent knowledge of play therapy and can transfer it to practice; C - good performance, the student has knowledge of play therapy but has difficulty transferring it to practice; D - satisfactory, student has basic knowledge of play therapy but cannot transfer it to practice; E - student has minimal knowledge of play therapy and cannot transfer it to practice; Fx - student has no knowledge of play therapy and cannot transfer it to practice; Fx - student has no knowledge of play therapy and cannot transfer it to practice
The grade is given on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Upon completion of the course, the student will have acquired information and knowledge about play therapy. Students will acquire the theoretical potential to effectively recognize the individual needs of the child in the hospital and his/her family in order to intervene appropriately.
Students will acquire the professional competence (theoretical and practical) necessary to communicate and collaborate with other professionals on the team involved in the process of care for the child and his/her family.

Class syllabus:
- Play therapy. Basic background, history, philosophy.
- Direct vs. Non-directive play therapy.
- Material conditions for play therapy.
- Target group and contraindications.
- Principles of non-directive play therapy.
- Healing factors in play therapy.
- Filial therapy.

Recommended literature:
Compulsory readings:
NAGYOVÁ, K., CHLÁDECKÁ, Z. 2017. Hroví špecialisti – hroví terapeuti In: Paedagogica specialis : 31. - Bratislava : Univerzita Komenského v Bratislave, 2017. - S. 453-462. – ISBN 978-80-223-4438-8
NAGYOVÁ, K., KRALOVIČOVÁ, L. 2016. Možnosti využitia terapeutickej knihy – Iván Gómez: Ajka a Grof v krajine sopiek. In: Reflexie vývoja a trendy rozvoja špeciálnej pedagogiky na Slovensku v medzinárodných kontextoch. - Bratislava : Iris, 2016. - S. 351-357. - ISBN 978-80-89726-79-0
REICHELOVÁ, E. 2013. Na chvíľu Freudom. Filiálna terapia. Košice: Equilibria. 2013. ISBN 978-80-970592-3-1
REZKOVÁ, V., KLEINOVÁ, G. 2012. Hra jako lék. Teorie a praxe nedirektivní psychoterapie hrou. Praha: Pražská pedagogicko-psychologická poradna, spol. s r.o.
Recommended readings:
HANDLÍŘOVÁ, M. 2007. Možnosti pedagogické péče o hospitalizované dítě a vliv herní terapie. (Bakalárska práca, depon. in Katedra speciální pedagogiky Masarykovej university, Brno)
HUBBUCK, C. 2009. Play for sick children: play specialists in hospitals and beyond. Great Britain. Athenaeum Press, Gateshead, Tyne and Wear. 2009. ISBN 978 1 84310 654
MATĚJČEK, Z. 1989. Rodiče a děti, Praha: Avicenum, 1989.
MATĚJČEK, Z. 2004. Psychologické eseje, Praha: Karolinum, 2004. ISBN 80-246-0892-8
PLEVOVÁ, M. 1997. Dítě v nemocnici. 1. vyd. Brno: Masarykova univerzita, 1997. ISBN 80-210-1551-9
VALENTA. M., 2008. Herní specialista v somatopedii. Univerzita Palackého v Olomouci. 2008. ISBN 978-80-244-2137-7

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

Notes:

Past grade distribution
Total number of evaluated students: 99

A	ABS	B	C	D	E	FX
62,63	0,0	28,28	8,08	0,0	0,0	1,01

Lecturers: Mgr. Kristína Tkáčová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde040/22	Play therapy in special education

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

Type, volume, methods and workload of the student - additional information
2S - 2 hours seminar per week (22 hours per semester). Combined form of education.
Student workload:
22 hours of direct teaching; 9 hours of preparation for the interim assessment; 19 hours of preparation for the final assessment. TOTAL: 50 hours
Learning methods:
Interpretation, small group work, cooperative learning, e-learning, problem solving, dramatization.

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, students will have sub-assignments in which the student can earn a total of 30 points. In the final assessment in the form of a term paper, the student may earn 70 points.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who achieves less than 15 points on the continuous assessment. To pass the course, a minimum score of 60% is required.
A - excellent performance, the student has excellent knowledge of play therapy and can transfer it to practice; B - excellent performance, the student has excellent knowledge of play therapy and can transfer it to practice; C - good performance, the student has knowledge of play therapy but has difficulty transferring it to practice; D - satisfactory, student has basic knowledge of play therapy but cannot transfer it to practice; E - student has minimal knowledge of play therapy and cannot transfer it to practice; Fx - student has no knowledge of play therapy and cannot transfer it to practice; Fx - student has no knowledge of play therapy and cannot transfer it to practice
The grade is given on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Upon completion of the course, the student will have acquired information and knowledge about play therapy. Students will acquire the theoretical potential to effectively recognize the individual needs of the child in the hospital and his/her family in order to intervene appropriately.
Students will acquire the professional competence (theoretical and practical) necessary to communicate and collaborate with other professionals on the team involved in the process of care for the child and his/her family.

Class syllabus:
- Play therapy. Basic background, history, philosophy.
- Direct vs. Non-directive play therapy.
- Material conditions for play therapy.
- Target group and contraindications.
- Principles of non-directive play therapy.
- Healing factors in play therapy.
- Filial therapy.

Recommended literature:
Compulsory readings:
NAGYOVÁ, K., CHLÁDECKÁ, Z. 2017. Hroví špecialisti – hroví terapeuti In: Paedagogica specialis : 31. - Bratislava : Univerzita Komenského v Bratislave, 2017. - S. 453-462. – ISBN 978-80-223-4438-8
NAGYOVÁ, K., KRALOVIČOVÁ, L. 2016. Možnosti využitia terapeutickej knihy – Iván Gómez: Ajka a Grof v krajine sopiek. In: Reflexie vývoja a trendy rozvoja špeciálnej pedagogiky na Slovensku v medzinárodných kontextoch. - Bratislava : Iris, 2016. - S. 351-357. - ISBN 978-80-89726-79-0
REICHELOVÁ, E. 2013. Na chvíľu Freudom. Filiálna terapia. Košice: Equilibria. 2013. ISBN 978-80-970592-3-1
REZKOVÁ, V., KLEINOVÁ, G. 2012. Hra jako lék. Teorie a praxe nedirektivní psychoterapie hrou. Praha: Pražská pedagogicko-psychologická poradna, spol. s r.o.
Recommended readings:
HANDLÍŘOVÁ, M. 2007. Možnosti pedagogické péče o hospitalizované dítě a vliv herní terapie. (Bakalárska práca, depon. in Katedra speciální pedagogiky Masarykovej university, Brno)
HUBBUCK, C. 2009. Play for sick children: play specialists in hospitals and beyond. Great Britain. Athenaeum Press, Gateshead, Tyne and Wear. 2009. ISBN 978 1 84310 654
MATĚJČEK, Z. 1989. Rodiče a děti, Praha: Avicenum, 1989.
MATĚJČEK, Z. 2004. Psychologické eseje, Praha: Karolinum, 2004. ISBN 80-246-0892-8
PLEVOVÁ, M. 1997. Dítě v nemocnici. 1. vyd. Brno: Masarykova univerzita, 1997. ISBN 80-210-1551-9
VALENTA. M., 2008. Herní specialista v somatopedii. Univerzita Palackého v Olomouci. 2008. ISBN 978-80-244-2137-7

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

Notes:

Past grade distribution Total number of evaluated students: 99						
A	ABS	B	C	D	E	FX
62,63	0,0	28,28	8,08	0,0	0,0	1,01
Lecturers: Mgr. Kristína Tkáčová, PhD.						
Last change: 09.11.2022						
Approved by: prof. PaedDr. Darina Tarcsiová, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde003/22	Primary pedagogy and education

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

Type, volume, methods and workload of the student - additional information
Type, scope and methods of training activities: 2P per week
Student workload:
2P (3 credits): 11 x 2 hours of direct teaching = 22 hours; 16 hours preparation of seminar paper; 52 hours preparation for final assessment. Total 90 hours of student work.
Learning Methods:
Explanation; lecture; discussion of the topic covered; brainstorming; method of working with textual material; teaching based on practical experience; method of students' independent work

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
The student will produce one term paper worth 50 points during the semester. The seminar paper should demonstrate the practical application of the student's theoretical knowledge, while monitoring the student's ability for independent creative work and the handling of professional literature.
At the end of the semester, the student will be evaluated on the basis of a written test worth 50 points of the knowledge acquired throughout the semester.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than 25 points on a written test. To pass the course, a score of at least 60 % is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding results): the student has an excellent command of the laws and principles of primary education and education, can respond promptly and spontaneously during lectures to the teacher's prompts, the student is self-initiative and asks questions in the context of the problem being addressed. The student participates to some extent in the development of the teaching, bringing his/her own experience and insights from practice into it. His/her written expression in the seminar paper is correct, citationally correct, grammatically sound and creative.
B (90-81%, very good - above average standard): the student masters the laws and principles of the functioning of primary education and education with minor deficiencies, 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. The results of his/her activities are of good quality, with minor shortcomings.
C (80-73%, good - normal reliable work): the student has an average, i.e. good, command of the laws and principles of primary education and education, has acquired key competences, and can respond to the teacher's prompts during lectures. The student himself is not proactive, does not ask questions in the context of the problem addressed. His communication style is not disruptive, but he is not sure of his answer and his speech does not have significant disruptive elements. His written expression in the term paper is good, but his grammatical expression is of lesser quality.
D (72-66%, satisfactory - acceptable results): the student has a satisfactory level of mastery of the material. Although he/she has some gaps in the theory, he/she cannot apply it to the solution of practical experiences. He is not active during teaching, does not bring new ideas, takes the role of a passive observer. He accepts the learning as the teacher conveys it to him. Memorization, as opposed to critical thinking, is more prevalent in the student. His writing
expression is often seriously deficient in accuracy, precision and conciseness.
E (65-60%, satisfactory - results meet minimum criteria): the student has only a minimal knowledge of the laws and principles of primary pedagogy; he/she responds almost completely to the teacher's instructions and prompts; the student does not take initiative and does not ask questions in the context of the problem being addressed. He is unable to apply his theoretical knowledge in practical terms, he has no recommendations for the right solution options. The student is rather in the position of a passive recipient of knowledge. His written expression in the seminar paper is at a low level, the student is not creative, he uses numerous quotations without his own opinion. His grammatical expression is not flawless and stylistically correct.
Fx (59-0%, Inadequate - extra work required): given if the student fails to attend the regular assessment date without giving a reason, or if the student fails to meet the prescribed level of continuous assessment or the prescribed level of compulsory attendance at learning activities. The student has not acquired the knowledge and skills to a degree that would enable him/her to meet at least the minimum criteria for the award of a pass grade.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students will acquire appropriate and up-to-date theoretical knowledge and practical skills in primary pedagogy and education, starting with the place of primary education in lifelong learning, through all the content and process characteristics of primary education, and ending with the link of the school to the broader social context. They will expand their knowledge in connection with didactical thinking and reflecting on the subjects and objects of the teaching process. They apply their didactic competences in the process of dealing with different didactic situations. They are able to compare different concepts of primary education in Slovakia. They identify the problems occurring in the primary education environment and look for ways of solving them. They design teaching in primary education. Students acquire competences of teacher's work in the field of classroom organisation and management. Students are able to think analytically, synthetically and creatively, are able to argue and can take and defend their own position on any given problem in the context of the topics presented. Students are able to think in contexts that they will be able to develop in a variety of situations as they arise. Students will gain a foundation of reflectivity for their future profession. They know that they themselves will have to continuously educate themselves on the subject.

Class syllabus:
The curriculum of the course is designed in such a way that after its practical teaching students are able to apply the theoretical knowledge to the practical context of the teaching profession. The

graduate masters the professional content and terminology of the relevant thematic elements of the given lectures as a specific area of the Master's degree in Special Education. He/she is able to work actively with this knowledge and knowledge and use it in the position of a pedagogical employee in primary education. The graduate is able to expand his/her knowledge, competences and skills in his/her specialisation throughout his/her life. The theoretical knowledge acquired during the course Primary Pedagogy and Education will enable the student to establish the foundations of his/her own teaching style, to develop his/her abilities, to investigate the quality and effectiveness of pedagogical activity and the ability to flexibly change approaches and strategies of action, and thus to cultivate his/her own decision-making processes.
1. The position of primary education in the school system.
2. The legislative and conceptual framework of primary education. Pedagogical documents.
3. The child's entry into school. School readiness and its diagnosis.
4. Curriculum of primary school education.
5. Theoretical foundations of education and concepts of teaching.
6. Educational objectives and their function in the teaching process.
7. Design of the teaching process and management of the teaching process.
8. Teaching methods. Organisational forms of teaching. Teaching resources.
9. Pupil, characteristics of his personality, internal and external factors of education, learning styles.
10. Pupil's adaptation process when entering school.
11. The teacher, characteristics of his/her personality. Typology of teachers. Teaching as a stressful profession.

Recommended literature:

Compulsory/Recommended readings:
BELEŠOVÁ, M. 2018. Primárne vzdelávanie v teórii a v praxi. Bratislava : Univerzita Komenského, 2018.
BELEŠOVÁ, M. 2021. Detské naivné teórie v kontexte edukácie. Bratislava: Univerzita Komenského, 2021.
BELEŠOVÁ, M. 2021. Adaptačná stáž v základnej škole. Bratislava: Univerzita Komenského, 2021
Recommended reading:
JAKUBÍKOVÁ, Z., KOSTRUB, D. 2009. Vybrané didaktické modely uplatňované v súčasnej didaktickej praxi. Prešov: Rokus, 2009.
PETLÁK, E. 2019. Motivácia v edukačnom procese. Bratislava: Wolters Kluwer, 2019.
PETLÁK, E. 2007. Pedagogicko-didaktická práca učiteľa. Bratislava : Iris, 2007.
KOŽUCHOVÁ, M. a kol. 2019. Kurikulum primárneho vzdelávania. Bratislava: Univerzita Komenského, 2019.
SIEGLOVÁ, D. 2019. Konec školní nudy. Didaktické metody pro 21. století. Praha : Grada publishing, a.s. 2019.
ŠAFRÁNOVÁ, D. 2019. Pedagogika. 2. vydanie. Praha : Grada publishing, a.s., 2019.
Štátny vzdelávací program pre primárne vzdelávanie.
TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. 2017. Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus, 2017.

Languages necessary to complete the course:

Slovak language and Czech language

Notes:

Past grade distribution Total number of evaluated students: 509						
A	ABS	B	C	D	E	FX
21,81	0,0	33,99	20,24	13,95	7,07	2,95
Lecturers: doc. PaedDr. Mária Belešová, PhD.						
Last change: 08.11.2022						
Approved by: prof. PaedDr. Darina Tarcsiová, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde003/22	Primary pedagogy and education

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

Type, volume, methods and workload of the student - additional information
Type, scope and methods of training activities: 2P per week
Student workload:
2P (3 credits): 11 x 2 hours of direct teaching = 22 hours; 16 hours preparation of seminar paper; 52 hours preparation for final assessment. Total 90 hours of student work.
Learning Methods:
Explanation; lecture; discussion of the topic covered; brainstorming; method of working with textual material; teaching based on practical experience; method of students' independent work

Number of credits: 3

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
The student will produce one term paper worth 50 points during the semester. The seminar paper should demonstrate the practical application of the student's theoretical knowledge, while monitoring the student's ability for independent creative work and the handling of professional literature.
At the end of the semester, the student will be evaluated on the basis of a written test worth 50 points of the knowledge acquired throughout the semester.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than 25 points on a written test. To pass the course, a score of at least 60 % is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding results): the student has an excellent command of the laws and principles of primary education and education, can respond promptly and spontaneously during lectures to the teacher's prompts, the student is self-initiative and asks questions in the context of the problem being addressed. The student participates to some extent in the development of the teaching, bringing his/her own experience and insights from practice into it. His/her written expression in the seminar paper is correct, citationally correct, grammatically sound and creative.
B (90-81%, very good - above average standard): the student masters the laws and principles of the functioning of primary education and education with minor deficiencies, 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. The results of his/her activities are of good quality, with minor shortcomings.
C (80-73%, good - normal reliable work): the student has an average, i.e. good, command of the laws and principles of primary education and education, has acquired key competences, and can respond to the teacher's prompts during lectures. The student himself is not proactive, does not ask questions in the context of the problem addressed. His communication style is not disruptive, but he is not sure of his answer and his speech does not have significant disruptive elements. His written expression in the term paper is good, but his grammatical expression is of lesser quality.
D (72-66%, satisfactory - acceptable results): the student has a satisfactory level of mastery of the material. Although he/she has some gaps in the theory, he/she cannot apply it to the solution of practical experiences. He is not active during teaching, does not bring new ideas, takes the role of a passive observer. He accepts the learning as the teacher conveys it to him. Memorization, as opposed to critical thinking, is more prevalent in the student. His writing
expression is often seriously deficient in accuracy, precision and conciseness.
E (65-60%, satisfactory - results meet minimum criteria): the student has only a minimal knowledge of the laws and principles of primary pedagogy; he/she responds almost completely to the teacher's instructions and prompts; the student does not take initiative and does not ask questions in the context of the problem being addressed. He is unable to apply his theoretical knowledge in practical terms, he has no recommendations for the right solution options. The student is rather in the position of a passive recipient of knowledge. His written expression in the seminar paper is at a low level, the student is not creative, he uses numerous quotations without his own opinion. His grammatical expression is not flawless and stylistically correct.
Fx (59-0%, Inadequate - extra work required): given if the student fails to attend the regular assessment date without giving a reason, or if the student fails to meet the prescribed level of continuous assessment or the prescribed level of compulsory attendance at learning activities. The student has not acquired the knowledge and skills to a degree that would enable him/her to meet at least the minimum criteria for the award of a pass grade.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students will acquire appropriate and up-to-date theoretical knowledge and practical skills in primary pedagogy and education, starting with the place of primary education in lifelong learning, through all the content and process characteristics of primary education, and ending with the link of the school to the broader social context. They will expand their knowledge in connection with didactical thinking and reflecting on the subjects and objects of the teaching process. They apply their didactic competences in the process of dealing with different didactic situations. They are able to compare different concepts of primary education in Slovakia. They identify the problems occurring in the primary education environment and look for ways of solving them. They design teaching in primary education. Students acquire competences of teacher's work in the field of classroom organisation and management. Students are able to think analytically, synthetically and creatively, are able to argue and can take and defend their own position on any given problem in the context of the topics presented. Students are able to think in contexts that they will be able to develop in a variety of situations as they arise. Students will gain a foundation of reflectivity for their future profession. They know that they themselves will have to continuously educate themselves on the subject.

Class syllabus:
The curriculum of the course is designed in such a way that after its practical teaching students are able to apply the theoretical knowledge to the practical context of the teaching profession. The

graduate masters the professional content and terminology of the relevant thematic elements of the given lectures as a specific area of the Master's degree in Special Education. He/she is able to work actively with this knowledge and knowledge and use it in the position of a pedagogical employee in primary education. The graduate is able to expand his/her knowledge, competences and skills in his/her specialisation throughout his/her life. The theoretical knowledge acquired during the course Primary Pedagogy and Education will enable the student to establish the foundations of his/her own teaching style, to develop his/her abilities, to investigate the quality and effectiveness of pedagogical activity and the ability to flexibly change approaches and strategies of action, and thus to cultivate his/her own decision-making processes.

1. The position of primary education in the school system.
2. The legislative and conceptual framework of primary education. Pedagogical documents.
3. The child's entry into school. School readiness and its diagnosis.
4. Curriculum of primary school education.
5. Theoretical foundations of education and concepts of teaching.
6. Educational objectives and their function in the teaching process.
7. Design of the teaching process and management of the teaching process.
8. Teaching methods. Organisational forms of teaching. Teaching resources.
9. Pupil, characteristics of his personality, internal and external factors of education, learning styles.
10. Pupil's adaptation process when entering school.
11. The teacher, characteristics of his/her personality. Typology of teachers. Teaching as a stressful profession.

Recommended literature:

Compulsory/Recommended readings:

BELEŠOVÁ, M. 2018. Primárne vzdelávanie v teórii a v praxi. Bratislava : Univerzita Komenského, 2018.
BELEŠOVÁ, M. 2021. Detské naivné teórie v kontexte edukácie. Bratislava: Univerzita Komenského, 2021.
BELEŠOVÁ, M. 2021. Adaptačná stáž v základnej škole. Bratislava: Univerzita Komenského, 2021

Recommended reading:

JAKUBÍKOVÁ, Z., KOSTRUB, D. 2009. Vybrané didaktické modely uplatňované v súčasnej didaktickej praxi. Prešov: Rokus, 2009.
PETLÁK, E. 2019. Motivácia v edukačnom procese. Bratislava: Wolters Kluwer, 2019.
PETLÁK, E. 2007. Pedagogicko-didaktická práca učiteľa. Bratislava : Iris, 2007.
KOŽUCHOVÁ, M. a kol. 2019. Kurikulum primárneho vzdelávania. Bratislava: Univerzita Komenského, 2019.
SIEGLOVÁ, D. 2019. Konec školní nudy. Didaktické metody pro 21. století. Praha : Grada publishing, a.s. 2019.
ŠAFRÁNOVÁ, D. 2019. Pedagogika. 2. vydanie. Praha : Grada publishing, a.s., 2019.
Štátny vzdelávací program pre primárne vzdelávanie.
TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. 2017. Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus, 2017.

Languages necessary to complete the course:

Slovak language and Czech language

Notes:

Past grade distribution Total number of evaluated students: 509						
A	ABS	B	C	D	E	FX
21,81	0,0	33,99	20,24	13,95	7,07	2,95
Lecturers: doc. PaedDr. Mária Belešová, PhD.						
Last change: 08.11.2022						
Approved by: prof. PaedDr. Darina Tarcsiová, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-PZPde006/22	Reeducation of vision

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
2S - 2 hours of seminar per week, total 22 hours per semester, combined form (primarily by full-time attendance)
Student workload:
2x11 - 22 hours of direct teaching; 20 hours of self-study, 15 hours of seminar paper preparation and presentation; 25 hours of preparation for final written test, TOTAL: approx. 82 hours.
Methods of delivering the content of the training:
interpretation of the material, discussion, demonstration of re-education procedures, small group work, solving model situations.

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, the student will develop a re-education exercise to support the child's visual functions as part of the seminar work, where he/she can earn a maximum of 30 points (min. 20). In the final exam through a written test, the student may receive a maximum of 70 points.
The grade is awarded on a scale:
A (100-91 points, excellent - outstanding),
B (90-81 points, very good - above average standard),
C (80-73 points, good - normal reliable work),
D (72-66 points, satisfactory - acceptable results),
E (65-60 points, satisfactory - results meet the minimum criteria),
Fx (59-0 points, inadequate - extra work required).
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
A - excellent performance, the student has mastered the basic concepts in the field of vision reeducation and reeducation procedures, he/she is able to apply what he/she has learnt on the theoretical level to the practical level; he/she is excellent in presenting reeducation activities, the seminar paper meets all the criteria set; the student thinks and evaluates critically;
B - excellent performance, the student knows the basic concepts in the field of vision reeducation and reeducation procedures, however, in the application of knowledge to the practical level there

are slight deficiencies - the student solves the presentation of reeducation activities with minor hesitations; he/she is able to present reeducation activities appropriately, there are slight deficiencies in the seminar work; critical thinking is borderline;
C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to the practical level; he/she has problems with complex solution of model re-education situations and with presenting re-education activities, the seminar work is deficient;
D - acceptable performance, the student has only partially mastered the knowledge, has significant deficiencies in the subject matter, cannot apply what he/she has learnt to the practical plane, has problems solving model situations and deficiencies also appear in the presentation of re-education activities; his/her seminar work meets the minimum criteria;
E - minimally acceptable performance, the student has acquired minimal knowledge, he/she cannot transfer it adequately to the practical plane and present re-education activities in front of the practice group; the seminar work meets the elementary requirements.
Fx - unacceptable performance, the student has not sufficiently mastered the content of the education, or has not fulfilled the requirements set by the teacher during the semester.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student will acquire basic knowledge of the physiology and pathophysiology of binocular vision. The student will acquire and understand the basic concepts (on the theoretical level) and acquire practical competences (on the praxeological level) in pleoptics and orthoptics. Acquire the skills to implement practical re-education procedures. Acquire the ability to develop visual re-education programmes. Learn to work with innovative methods of vision reeducation - Sachsenweger, Hätcher-Rosenbauer, PC programs for vision reeducation, etc.

Class syllabus:
Re-education of vision in children with binocular vision defects as part of the pedagogy of the visually impaired. The student will learn the basic concepts, acquire knowledge in the field of vision re-education as a process.
The student is oriented in the issues of binocular vision disorders, has knowledge of the physiology and stages of binocular vision. The student learns the concepts and differentiation of amblyopia, strabismus and monocularism.
He/she is oriented in the system of special vision exercises - pleoptics and orthoptics. Can identify the different pleoptic and orthoptic exercises.
Becomes familiar with and understands the re-education process and its conditions. Gain knowledge of vision re-education for preschool and young school-age children, and vision re-education for adult individuals with visual impairment. Recognizes and can apply the principles of visual perception re-education.
Training of individual components of visual perception - the student will acquire the skills to practically apply in the process of reeducation training of orientation in space, training of visual differentiation, training of right-left orientation, training of right-left eye movement, training of visual analysis and synthesis, training of visual memory, training of colour perception and colour refinement, training of shape perception, training of surface perception, training of space perception and orientation in space, training of depth perception.
The influence of light on the development of visual functions. The student will understand the importance of proper and effective lighting on the reeducation process, learn the importance of light filters for visual reeducation.
Lower compensatory mechanisms. Higher compensatory mechanisms. The student is oriented to lower and higher compensatory mechanisms, learns their importance, has knowledge of their application to the process of reeducation. Within the framework of the acquired skills he/she is able

to develop compensatory mechanisms through various (also innovative) re-education methods and activities.
Exercises and activities in the re-education process. The student will gain an overview, acquire knowledge of different re-education practices and programs. Orientation in visual stimulation, in exercises on chromatherapy tables, in stereoscopic visual exercises of Rudolf Sachsenweger. He/she is familiar with graphomotor exercises, computer programs for visual support, art re-education activities.
Understands the importance of children's expression in the educational and re-educational process. Alternative/innovative special education approaches in vision re-education for children with binocular vision disorders. Gain an overview of possible innovative approaches in vision re-education.

Recommended literature:

Compulsory readings:
LOPÚCHOVÁ, J. Reedukácia a komplexná rehabilitácia zraku z jednotlivcov so zrakovým postihnutím. Bratislava: IRIS, 2010. ISBN 978-80-89238-40-8.
LOPÚCHOVÁ, J. Komplexná podpora rozvoja zrakových funkcií u jednotlivcov so zrakovým postihnutím s akcentom na reedukáciu zraku. In: Současná slovenská a česká speciální pedagogika v kontextu vědy a výzkumu. - Praha : Knihy nejen pro bohaté, 2014. - S. 163-200. - ISBN 978-80-86499-10-9
LOPÚCHOVÁ, J. Metodika na rozvoj zrakových funkcií v procese reedukácie zraku u detí s poruchami binokulárneho videnia : výskumné zistenia z overovania metodiky. In: Paedagogica specialis 30. - Bratislava : Univerzita Komenského v Bratislave, 2016. S. 182-191. ISBN 978-80-223-4155-4
LOPÚCHOVÁ, J. Z výskumu účinnosti reedukačných výtvarných techník u detí s poruchami binokulárneho videnia. In: Umenie v kontexte špeciálnej pedagogiky. - Bratislava : Iris, 2011. - S. 165-181. ISBN 978-80-89238-49-1
LOPÚCHOVÁ, J. Reedukačné činnosti ako prostriedok rozvíjania výtvarného nadania u detí a žiakov so zrakovým postihnutím. In: CREA-AE 2014 [elektronický zdroj]. - Zohor : Virvar, 2014. - S. 342-346 [online]. - ISBN 978-80-89693-03-0
Recommended readings:
LOPÚCHOVÁ, J.: Počítačový program ako inovatívna alternatíva na podporu zraku k tradičným reedukačným metódam. In: Sborník textů z 12. mezinárodní konference k problematice osob se specifickými potřebami a 7. mezinárodní dramaterapeutická konference [elektronický zdroj]. - Olomouc : Univerzita Palackého, 2012. S. 493-521 [CD-ROM]. - ISBN 978-80-244-2966-3
LOPÚCHOVÁ, J. Nové možnosti a metódy reedukácie zraku u detí s poruchami binokulárneho videnia v predškolskom veku. In: Sborník 8. Mezinárodní konference k problematice osob se specifickými potřebami a 3. Dramaterapeutická konference [elektronický zdroj]. - Olomouc : Univerzita Palackého, 2008. - S. 1-7 [CD-ROM]. ISBN 978-80-244-1911-4
LOPÚCHOVÁ, J. Výtvarné činnosti ako reedukačný prostriedok a súčasť komplexnej edukačnej činnosti binokulárne postihnutých detí v predškolskom veku. In: Efeta - otvor sa 2000 : Komplexná starostlivosť o deti a mládež so špeciálnymi výchovnými a vzdelávacími potrebami : Ročenka časopisu o komplexnej rehabilitácii ľudí s postihnutím. - Bratislava : Pedagogická fakulta, 2001. - S. 191-199. - ISBN80-88868-68-8.
LOPÚCHOVÁ, J. Možnosti reedukácie u zrakovo a viacnásobne postihnutých detí. In: Nové trendy v edukácii a v starostlivosti o zrakovo postihnutých. - Bratislava : Jana Lopúchová, 2006. S. 63-66. - ISBN 80-969125-8-5
KVĚTOŇOVÁ-ŠVECOVÁ, L., MADLENER, I., ŘEHŮŘEK, J., VÍTKOVÁ, M. Možnosti reedukace zraku při kombinovaném postižení. Brno: Paido, 1999. ISBN 80-85931-75-3.

RŮŽIČKOVÁ,K. Reedukace zraku a její výcvik. In: JESENSKÝ,J. Prolegomena systému tyflorehabilitace a metodiky tyflorehabilitačních výcviků. Praha: UJAK, 2007. ISBN 978-80-86723-49-5.
MORAVCOVÁ, D. 2004. Zraková terapie slabozrakých a pacientů s nízkým vizem. Praha: Triton, 2004. 204 s. ISBN 80-7254-476-4.
ROSENBAUER,H.W. Zrakové cvičenia. Ako predchádzať zrakovým poruchám a ako ich liečiť. Bratislava: Ikar, 1999. ISBN 978-80-7118-967-7.
GERINEC, A. Detská oftalmológia. Martin: Osveta, 2005. ISBN 80-80632-181-6.
KEBLOVÁ, A. Čich, hmat, sluchové vnímání, náprava binokulárních poruch. Praha: Septima, 1999. ISBN-.

Languages necessary to complete the course:
slovak, czech

Notes:

Past grade distribution
Total number of evaluated students: 61

A	ABS	B	C	D	E	FX
65,57	0,0	21,31	9,84	3,28	0,0	0,0

Lecturers: doc. PaedDr. Jana Lopúchová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-PZPde006/22	Reeducation of vision

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
2S - 2 hours of seminar per week, total 22 hours per semester, combined form (primarily by full-time attendance)
Student workload:
2x11 - 22 hours of direct teaching; 20 hours of self-study, 15 hours of seminar paper preparation and presentation; 25 hours of preparation for final written test, TOTAL: approx. 82 hours.
Methods of delivering the content of the training:
interpretation of the material, discussion, demonstration of re-education procedures, small group work, solving model situations.

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, the student will develop a re-education exercise to support the child's visual functions as part of the seminar work, where he/she can earn a maximum of 30 points (min. 20). In the final exam through a written test, the student may receive a maximum of 70 points.
The grade is awarded on a scale:
A (100-91 points, excellent - outstanding),
B (90-81 points, very good - above average standard),
C (80-73 points, good - normal reliable work),
D (72-66 points, satisfactory - acceptable results),
E (65-60 points, satisfactory - results meet the minimum criteria),
Fx (59-0 points, inadequate - extra work required).
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
A - excellent performance, the student has mastered the basic concepts in the field of vision reeducation and reeducation procedures, he/she is able to apply what he/she has learnt on the theoretical level to the practical level; he/she is excellent in presenting reeducation activities, the seminar paper meets all the criteria set; the student thinks and evaluates critically;
B - excellent performance, the student knows the basic concepts in the field of vision reeducation and reeducation procedures, however, in the application of knowledge to the practical level there

are slight deficiencies - the student solves the presentation of reeducation activities with minor hesitations; he/she is able to present reeducation activities appropriately, there are slight deficiencies in the seminar work; critical thinking is borderline;
C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to the practical level; he/she has problems with complex solution of model re-education situations and with presenting re-education activities, the seminar work is deficient;
D - acceptable performance, the student has only partially mastered the knowledge, has significant deficiencies in the subject matter, cannot apply what he/she has learnt to the practical plane, has problems solving model situations and deficiencies also appear in the presentation of re-education activities; his/her seminar work meets the minimum criteria;
E - minimally acceptable performance, the student has acquired minimal knowledge, he/she cannot transfer it adequately to the practical plane and present re-education activities in front of the practice group; the seminar work meets the elementary requirements.
Fx - unacceptable performance, the student has not sufficiently mastered the content of the education, or has not fulfilled the requirements set by the teacher during the semester.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student will acquire basic knowledge of the physiology and pathophysiology of binocular vision. The student will acquire and understand the basic concepts (on the theoretical level) and acquire practical competences (on the praxeological level) in pleoptics and orthoptics. Acquire the skills to implement practical re-education procedures. Acquire the ability to develop visual re-education programmes. Learn to work with innovative methods of vision reeducation - Sachsenweger, Hätcher-Rosenbauer, PC programs for vision reeducation, etc.

Class syllabus:
Re-education of vision in children with binocular vision defects as part of the pedagogy of the visually impaired. The student will learn the basic concepts, acquire knowledge in the field of vision re-education as a process.
The student is oriented in the issues of binocular vision disorders, has knowledge of the physiology and stages of binocular vision. The student learns the concepts and differentiation of amblyopia, strabismus and monocularism.
He/she is oriented in the system of special vision exercises - pleoptics and orthoptics. Can identify the different pleoptic and orthoptic exercises.
Becomes familiar with and understands the re-education process and its conditions. Gain knowledge of vision re-education for preschool and young school-age children, and vision re-education for adult individuals with visual impairment. Recognizes and can apply the principles of visual perception re-education.
Training of individual components of visual perception - the student will acquire the skills to practically apply in the process of reeducation training of orientation in space, training of visual differentiation, training of right-left orientation, training of right-left eye movement, training of visual analysis and synthesis, training of visual memory, training of colour perception and colour refinement, training of shape perception, training of surface perception, training of space perception and orientation in space, training of depth perception.
The influence of light on the development of visual functions. The student will understand the importance of proper and effective lighting on the reeducation process, learn the importance of light filters for visual reeducation.
Lower compensatory mechanisms. Higher compensatory mechanisms. The student is oriented to lower and higher compensatory mechanisms, learns their importance, has knowledge of their application to the process of reeducation. Within the framework of the acquired skills he/she is able

to develop compensatory mechanisms through various (also innovative) re-education methods and activities.
Exercises and activities in the re-education process. The student will gain an overview, acquire knowledge of different re-education practices and programs. Orientation in visual stimulation, in exercises on chromatherapy tables, in stereoscopic visual exercises of Rudolf Sachsenweger. He/she is familiar with graphomotor exercises, computer programs for visual support, art re-education activities.
Understands the importance of children's expression in the educational and re-educational process. Alternative/innovative special education approaches in vision re-education for children with binocular vision disorders. Gain an overview of possible innovative approaches in vision re-education.

Recommended literature:

Compulsory readings:
LOPÚCHOVÁ, J. Reedukácia a komplexná rehabilitácia zraku z jednotlivcov so zrakovým postihnutím. Bratislava: IRIS, 2010. ISBN 978-80-89238-40-8.
LOPÚCHOVÁ, J. Komplexná podpora rozvoja zrakových funkcií u jednotlivcov so zrakovým postihnutím s akcentom na reedukáciu zraku. In: Současná slovenská a česká speciální pedagogika v kontextu vědy a výzkumu. - Praha : Knihy nejen pro bohaté, 2014. - S. 163-200. - ISBN 978-80-86499-10-9
LOPÚCHOVÁ, J. Metodika na rozvoj zrakových funkcií v procese reedukácie zraku u detí s poruchami binokulárneho videnia : výskumné zistenia z overovania metodiky. In: Paedagogica specialis 30. - Bratislava : Univerzita Komenského v Bratislave, 2016. S. 182-191. ISBN 978-80-223-4155-4
LOPÚCHOVÁ, J. Z výskumu účinnosti reedukačných výtvarných techník u detí s poruchami binokulárneho videnia. In: Umenie v kontexte špeciálnej pedagogiky. - Bratislava : Iris, 2011. - S. 165-181. ISBN 978-80-89238-49-1
LOPÚCHOVÁ, J. Reedukačné činnosti ako prostriedok rozvíjania výtvarného nadania u detí a žiakov so zrakovým postihnutím. In: CREA-AE 2014 [elektronický zdroj]. - Zohor : Virvar, 2014. - S. 342-346 [online]. - ISBN 978-80-89693-03-0
Recommended readings:
LOPÚCHOVÁ, J.: Počítačový program ako inovatívna alternatíva na podporu zraku k tradičným reedukačným metódam. In: Sborník textů z 12. mezinárodní konference k problematice osob se specifickými potřebami a 7. mezinárodní dramaterapeutická konference [elektronický zdroj]. - Olomouc : Univerzita Palackého, 2012. S. 493-521 [CD-ROM]. - ISBN 978-80-244-2966-3
LOPÚCHOVÁ, J. Nové možnosti a metódy reedukácie zraku u detí s poruchami binokulárneho videnia v predškolskom veku. In: Sborník 8. Mezinárodní konference k problematice osob se specifickými potřebami a 3. Dramaterapeutická konference [elektronický zdroj]. - Olomouc : Univerzita Palackého, 2008. - S. 1-7 [CD-ROM]. ISBN 978-80-244-1911-4
LOPÚCHOVÁ, J. Výtvarné činnosti ako reedukačný prostriedok a súčasť komplexnej edukačnej činnosti binokulárne postihnutých detí v predškolskom veku. In: Efeta - otvor sa 2000 : Komplexná starostlivosť o deti a mládež so špeciálnymi výchovnými a vzdelávacími potrebami : Ročenka časopisu o komplexnej rehabilitácii ľudí s postihnutím. - Bratislava : Pedagogická fakulta, 2001. - S. 191-199. - ISBN80-88868-68-8.
LOPÚCHOVÁ, J. Možnosti reedukácie u zrakovo a viacnásobne postihnutých detí. In: Nové trendy v edukácii a v starostlivosti o zrakovo postihnutých. - Bratislava : Jana Lopúchová, 2006. S. 63-66. - ISBN 80-969125-8-5
KVĚTOŇOVÁ-ŠVECOVÁ, L., MADLENER, I., ŘEHŮŘEK, J., VÍTKOVÁ, M. Možnosti reedukace zraku při kombinovaném postižení. Brno: Paido, 1999. ISBN 80-85931-75-3.

RŮŽIČKOVÁ,K. Reedukace zraku a její výcvik. In: JESENSKÝ,J. Prolegomena systému tyflorehabilitace a metodiky tyflorehabilitačních výcviků. Praha: UJAK, 2007. ISBN 978-80-86723-49-5.
MORAVCOVÁ, D. 2004. Zraková terapie slabozrakých a pacientů s nízkým vizem. Praha: Triton, 2004. 204 s. ISBN 80-7254-476-4.
ROSENBAUER,H.W. Zrakové cvičenia. Ako predchádzať zrakovým poruchám a ako ich liečiť. Bratislava: Ikar, 1999. ISBN 978-80-7118-967-7.
GERINEC, A. Detská oftalmológia. Martin: Osveta, 2005. ISBN 80-80632-181-6.
KEBLOVÁ, A. Čich, hmat, sluchové vnímání, náprava binokulárních poruch. Praha: Septima, 1999. ISBN-.

Languages necessary to complete the course:
slovak, czech

Notes:

Past grade distribution
Total number of evaluated students: 61

A	ABS	B	C	D	E	FX
65,57	0,0	21,31	9,84	3,28	0,0	0,0

Lecturers: doc. PaedDr. Jana Lopúchová, PhD., Mgr. Marek Hlina

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde052/22	Special Education Interventions for Individuals with Disabilities communication skills

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
2S - 11x2 hours per week, in the form of a seminar, full-time or combined, a total of 22 hours per semester
Student workload:
2S (2 credits): 11x2 hours of direct instruction = 22 hours; 14 hours of seminar paper preparation; 20 hours of midterm assessment preparation; 20 hours of exam preparation. A total of 74 hours of student work.
Learning methods: discussion of the topic; small group work; problem solving, interpretation
2S - 11x2 hours per week, in the form of a seminar, full-time or combined, a total of 22 hours per semester
Student workload:
2S (2 credits): 11x2 hours of direct instruction = 22 hours; 14 hours of seminar paper preparation; 20 hours of midterm assessment preparation; 20 hours of exam preparation. A total of 74 hours of student work.
Learning methods: discussion of the topic; small group work; problem solving, interpretation

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
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.
During the semester, the student will present his/her term paper on a topic assigned by the instructor. The student may receive a maximum of 50 points for the written final test, a maximum of 30 points for the midterm test, and a maximum of 20 points for the seminar paper.
Credit will not be awarded unless the student earns at least 55% on the written final test. To pass the course, a minimum score of 60% is required.
Grades are awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),

D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student acquires knowledge about pedagogy of children with impaired communication skills (ICS) as a part of special pedagogy - goals, tasks, meaning. The student becomes familiar with the repertoire of special education interventions for children with SEN and gains knowledge about the content and methods of intervention activities for children with SEN. Theoretically knows and practically can apply the procedures of diagnosis, stimulation, correction, compensation and education of children with NKS within the competences of a special educator. He/she knows how to support interventions with special aids and software.
The student develops critical thinking, communication skills, organizational skills, improves computer literacy and digital skills, creativity, abstract thinking skills, critical thinking, and reasoning in context.

Class syllabus:
1. Pedagogy of children and pupils with impaired communication skills (ICS) as a part of special pedagogy - goals, tasks, meaning.
2. Possibilities of special pedagogical interventions for children and pupils with ICS.
3. Content and methods of intervention activities for children and pupils with ICS.
4. Diagnosis, stimulation, correction, compensation and education of children and pupils with ICS within the competences of a special educator.
5. Supporting interventions with special aids and software.

Recommended literature:
Compulsory readings:
LECHTA, V. a kol., 2002. Terapia narušenej komunikačnej schopnosti. Vydavateľstvo Osveta. Martin, 2002. ISBN 80-8063-092-5.
KEREKRÉTIOVÁ, A. a kol., 2016. Logopédia. Bratislava, UK 2016. ISBN 978-80-223-4165-3.
Recommended readings:
LECHTA, V. a kol., 2003. Diagnostika narušenej komunikačnej schopnosti. Portál. 358 s. ISBN 80-7178-801-5.
KEREKRÉTIOVÁ, A. a kol., 2016. Logopedická propedeutika. Bratislava, UK 2016. ISBN 978-80-223-4164-6.
HREBEŇÁROVÁ, L. – HUČÍK, J. – HUČÍKOVÁ, A. – ŽOLNOVÁ, J.,2015. Vybrané oblasti inkluzívnej edukácie žiakov so špeciálnymi výchovno-vzdelávacími potrebami v primárnom vzdelávaní. Prešov, Vydavateľstvo PU, 2015. ISBN 978-80-555-1457-4.
OSTATNÍKOVÁ, D., 2003. Anatómia, fyziológia a patofyziológia reči. Bratislava, Asklepios 2003. ISBN 80-7167-046-4.
PORUBOVIČOVÁ, Ľ. – CIRJAKOVÁ, Z. 2014. Model rozvoja predčitateľskej gramotnosti v skupine detí s rizikovým vývinom. In Harčaríková, T. – Krajčí, P. : Poruchy učenia ako edukačný fenomén : zborník príspevkov. [CD-rom]. Bratislava : IRIS, 2014. s. 7-16. ISBN 978-80-89726-15-8.

LECHTA,V. – PORUBOVIČOVÁ, Ľ. – CIRJAKOVÁ, Z.: Výchova a vzdelávanie detí s narušenou komunikačnou schopnosťou v predprimárnom vzdelávaní. In: Vladová, K. – Lechta, V.: Aplikácia vzdelávacích programov pre deti so zdravotným znevýhodnením pre predprimárne vzdelávanie. ŠPÚ, Bratislava, 2017. Dostupné na internete: https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevyhodnenim-vseobecnym-intelektovym-nadanim/predprimarne-vzdelavanie.pdf
VITÁSKOVÁ, K.; PEUTELSCHMIEDOVÁ, A., 2005. Logopedie. Olomouc, UP 2005. ISBN 80-244-1088-5.
VANČOVÁ, A., 2010. Základy pedagogiky detí (osôb) s narušenou komunikačnou schopnosťou. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. - Bratislava : Iris, 2010. - S. 537-566. - ISBN 978-80-89238-37-8

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

Notes:

Past grade distribution
Total number of evaluated students: 230

A	ABS	B	C	D	E	FX
82,17	0,0	14,35	1,3	0,0	0,0	2,17

Lecturers: Mgr. Nikoletta Szászová, PhD., MBA

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde052/22	Special Education Interventions for Individuals with Disabilities communication skills

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
2S - 11x2 hours per week, in the form of a seminar, full-time or combined, a total of 22 hours per semester
Student workload:
2S (2 credits): 11x2 hours of direct instruction = 22 hours; 14 hours of seminar paper preparation; 20 hours of midterm assessment preparation; 20 hours of exam preparation. A total of 74 hours of student work.
Learning methods: discussion of the topic; small group work; problem solving, interpretation
2S - 11x2 hours per week, in the form of a seminar, full-time or combined, a total of 22 hours per semester
Student workload:
2S (2 credits): 11x2 hours of direct instruction = 22 hours; 14 hours of seminar paper preparation; 20 hours of midterm assessment preparation; 20 hours of exam preparation. A total of 74 hours of student work.
Learning methods: discussion of the topic; small group work; problem solving, interpretation

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
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.
During the semester, the student will present his/her term paper on a topic assigned by the instructor. The student may receive a maximum of 50 points for the written final test, a maximum of 30 points for the midterm test, and a maximum of 20 points for the seminar paper.
Credit will not be awarded unless the student earns at least 55% on the written final test. To pass the course, a minimum score of 60% is required.
Grades are awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),

D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student acquires knowledge about pedagogy of children with impaired communication skills (ICS) as a part of special pedagogy - goals, tasks, meaning. The student becomes familiar with the repertoire of special education interventions for children with SEN and gains knowledge about the content and methods of intervention activities for children with SEN. Theoretically knows and practically can apply the procedures of diagnosis, stimulation, correction, compensation and education of children with NKS within the competences of a special educator. He/she knows how to support interventions with special aids and software.
The student develops critical thinking, communication skills, organizational skills, improves computer literacy and digital skills, creativity, abstract thinking skills, critical thinking, and reasoning in context.

Class syllabus:
1. Pedagogy of children and pupils with impaired communication skills (ICS) as a part of special pedagogy - goals, tasks, meaning.
2. Possibilities of special pedagogical interventions for children and pupils with ICS.
3. Content and methods of intervention activities for children and pupils with ICS.
4. Diagnosis, stimulation, correction, compensation and education of children and pupils with ICS within the competences of a special educator.
5. Supporting interventions with special aids and software.

Recommended literature:
Compulsory readings:
LECHTA, V. a kol., 2002. Terapia narušenej komunikačnej schopnosti. Vydavateľstvo Osveta. Martin, 2002. ISBN 80-8063-092-5.
KEREKRÉTIOVÁ, A. a kol., 2016. Logopédia. Bratislava, UK 2016. ISBN 978-80-223-4165-3.
Recommended readings:
LECHTA, V. a kol., 2003. Diagnostika narušenej komunikačnej schopnosti. Portál. 358 s. ISBN 80-7178-801-5.
KEREKRÉTIOVÁ, A. a kol., 2016. Logopedická propedeutika. Bratislava, UK 2016. ISBN 978-80-223-4164-6.
HREBEŇÁROVÁ, L. – HUČÍK, J. – HUČÍKOVÁ, A. – ŽOLNOVÁ, J.,2015. Vybrané oblasti inkluzívnej edukácie žiakov so špeciálnymi výchovno-vzdelávacími potrebami v primárnom vzdelávaní. Prešov, Vydavateľstvo PU, 2015. ISBN 978-80-555-1457-4.
OSTATNÍKOVÁ, D., 2003. Anatómia, fyziológia a patofyziológia reči. Bratislava, Asklepios 2003. ISBN 80-7167-046-4.
PORUBOVIČOVÁ, Ľ. – CIRJAKOVÁ, Z. 2014. Model rozvoja predčitateľskej gramotnosti v skupine detí s rizikovým vývinom. In Harčaríková, T. – Krajčí, P. : Poruchy učenia ako edukačný fenomén : zborník príspevkov. [CD-rom]. Bratislava : IRIS, 2014. s. 7-16. ISBN 978-80-89726-15-8.

LECHTA,V. – PORUBOVIČOVÁ, Ľ. – CIRJAKOVÁ, Z.: Výchova a vzdelávanie detí s narušenou komunikačnou schopnosťou v predprimárnom vzdelávaní. In: Vladová, K. – Lechta, V.: Aplikácia vzdelávacích programov pre deti so zdravotným znevýhodnením pre predprimárne vzdelávanie. ŠPÚ, Bratislava, 2017. Dostupné na internete: https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevyhodnenim-vseobecnym-intelektovym-nadanim/predprimarne-vzdelavanie.pdf
VITÁSKOVÁ, K.; PEUTELSCHMIEDOVÁ, A., 2005. Logopedie. Olomouc, UP 2005. ISBN 80-244-1088-5.
VANČOVÁ, A., 2010. Základy pedagogiky detí (osôb) s narušenou komunikačnou schopnosťou. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. - Bratislava : Iris, 2010. - S. 537-566. - ISBN 978-80-89238-37-8

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

Notes:

Past grade distribution
Total number of evaluated students: 230

A	ABS	B	C	D	E	FX
82,17	0,0	14,35	1,3	0,0	0,0	2,17

Lecturers: Mgr. Nikoletta Szászová, PhD., MBA

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPOde016/22	Special counselling, therapeutic and intervention programmes

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
2S, 2 hours of seminar per week, a total of 22 hours per semester, combined method.
Student workload:
2S (3 credits): 11x2 hours of direct teaching = 22 hours; 16 hours of seminar work preparation; 21 hours of preparation for ongoing activities; 31 hours of preparation for assessment. A total of 90 hours of student work.
Education Methods:
Monological methods (explanation, narration, instruction); Dialogic methods (interview, discussion, polemic, colloquium); Situational methods (case studies); Problem methods (problem interpretation, creation of mind maps, morphological method, method of situation analysis, heuristics, creation of analogies, forecasting, practice, research); Practical methods (written, simulations, training); Guided self-study (working with text, solving tasks, and assignments).

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, the student prepares a seminar work for 20 points, four ongoing activities of 5 points each will be assigned, and in the ongoing evaluation week there is a final evaluation in the form of a written knowledge test for 60 points.
At least 91 points are required to obtain a final grade A, at least 81 points to obtain a grade B, at least 73 points for a grade C, at least 66 points for a D and at least 60 points for an E grade. Credits will not be awarded to a student who obtains less than 15 points in any of the four ongoing activities. In order to successfully complete the subject, it is necessary to obtain at least 60 % of the point evaluation.
The rating is given on a scale:
A (100-91 %, excellent - excellent results). The student mastered special counseling, therapeutic and intervention programs in the high above-average range within the five levels of support of the counseling system in education. Has professional competences and practical skills for the use of various development, stimulation programs, and specific professional activities in special pedagogical counseling for individuals with special educational needs of different ages; has the practical skills of creating an individual therapeutic program based on the analysis of conclusions from special pedagogical diagnostics. The student formulates a prognosis in a highly professional

manner, proposes measures and recommendations for the child and pupil with special educational needs, for legal representatives, pedagogical and professional staff, and school facilities.
B (90-8 1%, very good – above average standard, excellent performance). The student knows/ masters the learning outcomes specifically detailed above at grade A, but critical thinking is borderline.
C (80-73 %, good - regular reliable work, good performance). Although the student knows, but does not know how to apply professional knowledge and skills in practice, the student in the average range controls the educational results specifically detailed above for grade A.
D (72-66 %, satisfactorily - acceptable results). The student satisfactorily controls the learning outcomes specifically described above in the assessment of A. In practice, further self-study and the acquisition of additional practical skills are expected, although the results are acceptable.
E (65-60 %, sufficient – the results meet the minimum criteria). The student has basic knowledge that meets the minimum criteria. The student controls with the minimum criteria the educational results specifically detailed above for grade A. In practice, further self-study and the acquisition of additional practical skills are assumed, as the results border on insufficient performance.
Fx (59-0 %, insufficient - more additional work required). The student does not have sufficient control even with the minimum criteria of the educational results specifically detailed above in the overall assessment. Repetition of the course is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student will gain knowledge from various development, stimulation programs, and specific professional activities of a school special pedagogue in kindergartens, primary and secondary schools of various types, a special pedagogue and a field special pedagogue in a counseling and prevention center, as well as in a specialized counseling and prevention center for individuals with special educational needs of different ages and individuals with intellectual disabilities, physical disabilities, visual disabilities, hearing disabilities, multiple disabilities, pervasive autism spectrum, developmental learning disabilities, developmental activity and attention disorders, sickness and health impairment, from a socially disadvantaged environment, with giftedness and talent, or for individuals with temporary difficulties.
Acquires and knows how to practically apply information about various counseling, therapeutic, stimulation, and intervention programs of special pedagogical counseling and diagnostics.
He/she can apply basic research and participate in the creation of new methods and methodologies in counseling, but also his/her own. He/she actively participates in interdisciplinary, multidisciplinary, and transdisciplinary cooperation with interested pedagogical and professional employees and specialists from various departments within the framework of complex educational rehabilitation.
Other skills: Communication skills, organizational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills.

Class syllabus:
The course is practically oriented so that the student acquires practical abilities and skills and highly professional competences of a special pedagogic character necessary for the performance of the profession of pedagogic and professional employee.
The main areas of the course include:
Speech therapy programs and special pedagogical therapy - ABA/VB therapy; Orofacial regulatory therapy; StiFoR – Stimulation of the phonetic repertoire; Minimum pairs; Phonemic awareness training according to Elkonin; Language-cognitive methods of prevention and therapy of dyslexia; Stimulation of understanding in children; Interactive reading method.
Development, stimulation, intervention programs - PECS exchangeable picture communication system; My teaching; Hypo; I will do it; Integrative remedial program for children with ADHD;

DysCom; Bee; HRV Biofeedback emWave Desktop; Logico primo; Logico Piccolo; KIJKDOOS; Stimulation program for the prevention of learning disorders in children of preschool age; Applied behavioral analysis; Mirabilis correctional program for children with SEN in the 1st grade of primary school; KUPOZ; KUPREV; KUHAD; KUMOT; FONO 2 and FONO3; Tablexia; Training manual; I draw a round wheel I. and II.; Exercises for dyslexics I.-VIII; Development of partial function deficits according to Dr. Sindelar; The Good Start Method; An instrument of cognitive enrichment according to Feuerstein; Sfumato – Flowing reading; Structured learning; Active learning method according to Lilli Nielsen; Montessori pedagogy.
Complex reeducation programs – Feuerstein; Elkonin 1 and 2, (phonemic awareness training); Sindelar (we prevent learning disabilities); Correction of graphomotor difficulties in children of preschool age - Y. Heyrovská; Mirabilis; Maxik; Ropratem (work pace from the 3rd year of elementary school to high school students, I. Kopecká and D. Ženková); Kupoz (a program for the development of attention for children from 8 years old); Kuprev (preventive program for children from 4 to 8 years old); Kumot (preventive program for the development of motor skills); Kupub (prevention program for adolescents); Basics of reading – Michalová; Development of perception and knowledge, V. Pokorná; Development of graphomotor skills. Bednářová, V. Šmardová; Reading for dyslexics M. Horecká; Alfík; Method of a good start according to J. Swierkoszová, S. Stanová; Attention School; I can do it! (DYS center Prague); Bilateral integration; JIAS - auditory training; Tablexia.
Specific professional activities - Stimulation of oromotor skills; Breathing exercises; Phonetic exercises; Articulation exercises; Developing phonemic differentiation; Developing phonemic awareness; Phonological therapy – cyclical phonological training; Developing passive vocabulary; Developing active vocabulary; Developing the ability to categorize, building superior concepts; Stimulation of semantic categories; Stimulation of grammatical categories; Stimulation of grammar at the level of words (developing inflection, agreement, gradation, etc.); Stimulation of grammar at the level of sentence structure; Stimulation of understanding - at the level of sentences; Stimulation of understanding in longer conversations; Stimulating narratives; Developing pragmatics; Stimulation of verbal communication; Stimulation of nonverbal communication; Reading technique training; Stimulation of the connection between spoken and written language; AAC therapy; Relaxation training; Art therapy; Development of graphomotorics (J. Bednářová, V. Šmardová); Spatial orientation (J. Bednářová); Fun exercises for reading development (P. Svoboda); Reading for dyslexics (M. Horecká); Poetic speech therapy (M. Košútová, D. Dolinajcová); We prevent learning disabilities (B. Sindelarová); We prevent the child's tendency to dyslexia, dysgraphia, dyscalculia (V. Pokorná); PZ – Kuliferdo; Basics of reading (Michalová); Let's learn to read together (Stanová); Similarities and differences (Z. Michalová, 1998); Development of perception and cognition 1,2 (V. Pokorná); Renátka's tasks (V. Hlinková, M. Labudová), 2013; Plot sequences I., II. (S. Mináriková) – material for preschoolers, Infra; Basal stimulation - concept; Activities in the multisensory environment Snoezelen; Instruction and training in the use of a special aid; CogniPlus system for cognitive training - SCHUFRIED; Reading tables J. Novák.

Recommended literature:

Compulsory readings:

JANKŮ, K. 2013. Terapie ve speciálni pedagogice. Základy a obecná vymezení. Ostrava: Ostravská univerzita v Ostravě, 2013. ISBN 978-80-7464-280-7
KASTELOVÁ, A. 2012. Diagnostika v špeciálnej pedagogike. Bratislava: Sapientia, 2012. ISBN 978-80-89229-24-6
MÜLLER, O. a kol. 2014. Terapie ve speciální pedagogice.2. Prepracované vydanie. Praha: Grada, 2014. 978-80-247-4172-7

Recommended readings:

BARTOŇOVÁ, M. 2020. Přístupy a intervence k jedincům se specifickými poruchami učení. Bratislava. Iris, 2020. ISBN 978-80-8200-065-1
DRAPELA, J., HRABAL, V. 1995. Vybrané poradenské smery. Praha: Univerzita Karlova, 1995. ISBN 8071840114
FABIANOVÁ, A. 2014. Orofaciálna a bazálna stimulácia. Tobiáš, 2014. ISBN: 978-80-7311-145-8
HARČARÍKOVÁ, T. 2010. Základy pedagogiky jednotlivcov so špecifickými poruchami učenia. 1. vyd. - Bratislava: Iris, 2010. ISBN 978-80-89238-31-6
KASTELOVÁ, A., NÉMETH, O. 2013. Základy špeciálnopedagogickej diagnostiky a základy špeciálnopedagogického poradenstva. Bratislava: IRIS, 2013. ISBN 978-80-89238-86-6
KEARNEY, A. J., 2020. ABA. Jak porozumět aplikované behaviorální analýze. Praha: PASPARTA, 2020. ISBN 978-80-88290-48-3
KLENKOVÁ, J. 2000. Možnosti stimulace preverbálních a verbálních schopností vývojově postižených dětí. Brno: Paido, 2000. ISBN 80-85931-91-5
KNAPCOVÁ, M. 2011. Výměnný obrázkový komunikačný systém – VOKS. Praha: NÚV, 2011. ISBN 978-80-86856-88-9
MIKULAJOVÁ, M – DUJČÍKOVÁ, O. 2001. Tréning fonematického uvedomovania podľa D. B. Eľkonina. Metodická príručka. Bratislava: Dialóg, 2001.
MIKULAJOVÁ, M. 2009. Jazykovo-kognitívne metódy prevencie a terapie dyslexie. Učebný text pre logopédov, psychológov a špeciálnych pedagógov. Bratislava: Mabag spol. s.r.o., 2009. ISBN 978-80-89113-74-3
MORALES, R. C. 2006. Orofaciální regulační terapie. Praha: Portál, 2006. ISBN 80-7367-105-0
MÜLLER, O. 2005. Terapie ve speciální pedagogice. Olomouc: Univerzita Palackého, 2005. ISBN 80-244- 1075-3
NÉMETH,O. 2010. Špeciálnopedagogické poradenstvo na Slovensku. 1. vyd. Bratislava: Sapienta, 2010. ISBN 978-80-89229-20-8.
PIPEKOVÁ, J. VÍTKOVÁ, M. 2001. Terapie ve speciálně pedagogické péči. Brno: Paido, 2001. ISBN 80-7315-010-7
POKORNÁ, V. 2001. Teorie a náprava vývojových poruch učení a chování. Praha. Portál, 2001. I SBN 80-7178-570-9.
SINDELAROVÁ, B. 1996. Předcházíme poruchám učení. Praha: Portál, 1996.
ZELINKOVÁ, O. 2003. Poruchy učení. Specifické poruchy čtení, psaní a dalších školních dovedností. Praha: Portál, 2003. ISBN 80-7178-800-7

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

Notes:

Past grade distribution
Total number of evaluated students: 398

A	ABS	B	C	D	E	FX
86,18	0,0	9,8	3,77	0,0	0,0	0,25

Lecturers: Mgr. Nikoletta Szászová, PhD., MBA

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPOde016/22	Special counselling, therapeutic and intervention programmes

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
2S, 2 hours of seminar per week, a total of 22 hours per semester, combined method.
Student workload:
2S (3 credits): 11x2 hours of direct teaching = 22 hours; 16 hours of seminar work preparation; 21 hours of preparation for ongoing activities; 31 hours of preparation for assessment. A total of 90 hours of student work.
Education Methods:
Monological methods (explanation, narration, instruction); Dialogic methods (interview, discussion, polemic, colloquium); Situational methods (case studies); Problem methods (problem interpretation, creation of mind maps, morphological method, method of situation analysis, heuristics, creation of analogies, forecasting, practice, research); Practical methods (written, simulations, training); Guided self-study (working with text, solving tasks, and assignments).

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, the student prepares a seminar work for 20 points, four ongoing activities of 5 points each will be assigned, and in the ongoing evaluation week there is a final evaluation in the form of a written knowledge test for 60 points.
At least 91 points are required to obtain a final grade A, at least 81 points to obtain a grade B, at least 73 points for a grade C, at least 66 points for a D and at least 60 points for an E grade. Credits will not be awarded to a student who obtains less than 15 points in any of the four ongoing activities. In order to successfully complete the subject, it is necessary to obtain at least 60 % of the point evaluation.
The rating is given on a scale:
A (100-91 %, excellent - excellent results). The student mastered special counseling, therapeutic and intervention programs in the high above-average range within the five levels of support of the counseling system in education. Has professional competences and practical skills for the use of various development, stimulation programs, and specific professional activities in special pedagogical counseling for individuals with special educational needs of different ages; has the practical skills of creating an individual therapeutic program based on the analysis of conclusions from special pedagogical diagnostics. The student formulates a prognosis in a highly professional

manner, proposes measures and recommendations for the child and pupil with special educational needs, for legal representatives, pedagogical and professional staff, and school facilities.
B (90-8 1%, very good – above average standard, excellent performance). The student knows/ masters the learning outcomes specifically detailed above at grade A, but critical thinking is borderline.
C (80-73 %, good - regular reliable work, good performance). Although the student knows, but does not know how to apply professional knowledge and skills in practice, the student in the average range controls the educational results specifically detailed above for grade A.
D (72-66 %, satisfactorily - acceptable results). The student satisfactorily controls the learning outcomes specifically described above in the assessment of A. In practice, further self-study and the acquisition of additional practical skills are expected, although the results are acceptable.
E (65-60 %, sufficient – the results meet the minimum criteria). The student has basic knowledge that meets the minimum criteria. The student controls with the minimum criteria the educational results specifically detailed above for grade A. In practice, further self-study and the acquisition of additional practical skills are assumed, as the results border on insufficient performance.
Fx (59-0 %, insufficient - more additional work required). The student does not have sufficient control even with the minimum criteria of the educational results specifically detailed above in the overall assessment. Repetition of the course is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student will gain knowledge from various development, stimulation programs, and specific professional activities of a school special pedagogue in kindergartens, primary and secondary schools of various types, a special pedagogue and a field special pedagogue in a counseling and prevention center, as well as in a specialized counseling and prevention center for individuals with special educational needs of different ages and individuals with intellectual disabilities, physical disabilities, visual disabilities, hearing disabilities, multiple disabilities, pervasive autism spectrum, developmental learning disabilities, developmental activity and attention disorders, sickness and health impairment, from a socially disadvantaged environment, with giftedness and talent, or for individuals with temporary difficulties.
Acquires and knows how to practically apply information about various counseling, therapeutic, stimulation, and intervention programs of special pedagogical counseling and diagnostics.
He/she can apply basic research and participate in the creation of new methods and methodologies in counseling, but also his/her own. He/she actively participates in interdisciplinary, multidisciplinary, and transdisciplinary cooperation with interested pedagogical and professional employees and specialists from various departments within the framework of complex educational rehabilitation.
Other skills: Communication skills, organizational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills.

Class syllabus:
The course is practically oriented so that the student acquires practical abilities and skills and highly professional competences of a special pedagogic character necessary for the performance of the profession of pedagogic and professional employee.
The main areas of the course include:
Speech therapy programs and special pedagogical therapy - ABA/VB therapy; Orofacial regulatory therapy; StiFoR – Stimulation of the phonetic repertoire; Minimum pairs; Phonemic awareness training according to Elkonin; Language-cognitive methods of prevention and therapy of dyslexia; Stimulation of understanding in children; Interactive reading method.
Development, stimulation, intervention programs - PECS exchangeable picture communication system; My teaching; Hypo; I will do it; Integrative remedial program for children with ADHD;

DysCom; Bee; HRV Biofeedback emWave Desktop; Logico primo; Logico Piccolo; KIJKDOOS; Stimulation program for the prevention of learning disorders in children of preschool age; Applied behavioral analysis; Mirabilis correctional program for children with SEN in the 1st grade of primary school; KUPOZ; KUPREV; KUHAD; KUMOT; FONO 2 and FONO3; Tablexia; Training manual; I draw a round wheel I. and II.; Exercises for dyslexics I.-VIII; Development of partial function deficits according to Dr. Sindelar; The Good Start Method; An instrument of cognitive enrichment according to Feuerstein; Sfumato – Flowing reading; Structured learning; Active learning method according to Lilli Nielsen; Montessori pedagogy.
Complex reeducation programs – Feuerstein; Elkonin 1 and 2, (phonemic awareness training); Sindelar (we prevent learning disabilities); Correction of graphomotor difficulties in children of preschool age - Y. Heyrovská; Mirabilis; Maxik; Ropratem (work pace from the 3rd year of elementary school to high school students, I. Kopecká and D. Ženková); Kupoz (a program for the development of attention for children from 8 years old); Kuprev (preventive program for children from 4 to 8 years old); Kumot (preventive program for the development of motor skills); Kupub (prevention program for adolescents); Basics of reading – Michalová; Development of perception and knowledge, V. Pokorná; Development of graphomotor skills. Bednářová, V. Šmardová; Reading for dyslexics M. Horecká; Alfík; Method of a good start according to J. Swierkoszová, S. Stanová; Attention School; I can do it! (DYS center Prague); Bilateral integration; JIAS - auditory training; Tablexia.
Specific professional activities - Stimulation of oromotor skills; Breathing exercises; Phonetic exercises; Articulation exercises; Developing phonemic differentiation; Developing phonemic awareness; Phonological therapy – cyclical phonological training; Developing passive vocabulary; Developing active vocabulary; Developing the ability to categorize, building superior concepts; Stimulation of semantic categories; Stimulation of grammatical categories; Stimulation of grammar at the level of words (developing inflection, agreement, gradation, etc.); Stimulation of grammar at the level of sentence structure; Stimulation of understanding - at the level of sentences; Stimulation of understanding in longer conversations; Stimulating narratives; Developing pragmatics; Stimulation of verbal communication; Stimulation of nonverbal communication; Reading technique training; Stimulation of the connection between spoken and written language; AAC therapy; Relaxation training; Art therapy; Development of graphomotorics (J. Bednářová, V. Šmardová); Spatial orientation (J. Bednářová); Fun exercises for reading development (P. Svoboda); Reading for dyslexics (M. Horecká); Poetic speech therapy (M. Košútová, D. Dolinajcová); We prevent learning disabilities (B. Sindelarová); We prevent the child's tendency to dyslexia, dysgraphia, dyscalculia (V. Pokorná); PZ – Kuliferdo; Basics of reading (Michalová); Let's learn to read together (Stanová); Similarities and differences (Z. Michalová, 1998); Development of perception and cognition 1,2 (V. Pokorná); Renátka's tasks (V. Hlinková, M. Labudová), 2013; Plot sequences I., II. (S. Mináriková) – material for preschoolers, Infra; Basal stimulation - concept; Activities in the multisensory environment Snoezelen; Instruction and training in the use of a special aid; CogniPlus system for cognitive training - SCHUFRIED; Reading tables J. Novák.

Recommended literature:

Compulsory readings:
JANKŮ, K. 2013. Terapie ve speciálni pedagogice. Základy a obecná vymezení. Ostrava: Ostravská univerzita v Ostravě, 2013. ISBN 978-80-7464-280-7
KASTELOVÁ, A. 2012. Diagnostika v špeciálnej pedagogike. Bratislava: Sapientia, 2012. ISBN 978-80-89229-24-6
MÜLLER, O. a kol. 2014. Terapie ve speciální pedagogice.2. Prepracované vydanie. Praha: Grada, 2014. 978-80-247-4172-7
Recommended readings:

BARTOŇOVÁ, M. 2020. Přístupy a intervence k jedincům se specifickými poruchami učení. Bratislava. Iris, 2020. ISBN 978-80-8200-065-1
DRAPELA, J., HRABAL, V. 1995. Vybrané poradenské smery. Praha: Univerzita Karlova, 1995. ISBN 8071840114
FABIANOVÁ, A. 2014. Orofaciálna a bazálna stimulácia. Tobiáš, 2014. ISBN: 978-80-7311-145-8
HARČARÍKOVÁ, T. 2010. Základy pedagogiky jednotlivcov so špecifickými poruchami učenia. 1. vyd. - Bratislava: Iris, 2010. ISBN 978-80-89238-31-6
KASTELOVÁ, A., NÉMETH, O. 2013. Základy špeciálnopedagogickej diagnostiky a základy špeciálnopedagogického poradenstva. Bratislava: IRIS, 2013. ISBN 978-80-89238-86-6
KEARNEY, A. J., 2020. ABA. Jak porozumět aplikované behaviorální analýze. Praha: PASPARTA, 2020. ISBN 978-80-88290-48-3
KLENKOVÁ, J. 2000. Možnosti stimulace preverbálních a verbálních schopností vývojově postižených dětí. Brno: Paido, 2000. ISBN 80-85931-91-5
KNAPCOVÁ, M. 2011. Výměnný obrázkový komunikačný systém – VOKS. Praha: NÚV, 2011. ISBN 978-80-86856-88-9
MIKULAJOVÁ, M – DUJČÍKOVÁ, O. 2001. Tréning fonematického uvedomovania podľa D. B. Eľkonina. Metodická príručka. Bratislava: Dialóg, 2001.
MIKULAJOVÁ, M. 2009. Jazykovo-kognitívne metódy prevencie a terapie dyslexie. Učebný text pre logopédov, psychológov a špeciálnych pedagógov. Bratislava: Mabag spol. s.r.o., 2009. ISBN 978-80-89113-74-3
MORALES, R. C. 2006. Orofaciální regulační terapie. Praha: Portál, 2006. ISBN 80-7367-105-0
MÜLLER, O. 2005. Terapie ve speciální pedagogice. Olomouc: Univerzita Palackého, 2005. ISBN 80-244- 1075-3
NÉMETH,O. 2010. Špeciálnopedagogické poradenstvo na Slovensku. 1. vyd. Bratislava: Sapienta, 2010. ISBN 978-80-89229-20-8.
PIPEKOVÁ, J. VÍTKOVÁ, M. 2001. Terapie ve speciálně pedagogické péči. Brno: Paido, 2001. ISBN 80-7315-010-7
POKORNÁ, V. 2001. Teorie a náprava vývojových poruch učení a chování. Praha. Portál, 2001. I SBN 80-7178-570-9.
SINDELAROVÁ, B. 1996. Předcházíme poruchám učení. Praha: Portál, 1996.
ZELINKOVÁ, O. 2003. Poruchy učení. Specifické poruchy čtení, psaní a dalších školních dovedností. Praha: Portál, 2003. ISBN 80-7178-800-7

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

Notes:

Past grade distribution
Total number of evaluated students: 398

A	ABS	B	C	D	E	FX
86,18	0,0	9,8	3,77	0,0	0,0	0,25

Lecturers: Mgr. Nikoletta Szászová, PhD., MBA

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPOde013/22	Special education counseling

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

Type, volume, methods and workload of the student - additional information
2L, 2 hours per week in the form of a lecture, a total of 22 hours per semester, full-time or combined method
Student workload:
2P (3 credits): 11x 2 hours of direct teaching = 22 hours; 16 hours of seminar work preparation; 21 hours of preparation for the midterm test; 31 hours of preparation for the final exam (test). A total of 90 hours of student work.
Educational methods: monological methods (lecture, presentation, explanation), dialogic methods (conversation, discussion, polemic, debate, colloquium), situational methods (case studies)

Number of credits: 3

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
The student prepares a seminar paper, the point evaluation of which is 20 points. The student takes a midterm test, the score of which is 30 points. The subject is concluded with an evaluation, a final written test of the acquired knowledge for the whole semester in a point evaluation of 50 points.
At least 91 points are required to obtain a final grade A, at least 81 points to obtain a grade B, at least 73 points for a grade C, at least 66 points for a D and at least 60 points for an E grade. Credits will not be awarded to a student who earns less than 59 points for the entire semester. In order to successfully complete the subject, it is necessary to obtain at least 60 % of the point evaluation.
The rating is given on a scale:
A (100-91 %, excellent - excellent results). A student in the high above-average range controls knowledge, abilities, competences, and skills from the basic theory, methodology, and experience of special pedagogical counseling as a scientific discipline of special pedagogy. A student in the high above-average range has extensive knowledge of the theory and practice of special pedagogic counseling implemented in the environment of counseling facilities as well as in the school environment. The student acquired above-average knowledge of the special pedagogical counseling process, about forms, principles, phases of the counseling process, as well as communication in special pedagogical counseling.
B (90-81 %, very good – above average standard, excellent performance). The student knows/ masters the learning outcomes specifically detailed above with an A grade above average, but critical thinking is borderline.

C (80-73 %, good - regular reliable work, good performance). Although the student knows, but does not know how to apply it in practice, the student in the average range controls the educational results specifically detailed above in assessment A).
D (72-66 %, satisfactorily - acceptable results). The student knows, but in a satisfactory form. The student satisfactorily controls the learning outcomes specifically described above in the assessment of A. In practice, further self-study and the acquisition of additional practical skills are expected, although the results are acceptable.
E (65-60 %, sufficient – the results meet the minimum criteria). The student knows the basic knowledge that meets the minimum criteria. The student controls with the minimum criteria the educational results specifically detailed above for grade A. In practice, further self-study and the acquisition of additional practical skills are assumed, as the results border on insufficient performance.
Fx (59-0 %, insufficient - more additional work required). The student does not have sufficient control even with the minimum criteria of the learning outcomes specifically described above for grade A. Repetition of the course is required.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students will acquire knowledge, skills, competences, and skills from the basic theory, methodology, and experience of special pedagogical counseling as a scientific discipline of special education. Students will gain extensive knowledge of the theory and practice of special pedagogical counseling implemented in the environment of counseling facilities as well as in the school environment. They acquire knowledge from the special pedagogical counseling process about the forms, principles, phases of the counseling process as well as communication in special pedagogical counseling.
Other skills: communication skills, organizational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.

Class syllabus:
The content of the subject is designed as a summary of knowledge related to the issue of special pedagogical counseling primarily in the environment of counseling facilities, but also in the environment of mainstream and special schools, the knowledge of which is mandatory for the work of a pedagogical employee - a school special pedagogue, as well as for a professional employee - a special pedagogue from counseling facilities and prevention.
Basic theses on the subject: A brief history of special pedagogical counseling in Slovakia. Concepts of special pedagogical counseling. Current legislation on special pedagogical counseling. Theoretical concept of special pedagogical counseling. Forms of special pedagogical advice. Principles of special pedagogical counseling. Special pedagogical counseling process - phases of the counseling process. Communication in special pedagogical counseling. Special pedagogical counseling for children/pupils with various types of health handicaps. The personality of the counselor in special pedagogical counseling.

Recommended literature:
Compulsory readings:
NÉMETH, O. 2010. Špeciálnopedagogické poradenstvo na Slovensku. - 1. vyd. Bratislava: Sapientia,. 2010. 198 s. ISBN 978-80-89229-20-8
BIŠČO KASTELOVÁ, A., NÉMETH, O. 2017. Špeciálnopedagogický poradenský proces. 1. vyd. Bratislava : Iris, 2017. ISBN 978-80-8200-007-1
BIŠČO KASTELOVÁ, A., NÉMETH, O. 2020. Základy špeciálnopedagogickej diagnostiky a špeciálnopedagogického poradenstva. 1. vyd. - Bratislava: IRIS - Vydavateľstvo a tlač, 2020. ISBN 978-80-8200-056-9.

Recommended readings:
BIŠČO KASTELOVÁ, A. 2024. Diagnostika v špeciálnopedagogickom poradenstve. 2. vyd. Bratislava: Iris.
BIŠČO KASTELOVÁ, A., NÉMETH, O. 2014. Pohľad na niektoré aktuálne problémy špeciálnopedagogického poradenstva na Slovensku. In: Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím [elektronický zdroj]. - Bratislava : Iris, 2014. - S. 350-360 [CD-ROM]. - ISBN 978-80-89726-28-8.
DRAPELA, J., V.-HRABAL, V. 1995. Vybrané poradenské smery. Praha: Univerzita Karlova,1995.
NÉMETH, O. 2010. Špeciálnopedagogické poradenstvo v intenciách nového školského zákona. In:
Paedagogica specialis 24. - Bratislava: Univerzita Komenského, - S. 75-82. - ISBN 978-80-223-2861-6
NÉMETH, O. 2010. Špeciálnopedagogické poradenstvo v procese integrovaného vzdelávania. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. - Bratislava: Iris. - S. 65-91. ISBN 978-80-89238-37-8
NOVOSAD, L. 2000. Základy speciálního poradenství. Praha: Portál, 2000.
PAVLIS, P. 2007. Poradenstvo v rezorte školstva – kooperácia či konkurencia? Kvalita a spolupráca v špeciálnej pedagogike v súčasnom konkurenčnom prostredí. Bratislava: Sapientia, s. 121 – 124. ISBN 978-80-89229-06-02, EAN 9788089229062.
PAVLIS, P. 2007. Preventívna a poradenská špeciálno-pedagogická starostlivosť. In: Kvalita a spolupráca v špeciálnej pedagogike v súčasnom konkurenčnom prostredí. Bratislava : Sapientia , s. 125 – 134. ISBN 978-80-89229-06-02, EAN 9788089229062.

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

Notes:

Past grade distribution
Total number of evaluated students: 413

A	ABS	B	C	D	E	FX
46,97	0,0	32,69	13,08	3,39	2,42	1,45

Lecturers: doc. PhDr. Alexandra Biščo Kastelová, PhD.

Last change: 13.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPOde013/22	Special education counseling

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

Type, volume, methods and workload of the student - additional information
2L, 2 hours per week in the form of a lecture, a total of 22 hours per semester, full-time or combined method
Student workload:
2P (3 credits): 11x 2 hours of direct teaching = 22 hours; 16 hours of seminar work preparation; 21 hours of preparation for the midterm test; 31 hours of preparation for the final exam (test). A total of 90 hours of student work.
Educational methods: monological methods (lecture, presentation, explanation), dialogic methods (conversation, discussion, polemic, debate, colloquium), situational methods (case studies)

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
The student prepares a seminar paper, the point evaluation of which is 20 points. The student takes a midterm test, the score of which is 30 points. The subject is concluded with an evaluation, a final written test of the acquired knowledge for the whole semester in a point evaluation of 50 points.
At least 91 points are required to obtain a final grade A, at least 81 points to obtain a grade B, at least 73 points for a grade C, at least 66 points for a D and at least 60 points for an E grade. Credits will not be awarded to a student who earns less than 59 points for the entire semester. In order to successfully complete the subject, it is necessary to obtain at least 60 % of the point evaluation.
The rating is given on a scale:
A (100-91 %, excellent - excellent results). A student in the high above-average range controls knowledge, abilities, competences, and skills from the basic theory, methodology, and experience of special pedagogical counseling as a scientific discipline of special pedagogy. A student in the high above-average range has extensive knowledge of the theory and practice of special pedagogic counseling implemented in the environment of counseling facilities as well as in the school environment. The student acquired above-average knowledge of the special pedagogical counseling process, about forms, principles, phases of the counseling process, as well as communication in special pedagogical counseling.
B (90-81 %, very good – above average standard, excellent performance). The student knows/ masters the learning outcomes specifically detailed above with an A grade above average, but critical thinking is borderline.

C (80-73 %, good - regular reliable work, good performance). Although the student knows, but does not know how to apply it in practice, the student in the average range controls the educational results specifically detailed above in assessment A).
D (72-66 %, satisfactorily - acceptable results). The student knows, but in a satisfactory form. The student satisfactorily controls the learning outcomes specifically described above in the assessment of A. In practice, further self-study and the acquisition of additional practical skills are expected, although the results are acceptable.
E (65-60 %, sufficient – the results meet the minimum criteria). The student knows the basic knowledge that meets the minimum criteria. The student controls with the minimum criteria the educational results specifically detailed above for grade A. In practice, further self-study and the acquisition of additional practical skills are assumed, as the results border on insufficient performance.
Fx (59-0 %, insufficient - more additional work required). The student does not have sufficient control even with the minimum criteria of the learning outcomes specifically described above for grade A. Repetition of the course is required.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students will acquire knowledge, skills, competences, and skills from the basic theory, methodology, and experience of special pedagogical counseling as a scientific discipline of special education. Students will gain extensive knowledge of the theory and practice of special pedagogical counseling implemented in the environment of counseling facilities as well as in the school environment. They acquire knowledge from the special pedagogical counseling process about the forms, principles, phases of the counseling process as well as communication in special pedagogical counseling.
Other skills: communication skills, organizational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.

Class syllabus:
The content of the subject is designed as a summary of knowledge related to the issue of special pedagogical counseling primarily in the environment of counseling facilities, but also in the environment of mainstream and special schools, the knowledge of which is mandatory for the work of a pedagogical employee - a school special pedagogue, as well as for a professional employee - a special pedagogue from counseling facilities and prevention.
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Recommended literature:
Compulsory readings:
NÉMETH, O. 2010. Špeciálnopedagogické poradenstvo na Slovensku. - 1. vyd. Bratislava: Sapientia,. 2010. 198 s. ISBN 978-80-89229-20-8
BIŠČO KASTELOVÁ, A., NÉMETH, O. 2017. Špeciálnopedagogický poradenský proces. 1. vyd. Bratislava : Iris, 2017. ISBN 978-80-8200-007-1
BIŠČO KASTELOVÁ, A., NÉMETH, O. 2020. Základy špeciálnopedagogickej diagnostiky a špeciálnopedagogického poradenstva. 1. vyd. - Bratislava: IRIS - Vydavateľstvo a tlač, 2020. ISBN 978-80-8200-056-9.

Recommended readings:
BIŠČO KASTELOVÁ, A. 2024. Diagnostika v špeciálnopedagogickom poradenstve. 2. vyd. Bratislava: Iris.
BIŠČO KASTELOVÁ, A., NÉMETH, O. 2014. Pohľad na niektoré aktuálne problémy špeciálnopedagogického poradenstva na Slovensku. In: Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím [elektronický zdroj]. - Bratislava : Iris, 2014. - S. 350-360 [CD-ROM]. - ISBN 978-80-89726-28-8.
DRAPELA, J., V.-HRABAL, V. 1995. Vybrané poradenské smery. Praha: Univerzita Karlova,1995.
NÉMETH, O. 2010. Špeciálnopedagogické poradenstvo v intenciách nového školského zákona. In:
Paedagogica specialis 24. - Bratislava: Univerzita Komenského, - S. 75-82. - ISBN 978-80-223-2861-6
NÉMETH, O. 2010. Špeciálnopedagogické poradenstvo v procese integrovaného vzdelávania. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. - Bratislava: Iris. - S. 65-91. ISBN 978-80-89238-37-8
NOVOSAD, L. 2000. Základy speciálního poradenství. Praha: Portál, 2000.
PAVLIS, P. 2007. Poradenstvo v rezorte školstva – kooperácia či konkurencia? Kvalita a spolupráca v špeciálnej pedagogike v súčasnom konkurenčnom prostredí. Bratislava: Sapientia, s. 121 – 124. ISBN 978-80-89229-06-02, EAN 9788089229062.
PAVLIS, P. 2007. Preventívna a poradenská špeciálno-pedagogická starostlivosť. In: Kvalita a spolupráca v špeciálnej pedagogike v súčasnom konkurenčnom prostredí. Bratislava : Sapientia , s. 125 – 134. ISBN 978-80-89229-06-02, EAN 9788089229062.

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

Notes:

Past grade distribution
Total number of evaluated students: 413

A	ABS	B	C	D	E	FX
46,97	0,0	32,69	13,08	3,39	2,42	1,45

Lecturers: doc. PhDr. Alexandra Biščo Kastelová, PhD.

Last change: 13.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPOde015/22	Special education counseling in practice

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
2S, 2 hours of seminar per week, a total of 22 hours per semester, combined method.
Student workload:
2S (2 credits): 11x2 hours of direct teaching = 22 hours; 10 hours of seminar work preparation; 6 hours of preparation for ongoing activities; 22 hours of preparation for assessment. A total of 60 hours of student work.
Education Methods:
Monological methods (lecturing, interpretation, explanation, narration, instruction); Dialogic methods (interview, discussion, polemic, colloquium); Situational methods (case studies); Problem methods (problem interpretation, creation of mind maps, morphological method, method of situation analysis, heuristics, creation of analogies, forecasting, practice, research); Practical methods (written, simulations, training); Guided self-study (working with text, solving tasks, and assignments).

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites: PdF.KSpP/M-SPOde013/22 - Special education counseling

Course requirements:
During the semester, the student prepares a seminar work for 20 points, four ongoing activities of 5 points each will be assigned, and in the ongoing evaluation week there is a final evaluation in the form of a written knowledge test for 60 points.
At least 91 points are required to obtain a final grade A, at least 81 points to obtain a grade B, at least 73 points for a grade C, at least 66 points for a D and at least 60 points for an E grade. Credits will not be awarded to a student who obtains less than 15 points in any of the four ongoing activities. In order to successfully complete the subject, it is necessary to obtain at least 60 % of the point evaluation.
The rating is given on a scale:
A (100-91 %, excellent - excellent results). A student in the high above average range masters the practical use of methods and forms in special pedagogical counseling for individuals with special educational needs of different ages; has the practical skills of analyzing conclusions from special pedagogical diagnostics and formulation of prognosis, proposals for measures and recommendations for children and pupils with special educational needs, for legal representatives, pedagogical and professional staff and school facilities.

B (90-8 1%, very good – above average standard, excellent performance). The student knows/ masters the learning outcomes specifically detailed above at grade A, but critical thinking is borderline.
C (80-73 %, good - regular reliable work, good performance). Although the student knows, but does not know how to apply professional knowledge and skills in practice, the student in the average range controls the educational results specifically detailed above for grade A.
D (72-66 %, satisfactorily - acceptable results). The student satisfactorily controls the learning outcomes specifically described above in the assessment of A. In practice, further self-study and the acquisition of additional practical skills are expected, although the results are acceptable.
E (65-60 %, sufficient – the results meet the minimum criteria). The student has basic knowledge that meets the minimum criteria. The student controls with the minimum criteria the educational results specifically detailed above for grade A. In practice, further self-study and the acquisition of additional practical skills are assumed, as the results border on insufficient performance.
Fx (59-0 %, insufficient - more additional work required). The student does not have sufficient control even with the minimum criteria of the educational results specifically detailed above in the overall assessment. Repetition of the course is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student will gain knowledge from the methodology and experience of special pedagogical counseling and services for the intellectual disabled, the visually impaired, the physically disabled, the sick and physically impaired, the hearing impaired, the multiple disabled, individuals with developmental learning disabilities, individuals with developmental disorders of activity and attention, individuals with giftedness and talent. Acquires and knows how to practically apply information about concepts and legal regulations governing the issue of special pedagogical counseling.
The student masters the practical use of methods and forms in special pedagogical counseling for individuals with special educational needs of different ages; has the practical skills of analyzing conclusions from special pedagogical diagnostics and formulation of prognosis, proposals for measures and recommendations for children and pupils with special educational needs, for legal representatives, pedagogical and professional staff and school facilities.
He/she can apply basic research and participate in the creation of new, but also his own, methods and methodologies in counseling. He/she actively participates in interdisciplinary, multidisciplinary and transdisciplinary cooperation with interested pedagogical and professional employees and specialists from various departments within the framework of comprehensive educational rehabilitation.
Other skills: Communication skills, organizational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills.

Class syllabus:
The course Special Pedagogical Counseling in Practice is practically oriented so that the student acquires the practical abilities and skills and highly professional competences of a special pedagogic character necessary for the performance of the profession of a pedagogical employee, school special pedagogue in the school environment of kindergartens, primary and secondary schools, as well as special kindergartens, primary and secondary schools for pupils with special educational needs, and a professional employee - a special pedagogue and a field special pedagogue in educational counseling and prevention school facilities, or in state and nonstate medical facilities or in social service facilities focused on the stimulation and intervention of individuals with disabilities.

The main areas of the course include: Interdisciplinary, multidisciplinary, and transdisciplinary approach in special pedagogic counseling. Methods in counseling practice – anamnestic interview, observation, counseling interview.
Compulsory pre-primary education of children with special educational needs. Fulfillment of compulsory school attendance for children and pupils with special educational needs. Admission, placement, and transfer of individuals of preschool age with special educational needs to kindergartens. Admission, placement, and transfer of school-age individuals with special educational needs to elementary schools. Admission, placement and transfer of individuals of school age with special educational needs to secondary schools. Adjustment of the matriculation exam for students with special educational needs. Special forms of education for children and pupils with special educational needs. Individual educational program for children and pupils with special educational needs. Counseling at five levels of support at schools and counseling and prevention centers. Counselor's personality, ethical principles, burnout syndrome. Legislative regulations - laws, decrees, and guidelines in consulting practice.

Recommended literature:

Compulsory readings:
BIŠČO KASTELOVÁ, Alexandra (2024). Diagnostika v špeciálno-pedagogickom poradenstve. 2. vyd. Bratislava: IRIS. 533 s. ISBN 978- 80-89726-09-7
MŠVVaM. Špeciálnopedagogické poradenstvo. Dostupné na: https://www.minedu.sk/specialnopedagogicke-poradenstvo/
MŠVVaM. Obsahové štandardy pre diagnostickú činnosť – diagnostika v zariadeniach poradenstva a prevencie a v prostredí škôl. Dostupné na: https://www.minedu.sk/obsahove-standardy-pre-diagnosticku-cinnost-diagnostika-v-zariadeniach-poradenstva-a-prevencie-a-v-prostredi-skol/
BIŠČO KASTELOVÁ, A., NÉMETH, O. 2017. Špeciálnopedagogický poradenský proces. 1. vyd. - Bratislava : Iris, 2017. ISBN 978-80-8200-007-1.
Recommended readings:
BIŠČO KASTELOVÁ, A., NÉMETH, O. 2014. Pohľad na niektoré aktuálne problémy špeciálnopedagogického poradenstva na Slovensku. In: Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím [elektronický zdroj]. Bratislava: Iris, 2014. S. 350-360 [CD-ROM]. - ISBN 978-80-89726-28-8.
BIŠČO KASTELOVÁ A. 2015. Výskum analýzy oficiálnych textových dokumentov špeciálnopedagogickej diagnostiky v špeciálnopedagogickom poradenskom procese, [Research analysis of the official diagnostic text documents in the special counselling process]. In: Multidimenzionalita východisko rozvoja súčasnej špeciálnej pedagogiky. Bratislava: Iris, 2015. S. 217-233. ISBN 978-80-89726-38-7.
BIŠČO KASTELOVÁ, A., NÉMETH, O. 2020. Základy špeciálnopedagogickej diagnostiky a špeciálnopedagogického poradenstva. 1. vyd. Bratislava: IRIS, 2020. ISBN 978-80-8200-056-9.
BIŠČO KASTELOVÁ, A. 2014. Diagnostika v špeciálnopedagogickom poradenstve. 1.vyd. Bratislava: Iris, 2014. ISBN 978-80-89726-09-7.
DRAPELA, J., HRABAL, V. 1995. Vybrané poradenské smery. Praha: Univerzita Karlova, 1995.
LECHTA,V. a kol. 1997. Nové cesty k postihnutým ľuďom. Bratislava: LiečReh Gúth, 1997. ISBN 80-967383-7-2.
LECHTA, V. a kol. 2016. Inkluzívni pedagogika. Praha: Portál s.r.o., 2016. ISBN 978-80-262-1123- 5.
NOVOSAD, L. 2000. Základy speciálního poradenství. Praha: Portál s.r.o., 2000. ISBN: 80-7367- 174-3.
NÉMETH, O. 2010. Špeciálnopedagogické poradenstvo na Slovensku. 1. vyd. Bratislava: Sapienta, 2010. ISBN 978-80-89229-20-8.

NÉMETH,O. 2010. Špeciálnopedagogické poradenstvo v procese integrovaného vzdelávania In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava: Iris, 2010. - S. 65-91. ISBN 978-80-89238-37-8.
NÉMETH,O. 2010. Špeciálnopedagogické poradenstvo v intenciách nového školského zákona. In: Paedagogica specialis 24. Bratislava: Univerzita Komenského, 2010. S. 75-82. ISBN 978-80-223-2861-6.
NÉMETH,O. 2011. Komparácia opatrení koncepcií špeciálnopedagickéhо poradenstva s výsledkami prieskumných a výskumných úloh zameraných na skvalitnenie úrovne špeciálnopedagogického poradenstva. In: Paedagogica specialis 25. Bratislava: Univerzita Komenského. S. 153-163. ISBN 978-80-223-2862-3.
NÉMETH, O., BIŠČO KASTELOVÁ, A. 2015. Špeciálnopedagogické poradenstvo v intenciách paradigiem špeciálnej pedagogiky. In: Paedagogica specialis 29. - Bratislava: Univerzita Komenského v Bratislave, 2015. - S. 201-208. ISBN 978-80-223-4010-6.
Aktuálne právne normy vzťahujúce sa na problematiku špeciálnopedagogického poradenstva (zákony, vyhlášky, usmernenia, metodické pokyny, Sprievodca školským rokom).

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

Notes:

Past grade distribution
Total number of evaluated students: 400

A	ABS	B	C	D	E	FX
57,0	0,0	14,75	16,75	9,25	1,5	0,75

Lecturers: Mgr. Nikoletta Szászová, PhD., MBA

Last change: 13.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPOde015/22	Special education counseling in practice

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
2S, 2 hours of seminar per week, a total of 22 hours per semester, combined method.
Student workload:
2S (2 credits): 11x2 hours of direct teaching = 22 hours; 10 hours of seminar work preparation; 6 hours of preparation for ongoing activities; 22 hours of preparation for assessment. A total of 60 hours of student work.
Education Methods:
Monological methods (lecturing, interpretation, explanation, narration, instruction); Dialogic methods (interview, discussion, polemic, colloquium); Situational methods (case studies); Problem methods (problem interpretation, creation of mind maps, morphological method, method of situation analysis, heuristics, creation of analogies, forecasting, practice, research); Practical methods (written, simulations, training); Guided self-study (working with text, solving tasks, and assignments).

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites: PdF.KSpP/M-SPOde013/22 - Special education counseling

Course requirements:
During the semester, the student prepares a seminar work for 20 points, four ongoing activities of 5 points each will be assigned, and in the ongoing evaluation week there is a final evaluation in the form of a written knowledge test for 60 points.
At least 91 points are required to obtain a final grade A, at least 81 points to obtain a grade B, at least 73 points for a grade C, at least 66 points for a D and at least 60 points for an E grade. Credits will not be awarded to a student who obtains less than 15 points in any of the four ongoing activities. In order to successfully complete the subject, it is necessary to obtain at least 60 % of the point evaluation.
The rating is given on a scale:
A (100-91 %, excellent - excellent results). A student in the high above average range masters the practical use of methods and forms in special pedagogical counseling for individuals with special educational needs of different ages; has the practical skills of analyzing conclusions from special pedagogical diagnostics and formulation of prognosis, proposals for measures and recommendations for children and pupils with special educational needs, for legal representatives, pedagogical and professional staff and school facilities.

B (90-8 1%, very good – above average standard, excellent performance). The student knows/ masters the learning outcomes specifically detailed above at grade A, but critical thinking is borderline.
C (80-73 %, good - regular reliable work, good performance). Although the student knows, but does not know how to apply professional knowledge and skills in practice, the student in the average range controls the educational results specifically detailed above for grade A.
D (72-66 %, satisfactorily - acceptable results). The student satisfactorily controls the learning outcomes specifically described above in the assessment of A. In practice, further self-study and the acquisition of additional practical skills are expected, although the results are acceptable.
E (65-60 %, sufficient – the results meet the minimum criteria). The student has basic knowledge that meets the minimum criteria. The student controls with the minimum criteria the educational results specifically detailed above for grade A. In practice, further self-study and the acquisition of additional practical skills are assumed, as the results border on insufficient performance.
Fx (59-0 %, insufficient - more additional work required). The student does not have sufficient control even with the minimum criteria of the educational results specifically detailed above in the overall assessment. Repetition of the course is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student will gain knowledge from the methodology and experience of special pedagogical counseling and services for the intellectual disabled, the visually impaired, the physically disabled, the sick and physically impaired, the hearing impaired, the multiple disabled, individuals with developmental learning disabilities, individuals with developmental disorders of activity and attention, individuals with giftedness and talent. Acquires and knows how to practically apply information about concepts and legal regulations governing the issue of special pedagogical counseling.
The student masters the practical use of methods and forms in special pedagogical counseling for individuals with special educational needs of different ages; has the practical skills of analyzing conclusions from special pedagogical diagnostics and formulation of prognosis, proposals for measures and recommendations for children and pupils with special educational needs, for legal representatives, pedagogical and professional staff and school facilities.
He/she can apply basic research and participate in the creation of new, but also his own, methods and methodologies in counseling. He/she actively participates in interdisciplinary, multidisciplinary and transdisciplinary cooperation with interested pedagogical and professional employees and specialists from various departments within the framework of comprehensive educational rehabilitation.
Other skills: Communication skills, organizational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills.

Class syllabus:
The course Special Pedagogical Counseling in Practice is practically oriented so that the student acquires the practical abilities and skills and highly professional competences of a special pedagogic character necessary for the performance of the profession of a pedagogical employee, school special pedagogue in the school environment of kindergartens, primary and secondary schools, as well as special kindergartens, primary and secondary schools for pupils with special educational needs, and a professional employee - a special pedagogue and a field special pedagogue in educational counseling and prevention school facilities, or in state and nonstate medical facilities or in social service facilities focused on the stimulation and intervention of individuals with disabilities.

The main areas of the course include: Interdisciplinary, multidisciplinary, and transdisciplinary approach in special pedagogic counseling. Methods in counseling practice – anamnestic interview, observation, counseling interview.
Compulsory pre-primary education of children with special educational needs. Fulfillment of compulsory school attendance for children and pupils with special educational needs. Admission, placement, and transfer of individuals of preschool age with special educational needs to kindergartens. Admission, placement, and transfer of school-age individuals with special educational needs to elementary schools. Admission, placement and transfer of individuals of school age with special educational needs to secondary schools. Adjustment of the matriculation exam for students with special educational needs. Special forms of education for children and pupils with special educational needs. Individual educational program for children and pupils with special educational needs. Counseling at five levels of support at schools and counseling and prevention centers. Counselor's personality, ethical principles, burnout syndrome. Legislative regulations - laws, decrees, and guidelines in consulting practice.

Recommended literature:

Compulsory readings:
BIŠČO KASTELOVÁ, Alexandra (2024). Diagnostika v špeciálno-pedagogickom poradenstve. 2. vyd. Bratislava: IRIS. 533 s. ISBN 978- 80-89726-09-7
MŠVVaM. Špeciálnopedagogické poradenstvo. Dostupné na: https://www.minedu.sk/specialnopedagogicke-poradenstvo/
MŠVVaM. Obsahové štandardy pre diagnostickú činnosť – diagnostika v zariadeniach poradenstva a prevencie a v prostredí škôl. Dostupné na: https://www.minedu.sk/obsahove-standardy-pre-diagnosticku-cinnost-diagnostika-v-zariadeniach-poradenstva-a-prevencie-a-v-prostredi-skol/
BIŠČO KASTELOVÁ, A., NÉMETH, O. 2017. Špeciálnopedagogický poradenský proces. 1. vyd. - Bratislava : Iris, 2017. ISBN 978-80-8200-007-1.
Recommended readings:
BIŠČO KASTELOVÁ, A., NÉMETH, O. 2014. Pohľad na niektoré aktuálne problémy špeciálnopedagogického poradenstva na Slovensku. In: Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím [elektronický zdroj]. Bratislava: Iris, 2014. S. 350-360 [CD-ROM]. - ISBN 978-80-89726-28-8.
BIŠČO KASTELOVÁ A. 2015. Výskum analýzy oficiálnych textových dokumentov špeciálnopedagogickej diagnostiky v špeciálnopedagogickom poradenskom procese, [Research analysis of the official diagnostic text documents in the special counselling process]. In: Multidimenzionalita východisko rozvoja súčasnej špeciálnej pedagogiky. Bratislava: Iris, 2015. S. 217-233. ISBN 978-80-89726-38-7.
BIŠČO KASTELOVÁ, A., NÉMETH, O. 2020. Základy špeciálnopedagogickej diagnostiky a špeciálnopedagogického poradenstva. 1. vyd. Bratislava: IRIS, 2020. ISBN 978-80-8200-056-9.
BIŠČO KASTELOVÁ, A. 2014. Diagnostika v špeciálnopedagogickom poradenstve. 1.vyd. Bratislava: Iris, 2014. ISBN 978-80-89726-09-7.
DRAPELA, J., HRABAL, V. 1995. Vybrané poradenské smery. Praha: Univerzita Karlova, 1995.
LECHTA,V. a kol. 1997. Nové cesty k postihnutým ľuďom. Bratislava: LiečReh Gúth, 1997. ISBN 80-967383-7-2.
LECHTA, V. a kol. 2016. Inkluzívni pedagogika. Praha: Portál s.r.o., 2016. ISBN 978-80-262-1123- 5.
NOVOSAD, L. 2000. Základy speciálního poradenství. Praha: Portál s.r.o., 2000. ISBN: 80-7367- 174-3.
NÉMETH, O. 2010. Špeciálnopedagogické poradenstvo na Slovensku. 1. vyd. Bratislava: Sapienta, 2010. ISBN 978-80-89229-20-8.

NÉMETH,O. 2010. Špeciálnopedagogické poradenstvo v procese integrovaného vzdelávania In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava: Iris, 2010. - S. 65-91. ISBN 978-80-89238-37-8.
NÉMETH,O. 2010. Špeciálnopedagogické poradenstvo v intenciách nového školského zákona. In: Paedagogica specialis 24. Bratislava: Univerzita Komenského, 2010. S. 75-82. ISBN 978-80-223-2861-6.
NÉMETH,O. 2011. Komparácia opatrení koncepcií špeciálnopedagického poradenstva s výsledkami prieskumných a výskumných úloh zameraných na skvalitnenie úrovne špeciálnopedagogického poradenstva. In: Paedagogica specialis 25. Bratislava: Univerzita Komenského. S. 153-163. ISBN 978-80-223-2862-3.
NÉMETH, O., BIŠČO KASTELOVÁ, A. 2015. Špeciálnopedagogické poradenstvo v intenciách paradigiem špeciálnej pedagogiky. In: Paedagogica specialis 29. - Bratislava: Univerzita Komenského v Bratislave, 2015. - S. 201-208. ISBN 978-80-223-4010-6.
Aktuálne právne normy vzťahujúce sa na problematiku špeciálnopedagogického poradenstva (zákony, vyhlášky, usmernenia, metodické pokyny, Sprievodca školským rokom).

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

Notes:

Past grade distribution
Total number of evaluated students: 400

A	ABS	B	C	D	E	FX
57,0	0,0	14,75	16,75	9,25	1,5	0,75

Lecturers: Mgr. Nikoletta Szászová, PhD., MBA

Last change: 13.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPOde012/22	Special education diagnostics

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

Type, volume, methods and workload of the student - additional information
2L - 2 hours per week in the form of a lecture, a total of 22 hours per semester.
Attendance or combined method.
Student workload:
11x2 hours of direct teaching = 22 hours; 14 hours of seminar work preparation; 20 hours of preparation for the mid-term test; 30 hours of preparation for the final exam (test). A TOTAL of 86 hours of student work.
Education Methods:
Monological methods (lecture, interpretation, explanation), dialogic methods (conversation, discussion, polemic, debate, colloquium), situational methods (case studies)

Number of credits: 3

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
The student prepares a seminar paper, the point evaluation of which is 20 points. The student takes a midterm test, the score of which is 30 points. The subject is concluded with an evaluation, a final written test of the acquired knowledge for the whole semester in a point evaluation of 50 points.
At least 91 points are required to obtain a final grade A, at least 81 points to obtain a grade B, at least 73 points for a grade C, at least 66 points for a D and at least 60 points for an E grade. Credits will not be awarded to a student who earns less than 59 points for the entire semester. In order to successfully complete the subject, it is necessary to obtain at least 60 % of the point evaluation.
A - A student in the high above-average range has extensive knowledge of the theory and practice of special pedagogical diagnostics implemented in the environment of counseling facilities. The student is above average capable of pointing out the possibilities and importance of recognizing the individual characteristics of individuals with special educational needs, individuals with intellectual, physical, visual, hearing disabilities, individuals with autism spectrum disorders, individuals with activity and attention disorders, individuals with specific developmental learning disabilities in the interest of their adequate education, and is above average capable of obtaining valid data for the formulation of special pedagogical diagnostics carried out in the environment of counseling and prevention centers and specialized counseling and prevention centers.
B - The student knows/masters the learning outcomes specifically detailed above in grade A at an above-average level, but critical thinking is borderline.

C - Although the student knows, but does not know how to apply it in practice, the student in the average range controls the educational results specifically detailed above in assessment A.
D - the student knows, but in a satisfactory form. The student satisfactorily controls the learning outcomes specifically described above in the assessment of A. In practice, further self-study and the acquisition of additional practical skills are expected, although the results are acceptable.
E - the student knows basic knowledge that meets the minimum criteria. The student controls with the minimum criteria the educational results specifically detailed above for grade A. In practice, further self-study and the acquisition of additional practical skills are assumed, as the results border on insufficient performance.
Fx - The student does not have sufficient control even with the minimum criteria of the learning outcomes specifically detailed above for the A grade. Repetition of the course is required.
The rating is given on a scale:
A (100-91 %, excellent - excellent results),
B (90-81 %, very good – above average standard),
C (80-73 %, good - regular reliable work),
D (72-66 %, satisfactorily - acceptable results),
E (65-60 %, sufficient – the results meet the minimum criteria),
Fx (59-0 %, insufficient - more additional work required).
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students will gain expanded knowledge from the theory and practice of special pedagogical diagnostics implemented in the environment of counseling facilities. Students will be able to point out the possibilities and importance of recognizing the individual characteristics of individuals with special educational needs - individuals with intellectual, physical, visual, hearing disabilities, individuals with autism spectrum disorders, individuals with activity and attention disorders, individuals with specific developmental learning disabilities in the interest of their adequate education, and they will be able to obtain valid data for the formulation of special pedagogical diagnostics carried out in the environment of counseling and prevention centers and specialized counseling and prevention centers.
Other skills: communication skills, organizational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.

Class syllabus:
The content of the subject is designed as a summary of knowledge related to the issue of special pedagogical diagnostics in the environment of counseling facilities, the knowledge of which is mandatory for the work of a professional employee - a special pedagogue from counseling and prevention facilities as well as for a pedagogical employee - a school special pedagogue.
Main theses of the course: Special pedagogical diagnostics in the environment of counseling and prevention facilities. Special pedagogical diagnostics as part of the special pedagogical counseling process. Creation of a report from a special pedagogical examination. Comprehensive and special pedagogical diagnostics of people with intellectual disabilities. Comprehensive and special pedagogical diagnostics of people with visual impairment. Comprehensive and special pedagogical diagnostics of individuals with hearing impairment. Comprehensive and special pedagogical diagnostics of people with physical disabilities. Comprehensive and special pedagogical diagnostics of people with specific learning disabilities. Comprehensive and special pedagogical diagnostics of individuals with ADHD. Comprehensive and special pedagogical diagnostics of individuals with autism.

Recommended literature:
Compulsory readings:

BIŠČO KASTELOVÁ, A., NÉMETH, O. 2017. Špeciálnopedagogický poradenský proces. - 1. vyd. - Bratislava: Iris, 2017. - 310 s. Lit. 310 zázn. ISBN 978-80-8200-007-1
BIŠČO KASTELOVÁ, A. 2024. Diagnostika v špeciálnopedagogickom poradenstve. 2. vyd. Bratislava: Iris.
BIŠČO KASTELOVÁ, A., NÉMETH, O. 2020. Základy špeciálnopedagogickej diagnostiky a špeciálnopedagogického poradenstva. - 1. vyd. - Bratislava : IRIS - Vydavateľstvo a tlač, 2020. - 299 s. [print] Lit.: 149 zázn. ISBN 978-80-8200-056-9
Recommended readings:
BIŠČO KASTELOVÁ, A. 2010. Špeciálnopedagogická diagnostika v procese edukácie mentálne postihnutých. Lit. 36 zázn. In: Edukácia mentálne postihnutých : špeciálne metodiky predmetov špeciálnej základnej školy. - Bratislava : Iris, 2010. - S. 93-130. - ISBN 978-80-89256-53-2
BIŠČO KASTELOVÁ, A. 2012. Charakteristika vybraných diagnostických nástrojov pre jednotlivcov so špecifickými poruchami učenia. Lit. 17 zázn. In: Paedagogica specialis 26. - Bratislava : Iris, 2012. - S. 352-379. - ISBN 978-80-223-3287-3
BIŠČO KASTELOVÁ, A. 2013. Special - educational diagnostic tools for early and preschool age of a child In: Paedagogica specialis 27. - Praha : Knihy nejen pro bohaté, 2013. - S. 138-163. - ISBN 978-80-86499-09-3
BIŠČO KASTELOVÁ, A. 2015. Výskum analýzy oficiálnych textových dokumentov špeciálnopedagogickej diagnostiky v špeciálnopedagogickom poradenskom procese, [Research analysis of the official diagnostic text documents in the special counselling process]. In: Multidimenzionalita východisko rozvoja súčasnej špeciálnej pedagogiky. - Bratislava : Iris, 2015. – S. 217-233. - ISBN 978-80-89726-38-7
BIŠČO KASTELOVÁ, A., KOŠARIŠŤAN, F. 2019. Skríningový program na diagnostiku zrakovej percepcie žiakov mladšieho školského veku. Lit.: 10 zázn. In: Paedagogica specialis 33. - Bratislava : Univerzita Komenského v Bratislave, 2019. - S. 107-121. - ISBN 978-80-223-4852-2
BIŠČO KASTELOVÁ, A., LUCKÁ, I. 2014. Aplikácia diagnostických nástrojov pre jednotlivcov s ADHD v centrách špeciálnopedagogického poradenstva. Lit. 14 zázn. In: Poruchy učenia ako edukačný fenomén [elektronický zdroj]. - Bratislava : Iris, 2014. - S. 41-54 [CD-ROM]. - ISBN 978-80-89726-15-8
BIŠČO KASTELOVÁ, A., VANČOVÁ, A. 2016. The support of early care and early intervention for children with disabilities and some diagnostic possibilities - research findings related to Slovakia. Lit. 41 zázn. In: Špeciálne vzdelávacie potreby : jubilejná časť konferenčného cyklu. - Ružomberok : VERBUM - vydavateľstvo KU, 2016. - S. 142-159. - ISBN 978-80-561-0372-2
PŘINOSILOVÁ, D. 2007. Diagnostika v speciální pedagogice. Brno: Paido, 2007. ISBN 978-80-7315-157-7.
TICHÁ, E. 2008. Základy špeciálnopedagogickej diagnostiky. Bratislava: MABAG, 2008. ISBN 978-80-89113-60-6.
VANČOVÁ, A., BIŠČO KASTELOVÁ, A. 2016. The current research view on the issue of special educational diagnostics, special educational counselling and early intervention for children with disabilities in Slovakia. In: INTE 2016 : Proceedings book, Vol. 4 [elektronický zdroj]. - Vol. 4 (2016), s. 604- 613 [online]. - ISSN 2146-7358
VAŠEK, Š. 2004. Špeciálnopedagogická diagnostika. Bratislava: Sapientia, 2004. ISBN 80-969112-0-1.
ZELINKOVÁ, O. 2001. Pedagogická diagnostika a individuální vzdělávací program. Praha: Portál, 2001. ISBN 80-7178-544-X.

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

Notes:

Past grade distribution
Total number of evaluated students: 409

A	ABS	B	C	D	E	FX
67,48	0,0	17,85	8,31	4,4	0,98	0,98

Lecturers: doc. PhDr. Alexandra Biščo Kastelová, PhD.

Last change: 13.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPOde012/22	Special education diagnostics

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

Type, volume, methods and workload of the student - additional information
2L - 2 hours per week in the form of a lecture, a total of 22 hours per semester.
Attendance or combined method.
Student workload:
11x2 hours of direct teaching = 22 hours; 14 hours of seminar work preparation; 20 hours of preparation for the mid-term test; 30 hours of preparation for the final exam (test). A TOTAL of 86 hours of student work.
Education Methods:
Monological methods (lecture, interpretation, explanation), dialogic methods (conversation, discussion, polemic, debate, colloquium), situational methods (case studies)

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
The student prepares a seminar paper, the point evaluation of which is 20 points. The student takes a midterm test, the score of which is 30 points. The subject is concluded with an evaluation, a final written test of the acquired knowledge for the whole semester in a point evaluation of 50 points.
At least 91 points are required to obtain a final grade A, at least 81 points to obtain a grade B, at least 73 points for a grade C, at least 66 points for a D and at least 60 points for an E grade. Credits will not be awarded to a student who earns less than 59 points for the entire semester. In order to successfully complete the subject, it is necessary to obtain at least 60 % of the point evaluation.
A - A student in the high above-average range has extensive knowledge of the theory and practice of special pedagogical diagnostics implemented in the environment of counseling facilities. The student is above average capable of pointing out the possibilities and importance of recognizing the individual characteristics of individuals with special educational needs, individuals with intellectual, physical, visual, hearing disabilities, individuals with autism spectrum disorders, individuals with activity and attention disorders, individuals with specific developmental learning disabilities in the interest of their adequate education, and is above average capable of obtaining valid data for the formulation of special pedagogical diagnostics carried out in the environment of counseling and prevention centers and specialized counseling and prevention centers.
B - The student knows/masters the learning outcomes specifically detailed above in grade A at an above-average level, but critical thinking is borderline.

C - Although the student knows, but does not know how to apply it in practice, the student in the average range controls the educational results specifically detailed above in assessment A.
D - the student knows, but in a satisfactory form. The student satisfactorily controls the learning outcomes specifically described above in the assessment of A. In practice, further self-study and the acquisition of additional practical skills are expected, although the results are acceptable.
E - the student knows basic knowledge that meets the minimum criteria. The student controls with the minimum criteria the educational results specifically detailed above for grade A. In practice, further self-study and the acquisition of additional practical skills are assumed, as the results border on insufficient performance.
Fx - The student does not have sufficient control even with the minimum criteria of the learning outcomes specifically detailed above for the A grade. Repetition of the course is required.
The rating is given on a scale:
A (100-91 %, excellent - excellent results),
B (90-81 %, very good – above average standard),
C (80-73 %, good - regular reliable work),
D (72-66 %, satisfactorily - acceptable results),
E (65-60 %, sufficient – the results meet the minimum criteria),
Fx (59-0 %, insufficient - more additional work required).
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students will gain expanded knowledge from the theory and practice of special pedagogical diagnostics implemented in the environment of counseling facilities. Students will be able to point out the possibilities and importance of recognizing the individual characteristics of individuals with special educational needs - individuals with intellectual, physical, visual, hearing disabilities, individuals with autism spectrum disorders, individuals with activity and attention disorders, individuals with specific developmental learning disabilities in the interest of their adequate education, and they will be able to obtain valid data for the formulation of special pedagogical diagnostics carried out in the environment of counseling and prevention centers and specialized counseling and prevention centers.
Other skills: communication skills, organizational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.

Class syllabus:
The content of the subject is designed as a summary of knowledge related to the issue of special pedagogical diagnostics in the environment of counseling facilities, the knowledge of which is mandatory for the work of a professional employee - a special pedagogue from counseling and prevention facilities as well as for a pedagogical employee - a school special pedagogue.
Main theses of the course: Special pedagogical diagnostics in the environment of counseling and prevention facilities. Special pedagogical diagnostics as part of the special pedagogical counseling process. Creation of a report from a special pedagogical examination. Comprehensive and special pedagogical diagnostics of people with intellectual disabilities. Comprehensive and special pedagogical diagnostics of people with visual impairment. Comprehensive and special pedagogical diagnostics of individuals with hearing impairment. Comprehensive and special pedagogical diagnostics of people with physical disabilities. Comprehensive and special pedagogical diagnostics of people with specific learning disabilities. Comprehensive and special pedagogical diagnostics of individuals with ADHD. Comprehensive and special pedagogical diagnostics of individuals with autism.

Recommended literature:
Compulsory readings:

BIŠČO KASTELOVÁ, A., NÉMETH, O. 2017. Špeciálnopedagogický poradenský proces. - 1. vyd. - Bratislava: Iris, 2017. - 310 s. Lit. 310 zázn. ISBN 978-80-8200-007-1
BIŠČO KASTELOVÁ, A. 2024. Diagnostika v špeciálnopedagogickom poradenstve. 2. vyd. Bratislava: Iris.
BIŠČO KASTELOVÁ, A., NÉMETH, O. 2020. Základy špeciálnopedagogickej diagnostiky a špeciálnopedagogického poradenstva. - 1. vyd. - Bratislava : IRIS - Vydavateľstvo a tlač, 2020. - 299 s. [print] Lit.: 149 zázn. ISBN 978-80-8200-056-9
Recommended readings:
BIŠČO KASTELOVÁ, A. 2010. Špeciálnopedagogická diagnostika v procese edukácie mentálne postihnutých. Lit. 36 zázn. In: Edukácia mentálne postihnutých : špeciálne metodiky predmetov špeciálnej základnej školy. - Bratislava : Iris, 2010. - S. 93-130. - ISBN 978-80-89256-53-2
BIŠČO KASTELOVÁ, A. 2012. Charakteristika vybraných diagnostických nástrojov pre jednotlivcov so špecifickými poruchami učenia. Lit. 17 zázn. In: Paedagogica specialis 26. - Bratislava : Iris, 2012. - S. 352-379. - ISBN 978-80-223-3287-3
BIŠČO KASTELOVÁ, A. 2013. Special - educational diagnostic tools for early and preschool age of a child In: Paedagogica specialis 27. - Praha : Knihy nejen pro bohaté, 2013. - S. 138-163. - ISBN 978-80-86499-09-3
BIŠČO KASTELOVÁ, A. 2015. Výskum analýzy oficiálnych textových dokumentov špeciálnopedagogickej diagnostiky v špeciálnopedagogickom poradenskom procese, [Research analysis of the official diagnostic text documents in the special counselling process]. In: Multidimenzionalita východisko rozvoja súčasnej špeciálnej pedagogiky. - Bratislava : Iris, 2015. – S. 217-233. - ISBN 978-80-89726-38-7
BIŠČO KASTELOVÁ, A., KOŠARIŠŤAN, F. 2019. Skríningový program na diagnostiku zrakovej percepcie žiakov mladšieho školského veku. Lit.: 10 zázn. In: Paedagogica specialis 33. - Bratislava : Univerzita Komenského v Bratislave, 2019. - S. 107-121. - ISBN 978-80-223-4852-2
BIŠČO KASTELOVÁ, A., LUCKÁ, I. 2014. Aplikácia diagnostických nástrojov pre jednotlivcov s ADHD v centrách špeciálnopedagogického poradenstva. Lit. 14 zázn. In: Poruchy učenia ako edukačný fenomén [elektronický zdroj]. - Bratislava : Iris, 2014. - S. 41-54 [CD-ROM]. - ISBN 978-80-89726-15-8
BIŠČO KASTELOVÁ, A., VANČOVÁ, A. 2016. The support of early care and early intervention for children with disabilities and some diagnostic possibilities - research findings related to Slovakia. Lit. 41 zázn. In: Špeciálne vzdelávacie potreby : jubilejná časť konferenčného cyklu. - Ružomberok : VERBUM - vydavateľstvo KU, 2016. - S. 142-159. - ISBN 978-80-561-0372-2
PŘINOSILOVÁ, D. 2007. Diagnostika v speciální pedagogice. Brno: Paido, 2007. ISBN 978-80-7315-157-7.
TICHÁ, E. 2008. Základy špeciálnopedagogickej diagnostiky. Bratislava: MABAG, 2008. ISBN 978-80-89113-60-6.
VANČOVÁ, A., BIŠČO KASTELOVÁ, A. 2016. The current research view on the issue of special educational diagnostics, special educational counselling and early intervention for children with disabilities in Slovakia. In: INTE 2016 : Proceedings book, Vol. 4 [elektronický zdroj]. - Vol. 4 (2016), s. 604- 613 [online]. - ISSN 2146-7358
VAŠEK, Š. 2004. Špeciálnopedagogická diagnostika. Bratislava: Sapientia, 2004. ISBN 80-969112-0-1.
ZELINKOVÁ, O. 2001. Pedagogická diagnostika a individuální vzdělávací program. Praha: Portál, 2001. ISBN 80-7178-544-X.

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

Notes:

Past grade distribution
Total number of evaluated students: 409

A	ABS	B	C	D	E	FX
67,48	0,0	17,85	8,31	4,4	0,98	0,98

Lecturers: doc. PhDr. Alexandra Biščo Kastelová, PhD.

Last change: 13.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-SPPšt018/16	**Course title:** Special education diagnostics and prognostics
Number of credits: 2	
Educational level: II.	

Course requirements:

The state examination (including the defence of the final thesis), its conditions and procedural aspects are regulated by the VP 1/2020 Study Regulations of the Faculty of Education of Charles University, as well as the VP 5/2021 Study Regulations of 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.

At the master's degree level of study, 94 credits in the prescribed composition must be obtained for the study part of the study programme. A further 14 credits shall be obtained for the successful defence of the thesis and 12 credits for the subjects of the state examination.

According to VP 23/2021 Internal Quality Assurance System of the University of Education in Bratislava, part six, Art. 56, para. 2, the student must demonstrate knowledge and understanding of them, demonstrate their application, as well as the ability to creatively solve problems related to the given field of study in broader contexts in new/unknown/simulated environments. They must also demonstrate well-developed learning skills with a high degree of independence and autonomy.

In particular, the student is assessed on:

- The level of acquisition of the necessary knowledge, skills and competences required for the performance of the indicated occupation;
- the level of completion and verbal interpretation of the acquired knowledge/competences, the ability to analyse, synthesise and generalise them;
- the level of the student's competences (rationality of learning, ability to solve appropriate problem/simulated tasks, level of critical and creative thinking, communicative skills, personal and interpersonal competences...);

Assessment is awarded on a scale:

A (excellent - outstanding),
B (very good - above average standard),
C (good - normal reliable work),
D (satisfactory - acceptable results),
E (satisfactory - results meet the minimum criteria),
Fx (inadequate).

Learning outcomes:

The learning outcome is in accordance with the CU/ FoE ToR, the mission and strategic objectives of the CU/FoE, 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 curriculum and other relevant documents.

The student must demonstrate the acquisition of a broad knowledge of the theoretical concepts of complex and special educational diagnostics. The student must have a broad knowledge of the special education diagnostic process, the comprehensive approach to the diagnosis of individuals with SEN. Must understand the process of special-educational diagnosis in inclusive settings. The student must be familiar with the output of the special education diagnostic process as well as understand the measurement issues involved in the diagnostic activity. The student must know specific special-educational diagnostic methods and be able to apply them at a basic level. The student shall be proficient in the diagnosis of the basic areas of motor, laterality, self-care, communication skills, visual, auditory, tactile, and kinesthetic perception. The student is proficient in the orientation examination of sensory organ function. Can use the results of diagnostic activities in practice. Knows the characteristics of the special educator as a diagnostician. Can identify the individual characteristics of the child/pupil (basic biological, psychological and sociological aspects of the development of children and young people with SEN). Can identify the socio-cultural context of the child/pupil's development (different contexts of ontogenesis of the child/pupil with special educational needs; particularities of family life with a child/pupil with special educational needs). The student knows the methodological basis of the cognition of children/pupils, school class. The student is able to identify special educational needs of a child/pupil - interpretation of diagnostic conclusions and recommendations of other professionals (their use in educational situations). The student knows the competencies of the school special educator in special educational diagnostics. The student knows the reports of special-educational examination. The student knows the specifics of special-educational diagnostics in early childhood and preschool age as well as the specifics of special-educational diagnostics in school age. The student knows the issues of the entry of a child with SEN into school - school maturity and school competence of a child with SEN. The student understands collaboration within the school support team.
The student also possesses transferable competencies - e.g. communication skills, analytical skills, interpersonal skills, creativity and abstract thinking skills, critical thinking skills, motivation and learning skills, reasoning in context, metacognitive skills.

Class syllabus:

1. Theoretical concept of complex and special-pedagogical diagnostics.
2. Brief history of special-pedagogical diagnostics.
3. The process of special-pedagogical diagnostics.
4. Special-educational diagnostics in inclusive conditions.
5. A comprehensive approach to the diagnosis of individuals with special educational needs.
6. Outcome of special-pedagogical diagnostics. The problem of measurement in diagnostics.
7. Methods of special-educational diagnostics. Method of observation. Anamnesis. Exploratory methods. Testing methods. Diagnostic testing. Case study. Analysis of the results of activities. Developmental scales.
8. The main areas of special-educational diagnostics - detection of the level of motor skills and self-care, detection of laterality, detection of the level of communication skills, detection of the level of visual, auditory, tactile, kinesthetic perception. Orientation examination of sensory organ function.
9. Use of diagnostic results in practice.
10. Special educator - educator and pedagogical assistant as diagnostician. Identification of individual characteristics of the child/pupil (basic biological, psychological and sociological aspects of the development of children and young people with SEN).
11. Identification of the socio-cultural context of the child/pupil's development (different contexts of ontogenesis of the child/pupil with special educational needs; peculiarities of family life with a child/pupil with special educational needs).
12. Methodological bases of cognition of children/pupils, school class.

13. Identification of special educational needs of a child/pupil - interpretation of diagnostic conclusions and recommendations of other specialists (their use in educational situations).
14. Competences of the school special educator in special-educational diagnostics.
15. Reports of special-educational examination.
16. Diagnostics in inclusive settings.
17. Specifics of special-pedagogical diagnostics in early and preschool age. Specifics of special-pedagogical diagnostics in school age. The child's entry into school - school maturity and school competence of a child with SEN.
18. Cooperation within the school support team.

State exam syllabus:

Recommended literature:

Compulsory/Recommended readings:
BIŠČO KASTELOVÁ, A., NÉMETH, O., 2020. Základy špeciálnopedagogickej diagnostiky a špeciálnopedagogického poradenstva. - 1. vyd. - Bratislava : IRIS - Vydavateľstvo a tlač, 2020. - 299 s. [print] Lit.: 149 zázn. ISBN 978-80-8200-056-9
VAŠEK, Štefan., 2004. Špeciálnopedagogická diagnostika. Bratislava: Sapientia, 2004. ISBN 80-969112-0-1
BIŠČO KASTELOVÁ, A.,2014. Diagnostika v špeciálnopedagogickom poradenstve. 1. vyd. - Bratislava : Iris, 2014. - 380 s. Lit. 239 zázn. ISBN 978-80-89726-09-7
Recommended readings:
BIŠČO KASTELOVÁ, A .,2010. Špeciálnopedagogická diagnostika v procese edukácie mentálne postihnutých. Lit. 36 zázn. In: Edukácia mentálne postihnutých : špeciálne metodiky predmetov špeciálnej základnej školy. - Bratislava : Iris, 2010. - S. 93-130. - ISBN 978-80-89256-53-2
BIŠČO KASTELOVÁ, A .,2013. Special - educational diagnostic tools for early and preschool age of a child In: Paedagogica specialis 27. - Praha : Knihy nejen pro bohaté, 2013. - S. 138-163. - ISBN 978-80-86499-09-3
BIŠČO KASTELOVÁ, A .,2016. Špeciálnopedagogická diagnostika vo svetle desaťročí. Lit. 36 zázn. In: Reflexie vývoja a trendy rozvoja špeciálnej pedagogiky na Slovensku v medzinárodných kontextoch. - Bratislava : Iris, 2016. - S. 93-103. - ISBN 978-80-89726-79-0
BIŠČO KASTELOVÁ, A., NÉMETH, O., 2015. Aktuálne otázky špeciálnopedagogickej diagnostiky v ranom a predškolskom veku. Lit. 32 zázn. In: Paedagogica specialis 29. - Bratislava : Univerzita Komenského v Bratislave, 2015. - S. 107-118. - ISBN 978-80-223-4010-6
PŘINOSILOVÁ, D., 2007. Diagnostika ve speciální pedagogice. Brno: Paido, 2007. ISBN 978-80-7315-157-7
TICHÁ, E., 2008. Základy špeciálnopedagogickej diagnostiky. Bratislava: MABAG, 2008. ISBN 978-80-89113-60-6
ZELINKOVÁ, O., 2001. Pedagogická diagnostika a individuální vzdělávací program. 1.vydanie. Praha: Portál, 2001. ISBN 80-7178-544-X

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

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPOde014/22	Special education diagnostics in practice

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

Type, volume, methods and workload of the student - additional information
2 hours of seminar per week, a total of 22 hours per semester, using the combined method.
Student workload:
11x2 hours of direct teaching = 22 hours; 10 hours of seminar work preparation; 5 hours of preparation for ongoing activities; 20 hours of preparation for the assessment. A total of 57 hours of student work.
Education Methods:
Monological methods (lecturing, interpretation, explanation, narration, instruction); Dialogic methods (interview, discussion, polemic, colloquium); Situational methods (case studies); Problem methods (problem interpretation, creation of mind maps, morphological method, method of situation analysis, heuristics, creation of analogies, forecasting, practice, research); Practical methods (written, simulations, training); Guided self-study (working with text, solving tasks, and assignments).

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites: PdF.KSpP/M-SPOde012/22 - Special education diagnostics

Course requirements:
During the semester, the student prepares a seminar work for 20 points, four ongoing activities of 5 points each will be assigned, and in the ongoing evaluation week there is a final evaluation in the form of a written knowledge test for 60 points.
At least 91 points are required to obtain a final grade A, at least 81 points to obtain a grade B, at least 73 points for a grade C, at least 66 points for a D and at least 60 points for an E grade. Credits will not be awarded to a student who obtains less than 15 points in any of the four ongoing activities. In order to successfully complete the subject, it is necessary to obtain at least 60 % of the point evaluation.
The rating is given on a scale:
A (100-91 %, excellent - excellent results). A student in the high above-average range masters the practical use of diagnostic methods for individuals with a health handicap; controls the assembly of the diagnostic battery of diagnostic tools; has the practical skills of writing conclusions from special pedagogical diagnostics and formulation of prognosis, proposals for measures, and recommendations for legal representatives, pedagogical staff, and school facilities.

B (90-81 %, very good - above average standard, excellent performance). The student knows/ masters the learning outcomes specifically detailed above at grade A, but critical thinking is borderline.
C (80-73 %, good - regular reliable work, good performance). Although the student knows, but does not know how to apply professional knowledge and skills in practice, the student in the average range controls the educational results specifically described above for grade A.
D (72-66 %, satisfactorily - acceptable results). The student satisfactorily controls the learning outcomes specifically described above in the assessment of A. In practice, further self-study and the acquisition of additional practical skills are expected, although the results are acceptable.
E (65-60 %, sufficient - results meet the minimum criteria). The student has basic knowledge that meets the minimum criteria. The student controls with the minimum criteria the educational results specifically detailed above for grade A. In practice, further self-study and the acquisition of additional practical skills are assumed, as the results border on insufficient performance.
Fx (59-0 %, insufficient - more additional work required). The student does not have sufficient control even with the minimum criteria of the educational results specifically detailed above in the overall assessment. Repetition of the course is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student masters the practical use of diagnostic methods for individuals with health disabilities; controls the assembly of the diagnostic battery of diagnostic tools; has the practical skills of writing conclusions from special pedagogical diagnostics and formulation of prognosis, proposals for measures and recommendations for legal representatives, pedagogical staff, and school facilities.
The student masters the methodology of diagnostic tools, mathematical-statistical methods in the scope of diagnostic tools (validity, reliability, standardization). He/she can apply basic research and participate in the creation of new diagnostic tools, methods, and methodologies. He/she actively participates in interdisciplinary, multidisciplinary and transdisciplinary cooperation with interested pedagogical and professional employees and specialists from various departments within the framework of comprehensive educational rehabilitation.
Other skills: Communication skills, mathematical and statistical skills in the range of diagnostic tools, organizational skills, analytical skills, creativity, intuition, abstract thinking, and critical thinking, metacognitive skills.

Class syllabus:
The course Special Pedagogical Diagnostics in Practice is practically oriented so that the student acquires the practical abilities and skills and highly specialized competences of a special pedagogical character necessary for the performance of the profession of a pedagogical employee - school special pedagogue in the school environment of kindergartens, primary and secondary schools as well as special kindergartens, primary and secondary schools, schools for pupils with special educational needs and a professional employee - special pedagogue and field special pedagogue in educational counseling and prevention school facilities, or in state and nonstate medical facilities or in social service facilities focused on stimulation and intervention of individuals with disabilities. The main areas of the course include: Methodology – diagnostic tools; Method of observation - compilation of an observation sheet, standardized observation sheets; Interview method – conducting an interview, setting up and conducting a structured, semistructured, unstructured interview, anamnestic interview, client interview; Questionnaire - compilation of a questionnaire, used questionnaire methods in practice; Diagnostic test method - preparation and use, evaluation criteria; Case study and analysis of activity results; Diagnosis of neuromotor skills – laterality, level of fine and gross motor skills, level of visuomotor skills; Diagnostics of communication skills – receptive and expressive component of speech, language

levels; Diagnostics of visual and auditory perception; Diagnostics of the function of sensory organs; Diagnostics of reading abilities; Writing diagnostics; Diagnostics of mathematical abilities; Assembly of a diagnostic battery; Writing professional reports and other written documents; Individual educational program.

Recommended literature:

Compulsory readings:
BIŠČO KASTELOVÁ, Alexandra (2024). Diagnostika v špeciálno-pedagogickom poradenstve. 2. vyd. Bratislava: IRIS. 533 s. ISBN 978- 80-89726-09-7
MŠVVaM. Špeciálnopedagogické poradenstvo. Dostupné na: https://www.minedu.sk/specialnopedagogicke-poradenstvo/
MŠVVaM. Obsahové štandardy pre diagnostickú činnosť – diagnostika v zariadeniach poradenstva a prevencie a v prostredí škôl. Dostupné na: https://www.minedu.sk/obsahove-standardy-pre-diagnosticku-cinnost-diagnostika-v-zariadeniach-poradenstva-a-prevencie-a-v-prostredi-skol/
BIŠČO KASTELOVÁ, A. 2014. Diagnostika v špeciálnopedagogickom poradenstve. 1. vyd. Bratislava: Iris, 2014. ISBN 978-80-89726-09-7.
BIŠČO KASTELOVÁ, A., NÉMETH O. 2020. Základy špeciálnopedagogickej diagnostiky a špeciálnopedagogického poradenstva. 1. vyd. Bratislava: IRIS, 2020. ISBN 978-80-8200-056-9.
VAŠEK, Š. 2004. Špeciálnopedagogická diagnostika. Bratislava: Sapientia, 2004. ISBN 80-969112-0-1.
Recommended readings:
BIŠČO KASTELOVÁ, A. 2010. Špeciálnopedagogická diagnostika v procese edukácie mentálne postihnutých. In: Edukácia mentálne postihnutých: špeciálne metodiky predmetov špeciálnej základnej školy. Bratislava: Iris, 2010. S. 93 – 130. ISBN 978-80-89256-53-2.
BIŠČO KASTELOVÁ, A. 2013. Special – educational diagnostic tools for early and preschool age of a child In: Paedagogica specialis 27. Praha: Knihy nejen pro bohaté, 2013. S. 138 – 163. ISBN 978-80-86499-09-3.
BIŠČO KASTELOVÁ, A. 2012. Charakteristika vybraných diagnostických nástrojov pre jednotlivcov so špecifickými poruchami učenia. In: Paedagogica specialis 26. Bratislava: Iris, 2012. S. 352 – 379. ISBN 978-80-223-3287-3.
BIŠČO KASTELOVÁ, A. Výskum analýzy oficiálnych textových dokumentov špeciálnopedagogickej diagnostiky v špeciálnopedagogickom poradenskom procese, [Research analysis of the official diagnostic text documents in the special counselling process]. In: Multidimenzionalita východisko rozvoja súčasnej špeciálnej pedagogiky. Bratislava: Iris, 2015. S. 217 – 233. ISBN 978-80-89726-38-7.
BIŠČO KASTELOVÁ, A., ASTRABOVÁ, B. 2014. Diagnostika prematúrnych detí a detí s DMO pomocou Waltera Strassmeiera. In: Poruchy učenia ako edukačný fenomén [elektronický zdroj]. Bratislava: Iris, 2014. S. 26 – 40 [CD-ROM]. ISBN 978-80-89726-15-8.
BIŠČO KASTELOVÁ, A., CHUDAJOVÁ, A. 2018. Špeciálnopedagogický diagnostický proces v ranom a predškolskom veku: výskumná analýza. In: Paedagogica specialis: 32. Bratislava: Univerzita Komenského v Bratislave, 2018. S. 86 – 96. ISBN 978-80-223-4610-8.
BIŠČO KASTELOVÁ, A., KOŠARIŠŤAN, F. 2019. Skríningový program na diagnostiku zrakovej percepcie žiakov mladšieho školského veku. In: Paedagogica specialis 33. Bratislava: Univerzita Komenského v Bratislave, 2019. S. 107 – 121. ISBN 978-80-223-4852-2.
BIŠČO KASTELOVÁ, A., LUCKÁ, I. 2014. Aplikácia diagnostických nástrojov pre jednotlivcov s ADHD v centrách špeciálnopedagogického poradenstva. In: Poruchy učenia ako edukačný fenomén [elektronický zdroj]. Bratislava: Iris, 2014. S. 41 – 54 [CD-ROM]. ISBN 978-80-89726-15-8.

BIŠČO KASTELOVÁ, A., NÉMETH, O. 2015. Aktuálne otázky špeciálnopedagogickej diagnostiky v ranom a predškolskom veku. In: Paedagogica specialis 29. Bratislava: Univerzita Komenského v Bratislave, 2015. S. 107 – 118. - ISBN 978-80-223-4010-6.
BIŠČO KASTELOVÁ, A., NÉMETH O. 2017. Špeciálnopedagogický poradenský proces. 1. vyd. Bratislava: Iris, 2017. ISBN 978-80-8200-007-1.
BIŠČO KASTELOVÁ, A. Špeciálnopedagogická diagnostika vo svetle desaťročí. In: Reflexie vývoja a trendy rozvoja špeciálnej pedagogiky na Slovensku v medzinárodných kontextoch. Bratislava: Iris, 2016. S. 93 – 103. ISBN 978-80-89726-79-0.
BIŠČO KASTELOVÁ, A., VANČOVÁ, A. 2016. The support of early care and early intervention for children with disabilities and some diagnostic possibilities - research findings related to Slovakia. Lit. 41 zázn. In: Špeciálne vzdelávacie potreby: jubilejná časť konferenčného cyklu. Ružomberok: VERBUM - vydavateľstvo KU, 2016. S. 142 – 159. ISBN 978-80-561-0372-2.
BIŠČO KASTELOVÁ, A., VITKAYOVÁ, Z. 2014. Analýza diagnostických nástrojov pre jednotlivcov so špecifickými poruchami učenia: (Novák versus Sindelárová). In: Poruchy učenia ako edukačný fenomén [elektronický zdroj]. Bratislava: Iris, 2014. S. 62 – 72 [CD-ROM]. ISBN 978-80-89726-15-8.
PŘINOSILOVÁ, D. 2007. Diagnostika v speciální pedagogice. Brno: Paido, 2007. ISBN 978-80-7315-157-7.
TICHÁ, E. 2008. Základy špeciálnopedagogickej diagnostiky. Bratislava: MABAG, 2008. ISBN 978-80-89113-60-6.
VANČOVÁ, A., BIŠČO KASTELOVÁ, A. 2016. The current research view on the issue of special educational diagnostics, special educational counselling and early intervention for children with disabilities in Slovakia. In: INTE 2016: Proceedings book, Vol. 4 [elektronický zdroj]. Vol. 4 (2016), s. 604 – 613 [online]. ISSN 2146-7358.
VANČOVÁ, A., FEKETOVÁ, P., BIŠČO KASTELOVÁ, A. K možnostiam špeciálnopedagogickej diagnostiky jednotlivcov s Aspergerovým syndrómom. In: Paedagogica specialis: 31. Bratislava: Univerzita Komenského, 2017. S. 146 – 184. ISBN 978-80-223-4438-8.

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

Notes:

Past grade distribution
Total number of evaluated students: 403

A	ABS	B	C	D	E	FX
71,96	0,0	14,39	8,44	2,73	1,99	0,5

Lecturers: Mgr. Nikoletta Szászová, PhD., MBA

Last change: 13.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPOde014/22	Special education diagnostics in practice

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

Type, volume, methods and workload of the student - additional information
2 hours of seminar per week, a total of 22 hours per semester, using the combined method.
Student workload:
11x2 hours of direct teaching = 22 hours; 10 hours of seminar work preparation; 5 hours of preparation for ongoing activities; 20 hours of preparation for the assessment. A total of 57 hours of student work.
Education Methods:
Monological methods (lecturing, interpretation, explanation, narration, instruction); Dialogic methods (interview, discussion, polemic, colloquium); Situational methods (case studies); Problem methods (problem interpretation, creation of mind maps, morphological method, method of situation analysis, heuristics, creation of analogies, forecasting, practice, research); Practical methods (written, simulations, training); Guided self-study (working with text, solving tasks, and assignments).

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites: PdF.KSpP/M-SPOde012/22 - Special education diagnostics

Course requirements:
During the semester, the student prepares a seminar work for 20 points, four ongoing activities of 5 points each will be assigned, and in the ongoing evaluation week there is a final evaluation in the form of a written knowledge test for 60 points.
At least 91 points are required to obtain a final grade A, at least 81 points to obtain a grade B, at least 73 points for a grade C, at least 66 points for a D and at least 60 points for an E grade. Credits will not be awarded to a student who obtains less than 15 points in any of the four ongoing activities. In order to successfully complete the subject, it is necessary to obtain at least 60 % of the point evaluation.
The rating is given on a scale:
A (100-91 %, excellent - excellent results). A student in the high above-average range masters the practical use of diagnostic methods for individuals with a health handicap; controls the assembly of the diagnostic battery of diagnostic tools; has the practical skills of writing conclusions from special pedagogical diagnostics and formulation of prognosis, proposals for measures, and recommendations for legal representatives, pedagogical staff, and school facilities.

B (90-81 %, very good - above average standard, excellent performance). The student knows/ masters the learning outcomes specifically detailed above at grade A, but critical thinking is borderline.
C (80-73 %, good - regular reliable work, good performance). Although the student knows, but does not know how to apply professional knowledge and skills in practice, the student in the average range controls the educational results specifically described above for grade A.
D (72-66 %, satisfactorily - acceptable results). The student satisfactorily controls the learning outcomes specifically described above in the assessment of A. In practice, further self-study and the acquisition of additional practical skills are expected, although the results are acceptable.
E (65-60 %, sufficient - results meet the minimum criteria). The student has basic knowledge that meets the minimum criteria. The student controls with the minimum criteria the educational results specifically detailed above for grade A. In practice, further self-study and the acquisition of additional practical skills are assumed, as the results border on insufficient performance.
Fx (59-0 %, insufficient - more additional work required). The student does not have sufficient control even with the minimum criteria of the educational results specifically detailed above in the overall assessment. Repetition of the course is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student masters the practical use of diagnostic methods for individuals with health disabilities; controls the assembly of the diagnostic battery of diagnostic tools; has the practical skills of writing conclusions from special pedagogical diagnostics and formulation of prognosis, proposals for measures and recommendations for legal representatives, pedagogical staff, and school facilities.
The student masters the methodology of diagnostic tools, mathematical-statistical methods in the scope of diagnostic tools (validity, reliability, standardization). He/she can apply basic research and participate in the creation of new diagnostic tools, methods, and methodologies. He/she actively participates in interdisciplinary, multidisciplinary and transdisciplinary cooperation with interested pedagogical and professional employees and specialists from various departments within the framework of comprehensive educational rehabilitation.
Other skills: Communication skills, mathematical and statistical skills in the range of diagnostic tools, organizational skills, analytical skills, creativity, intuition, abstract thinking, and critical thinking, metacognitive skills.

Class syllabus:
The course Special Pedagogical Diagnostics in Practice is practically oriented so that the student acquires the practical abilities and skills and highly specialized competences of a special pedagogical character necessary for the performance of the profession of a pedagogical employee - school special pedagogue in the school environment of kindergartens, primary and secondary schools as well as special kindergartens, primary and secondary schools, schools for pupils with special educational needs and a professional employee - special pedagogue and field special pedagogue in educational counseling and prevention school facilities, or in state and nonstate medical facilities or in social service facilities focused on stimulation and intervention of individuals with disabilities. The main areas of the course include: Methodology – diagnostic tools; Method of observation - compilation of an observation sheet, standardized observation sheets; Interview method – conducting an interview, setting up and conducting a structured, semistructured, unstructured interview, anamnestic interview, client interview; Questionnaire - compilation of a questionnaire, used questionnaire methods in practice; Diagnostic test method - preparation and use, evaluation criteria; Case study and analysis of activity results; Diagnosis of neuromotor skills – laterality, level of fine and gross motor skills, level of visuomotor skills; Diagnostics of communication skills – receptive and expressive component of speech, language

levels; Diagnostics of visual and auditory perception; Diagnostics of the function of sensory organs; Diagnostics of reading abilities; Writing diagnostics; Diagnostics of mathematical abilities; Assembly of a diagnostic battery; Writing professional reports and other written documents; Individual educational program.

Recommended literature:

Compulsory readings:
BIŠČO KASTELOVÁ, Alexandra (2024). Diagnostika v špeciálno-pedagogickom poradenstve. 2. vyd. Bratislava: IRIS. 533 s. ISBN 978- 80-89726-09-7
MŠVVaM. Špeciálnopedagogické poradenstvo. Dostupné na: https://www.minedu.sk/specialnopedagogicke-poradenstvo/
MŠVVaM. Obsahové štandardy pre diagnostickú činnosť – diagnostika v zariadeniach poradenstva a prevencie a v prostredí škôl. Dostupné na: https://www.minedu.sk/obsahove-standardy-pre-diagnosticku-cinnost-diagnostika-v-zariadeniach-poradenstva-a-prevencie-a-v-prostredi-skol/
BIŠČO KASTELOVÁ, A. 2014. Diagnostika v špeciálnopedagogickom poradenstve. 1. vyd. Bratislava: Iris, 2014. ISBN 978-80-89726-09-7.
BIŠČO KASTELOVÁ, A., NÉMETH O. 2020. Základy špeciálnopedagogickej diagnostiky a špeciálnopedagogického poradenstva. 1. vyd. Bratislava: IRIS, 2020. ISBN 978-80-8200-056-9.
VAŠEK, Š. 2004. Špeciálnopedagogická diagnostika. Bratislava: Sapientia, 2004. ISBN 80-969112-0-1.
Recommended readings:
BIŠČO KASTELOVÁ, A. 2010. Špeciálnopedagogická diagnostika v procese edukácie mentálne postihnutých. In: Edukácia mentálne postihnutých: špeciálne metodiky predmetov špeciálnej základnej školy. Bratislava: Iris, 2010. S. 93 – 130. ISBN 978-80-89256-53-2.
BIŠČO KASTELOVÁ, A. 2013. Special – educational diagnostic tools for early and preschool age of a child In: Paedagogica specialis 27. Praha: Knihy nejen pro bohaté, 2013. S. 138 – 163. ISBN 978-80-86499-09-3.
BIŠČO KASTELOVÁ, A. 2012. Charakteristika vybraných diagnostických nástrojov pre jednotlivcov so špecifickými poruchami učenia. In: Paedagogica specialis 26. Bratislava: Iris, 2012. S. 352 – 379. ISBN 978-80-223-3287-3.
BIŠČO KASTELOVÁ, A. Výskum analýzy oficiálnych textových dokumentov špeciálnopedagogickej diagnostiky v špeciálnopedagogickom poradenskom procese, [Research analysis of the official diagnostic text documents in the special counselling process]. In: Multidimenzionalita východisko rozvoja súčasnej špeciálnej pedagogiky. Bratislava: Iris, 2015. S. 217 – 233. ISBN 978-80-89726-38-7.
BIŠČO KASTELOVÁ, A., ASTRABOVÁ, B. 2014. Diagnostika prematúrnych detí a detí s DMO pomocou Waltera Strassmeiera. In: Poruchy učenia ako edukačný fenomén [elektronický zdroj]. Bratislava: Iris, 2014. S. 26 – 40 [CD-ROM]. ISBN 978-80-89726-15-8.
BIŠČO KASTELOVÁ, A., CHUDAJOVÁ, A. 2018. Špeciálnopedagogický diagnostický proces v ranom a predškolskom veku: výskumná analýza. In: Paedagogica specialis: 32. Bratislava: Univerzita Komenského v Bratislave, 2018. S. 86 – 96. ISBN 978-80-223-4610-8.
BIŠČO KASTELOVÁ, A., KOŠARIŠŤAN, F. 2019. Skríningový program na diagnostiku zrakovej percepcie žiakov mladšieho školského veku. In: Paedagogica specialis 33. Bratislava: Univerzita Komenského v Bratislave, 2019. S. 107 – 121. ISBN 978-80-223-4852-2.
BIŠČO KASTELOVÁ, A., LUCKÁ, I. 2014. Aplikácia diagnostických nástrojov pre jednotlivcov s ADHD v centrách špeciálnopedagogického poradenstva. In: Poruchy učenia ako edukačný fenomén [elektronický zdroj]. Bratislava: Iris, 2014. S. 41 – 54 [CD-ROM]. ISBN 978-80-89726-15-8.

BIŠČO KASTELOVÁ, A., NÉMETH, O. 2015. Aktuálne otázky špeciálnopedagogickej diagnostiky v ranom a predškolskom veku. In: Paedagogica specialis 29. Bratislava: Univerzita Komenského v Bratislave, 2015. S. 107 – 118. - ISBN 978-80-223-4010-6.
BIŠČO KASTELOVÁ, A., NÉMETH O. 2017. Špeciálnopedagogický poradenský proces. 1. vyd. Bratislava: Iris, 2017. ISBN 978-80-8200-007-1.
BIŠČO KASTELOVÁ, A. Špeciálnopedagogická diagnostika vo svetle desaťročí. In: Reflexie vývoja a trendy rozvoja špeciálnej pedagogiky na Slovensku v medzinárodných kontextoch. Bratislava: Iris, 2016. S. 93 – 103. ISBN 978-80-89726-79-0.
BIŠČO KASTELOVÁ, A., VANČOVÁ, A. 2016. The support of early care and early intervention for children with disabilities and some diagnostic possibilities - research findings related to Slovakia. Lit. 41 zázn. In: Špeciálne vzdelávacie potreby: jubilejná časť konferenčného cyklu. Ružomberok: VERBUM - vydavateľstvo KU, 2016. S. 142 – 159. ISBN 978-80-561-0372-2.
BIŠČO KASTELOVÁ, A., VITKAYOVÁ, Z. 2014. Analýza diagnostických nástrojov pre jednotlivcov so špecifickými poruchami učenia: (Novák versus Sindelárová). In: Poruchy učenia ako edukačný fenomén [elektronický zdroj]. Bratislava: Iris, 2014. S. 62 – 72 [CD-ROM]. ISBN 978-80-89726-15-8.
PŘINOSILOVÁ, D. 2007. Diagnostika v speciální pedagogice. Brno: Paido, 2007. ISBN 978-80-7315-157-7.
TICHÁ, E. 2008. Základy špeciálnopedagogickej diagnostiky. Bratislava: MABAG, 2008. ISBN 978-80-89113-60-6.
VANČOVÁ, A., BIŠČO KASTELOVÁ, A. 2016. The current research view on the issue of special educational diagnostics, special educational counselling and early intervention for children with disabilities in Slovakia. In: INTE 2016: Proceedings book, Vol. 4 [elektronický zdroj]. Vol. 4 (2016), s. 604 – 613 [online]. ISSN 2146-7358.
VANČOVÁ, A., FEKETOVÁ, P., BIŠČO KASTELOVÁ, A. K možnostiam špeciálnopedagogickej diagnostiky jednotlivcov s Aspergerovým syndrómom. In: Paedagogica specialis: 31. Bratislava: Univerzita Komenského, 2017. S. 146 – 184. ISBN 978-80-223-4438-8.

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

Notes:

Past grade distribution
Total number of evaluated students: 403

A	ABS	B	C	D	E	FX
71,96	0,0	14,39	8,44	2,73	1,99	0,5

Lecturers: Mgr. Nikoletta Szászová, PhD., MBA

Last change: 13.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde050/22	Special education interventions for individuals with autism spectrum disorders

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

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities: 2S
2 hours seminar/week, total 22 hours per semester, combined method.
Student workload:
11x2 hours of direct teaching = 22 hours; 10 hours preparation of the seminar paper; 28 hours preparation for the exam. Total 60 hours of student work.
Learning methods:
Linking teaching with practice; discussion of the topic covered; small group work; teaching of the subject by practitioners; interpretation of the material; explanation; work with text; quiz; presentation of scientific and professional knowledge through verbal, verbal-visual and multimedia presentation means; project methods; guided brainstorming; analytical-synthetic and comparative methods.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The course will be completed by examination, the weight of the interim and final assessment is 50/50. The course will be completed by a written test of the knowledge acquired throughout the semester with a score of 70 points, supplemented by a defense of the term paper with a score of 30 points. A minimum of 91 points is required for an A grade, a minimum of 81 points for a B grade, a minimum of 71 points for a C grade, a minimum of 61 points for a D grade, and a minimum of 51 points for an E grade. Credit will not be awarded to a student who scores less than 50 points in the written examination. Assessment further consists of continuous verbal evaluation and individual and group feedback during the semester.
The assessment is awarded on a scale:
A (100 - 91%, excellent - outstanding),
B (90 - 81%, very good - above average standard),
C (80 - 71%, good - normal reliable work),
D (70 - 61 %, satisfactory - acceptable results),
E (60 - 51%, satisfactory - results meet the minimum criteria),
Fx (50 - 0%, insufficient - additional work required).

A - excellent performance, the student knows and masters the knowledge in the field of pedagogy of individuals with autism spectrum disorders, special education interventions designed for individuals with autism spectrum disorders with regard to the specifics resulting from the individual disorders. The student understands the knowledge, can create, critically evaluate and apply knowledge from the field to practice; B - excellent performance, the student knows/controls knowledge in the field of special education interventions designed for individuals with autism spectrum disorders, but critical thinking is borderline. The student can apply the knowledge; C - good performance, the student does know/learn the knowledge in the area of special education interventions for individuals with autism spectrum disorders, understands it, but is unable to apply it to practice; D - satisfactory performance, the student knows/learns the basic knowledge in the area of special education interventions for individuals with autism spectrum disorders, but lacks the understanding and competence to apply the knowledge to practice; E - adequate performance, student has acquired elementary knowledge of special education interventions for individuals with autism spectrum disorders, but not sufficient for competency to apply it in practice; Fx - inadequate performance, student has not acquired/ does not have mastery of knowledge of special education interventions for individuals with autism spectrum disorders.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student will acquire adequate theoretical knowledge in the field of special education interventions designed for individuals with autism spectrum disorders, specifically in the area of counselling and diagnostic intervention and individual special education processes, which are correction, stimulation, compensation and re-education. The student will become familiar with and learn the specifics of individuals with autism spectrum disorders with respect to the type, form of disorder, and age of the individuals. The student will develop a theoretical understanding of interventions for individuals with autism spectrum disorders that will be applied to practice. The course also develops the following transferable competencies: communication skills, digital skills, critical thinking, contextual reasoning, motivation and the ability to learn.

Class syllabus:
Definition of basic concepts in the field of pedagogy for individuals with autism spectrum disorders. Specifics of educational rehabilitation for individuals with autism spectrum disorders. Diagnostic intervention for individuals with autism spectrum disorders. Counseling intervention for individuals with autism spectrum disorders. Special education intervention for individuals with autism spectrum disorders. Special education stimulation for individuals with autism spectrum disorders. Special educational compensation for individuals with autism spectrum disorders. Special education re-education of individuals with autism spectrum disorders. Selected special therapeutic approaches. Early intervention for individuals with autism spectrum disorders. TEACCH program, structured learning and behavioral approaches in the education of individuals with autism spectrum disorders. The use of ICT with individuals with autism spectrum disorders. The use of Social Stories with individuals with Autism Spectrum Disorders. Alternative and augmentative communication for individuals with autism spectrum disorders. Motivation and reinforcement of desirable behaviors in individuals with autism spectrum disorders. Eliminating problem, undesirable behaviors in individuals with autism spectrum disorders. Family and intact siblings of children with autism spectrum disorders. Individual topics contribute to special education students acquiring theoretical knowledge and practical skills that they can apply to practice as educators, educational assistants, special education teachers, and guidance counselors. Students become proficient in methods, methodologies, techniques, and approaches for individuals with autism spectrum disorders.

Recommended literature:

Compulsory/Recommended readings:
ADAMUS, P., VANČOVÁ, A. a LÖFFLEROVÁ, M. 2017. Poruchy autistického spektra v kontextu aktuálních interdisciplinárních poznatků. Ostrava: Pedagogická fakulta Ostravské univerzity, 2017. ISBN 978-80-7464-957-8.
ČADILOVÁ, V., ŽAMPACHOVÁ, Z. 2008. Strukturované učení: Vzdělávání dětí s autismem a jinými vývojovými poruchami. Praha: Portál, 2008. ISBN 978-80-7367-475-5.
Recommended readings:
BARBERA, M. L. a RASMUSSEN, T. 2018. Rozvoj verbálního chování. Brno: Masarykova univerzita, 2018. ISBN: 978-80-210-9212-9.
BIŠČO KASTELOVÁ, A. a ŠVÍKOVÁ, K. 2020. Korekcia správania detí s poruchou autistického spektra pomocou behaviorálnych techník. In: Špeciálnopedagogické vedecké a praxeologické problémy v kontexte transformačných procesov. Prešov: Vydavateľstvo Prešovskej univerzity v Prešove. 2020. s. 299 – 320. ISBN 978-555-2591-4.
• COOPER, J. O., HERON, T. E. and HEWARD, W. L. Applied Behavior Analysis (3rd Edition). Hoboken, NJ: Pearson Education, 2019. ISBN 978-0-13-475255-6.
DRUŽKOVSKÁ, L., TRELLOVÁ, I. a VANČOVÁ, A. 2020. Hodnotenie preferencií v edukačnom procese detí s poruchami autistického spektra. In: Paedagogica specialis 34. Bratislava: Iris, 2020. s. 356 – 369. ISBN 978-80-223-5049-5.
HREBEŇÁROVÁ, L., TRELLOVÁ, I. 2016. ABA – ako na prax orientované štúdium – možnosti a limity jeho implementácie na Slovensku. In: Reflexie vývoja a trendy rozvoja špeciálnej pedagogiky na Slovensku v medzinárodnom kontextu. Bratislava: Iris, 2016. s. 249 – 259.
THOROVÁ, K. 2016. Poruchy autistického spektra. 1. vyd. Praha: Portál, 2016. 493 s. ISBN 978-80-262-0768-9.
VANČOVÁ, A. 2015. Behaviorálne prístupy a ich využitie v intervenčnom riešení nevhodného správania detí s autizmom. In: Paedagogica specialis 29. Bratislava: Univerzita Komenského v Bratislave, 2015. s. 330 – 353. ISBN 978-80-223-4010-6.
VANČOVÁ, A. a ČAČOVÁ, S. 2008. Možnosti aplikácie stimulačných metód vrátane Snoezelenu u detí s ťažkým viacnásobným postihnutím v procese výchovnej a komplexnej rehabilitácie. In: Komplexná rehabilitácia viacnásobne postihnutých: niektoré nové metodiky a programy. Bratislava: Mabag, 2008. s. 160 – 184. ISBN 978-80-89113-43-9.
VANČOVÁ, A., HLINOVÁ, D., BÁLINTOVÁ, V. 2013. Osobitosti špeciálnopedagogickej intervencie a edukácie dieťaťa s autizmom predškolského veku v špeciálnej materskej škole. In: Výchovná a komplexná rehabilitácia postihnutých v ponímaní špeciálnej pedagogiky. Bratislava: Iris, 2013. s. 395 – 412. ISBN 978-80-89256-93-8.

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

Notes:

Past grade distribution
Total number of evaluated students: 282

A	ABS	B	C	D	E	FX
60,28	0,0	21,28	12,77	3,9	0,71	1,06

Lecturers: PaedDr. Róberta Drugová

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde050/22	Special education interventions for individuals with autism spectrum disorders

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

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities: 2S
2 hours seminar/week, total 22 hours per semester, combined method.
Student workload:
11x2 hours of direct teaching = 22 hours; 10 hours preparation of the seminar paper; 28 hours preparation for the exam. Total 60 hours of student work.
Learning methods:
Linking teaching with practice; discussion of the topic covered; small group work; teaching of the subject by practitioners; interpretation of the material; explanation; work with text; quiz; presentation of scientific and professional knowledge through verbal, verbal-visual and multimedia presentation means; project methods; guided brainstorming; analytical-synthetic and comparative methods.

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
The course will be completed by examination, the weight of the interim and final assessment is 50/50. The course will be completed by a written test of the knowledge acquired throughout the semester with a score of 70 points, supplemented by a defense of the term paper with a score of 30 points. A minimum of 91 points is required for an A grade, a minimum of 81 points for a B grade, a minimum of 71 points for a C grade, a minimum of 61 points for a D grade, and a minimum of 51 points for an E grade. Credit will not be awarded to a student who scores less than 50 points in the written examination. Assessment further consists of continuous verbal evaluation and individual and group feedback during the semester.
The assessment is awarded on a scale:
A (100 - 91%, excellent - outstanding),
B (90 - 81%, very good - above average standard),
C (80 - 71%, good - normal reliable work),
D (70 - 61 %, satisfactory - acceptable results),
E (60 - 51%, satisfactory - results meet the minimum criteria),
Fx (50 - 0%, insufficient - additional work required).

A - excellent performance, the student knows and masters the knowledge in the field of pedagogy of individuals with autism spectrum disorders, special education interventions designed for individuals with autism spectrum disorders with regard to the specifics resulting from the individual disorders. The student understands the knowledge, can create, critically evaluate and apply knowledge from the field to practice; B - excellent performance, the student knows/controls knowledge in the field of special education interventions designed for individuals with autism spectrum disorders, but critical thinking is borderline. The student can apply the knowledge; C - good performance, the student does know/learn the knowledge in the area of special education interventions for individuals with autism spectrum disorders, understands it, but is unable to apply it to practice; D - satisfactory performance, the student knows/learns the basic knowledge in the area of special education interventions for individuals with autism spectrum disorders, but lacks the understanding and competence to apply the knowledge to practice; E - adequate performance, student has acquired elementary knowledge of special education interventions for individuals with autism spectrum disorders, but not sufficient for competency to apply it in practice; Fx - inadequate performance, student has not acquired/ does not have mastery of knowledge of special education interventions for individuals with autism spectrum disorders.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student will acquire adequate theoretical knowledge in the field of special education interventions designed for individuals with autism spectrum disorders, specifically in the area of counselling and diagnostic intervention and individual special education processes, which are correction, stimulation, compensation and re-education. The student will become familiar with and learn the specifics of individuals with autism spectrum disorders with respect to the type, form of disorder, and age of the individuals. The student will develop a theoretical understanding of interventions for individuals with autism spectrum disorders that will be applied to practice. The course also develops the following transferable competencies: communication skills, digital skills, critical thinking, contextual reasoning, motivation and the ability to learn.

Class syllabus:
Definition of basic concepts in the field of pedagogy for individuals with autism spectrum disorders. Specifics of educational rehabilitation for individuals with autism spectrum disorders. Diagnostic intervention for individuals with autism spectrum disorders. Counseling intervention for individuals with autism spectrum disorders. Special education intervention for individuals with autism spectrum disorders. Special education stimulation for individuals with autism spectrum disorders. Special educational compensation for individuals with autism spectrum disorders. Special education re-education of individuals with autism spectrum disorders. Selected special therapeutic approaches. Early intervention for individuals with autism spectrum disorders. TEACCH program, structured learning and behavioral approaches in the education of individuals with autism spectrum disorders. The use of ICT with individuals with autism spectrum disorders. The use of Social Stories with individuals with Autism Spectrum Disorders. Alternative and augmentative communication for individuals with autism spectrum disorders. Motivation and reinforcement of desirable behaviors in individuals with autism spectrum disorders. Eliminating problem, undesirable behaviors in individuals with autism spectrum disorders. Family and intact siblings of children with autism spectrum disorders. Individual topics contribute to special education students acquiring theoretical knowledge and practical skills that they can apply to practice as educators, educational assistants, special education teachers, and guidance counselors. Students become proficient in methods, methodologies, techniques, and approaches for individuals with autism spectrum disorders.

Recommended literature:

Compulsory/Recommended readings:
ADAMUS, P., VANČOVÁ, A. a LÖFFLEROVÁ, M. 2017. Poruchy autistického spektra v kontextu aktuálních interdisciplinárních poznatků. Ostrava: Pedagogická fakulta Ostravské univerzity, 2017. ISBN 978-80-7464-957-8.
ČADILOVÁ, V., ŽAMPACHOVÁ, Z. 2008. Strukturované učení: Vzdělávání dětí s autismem a jinými vývojovými poruchami. Praha: Portál, 2008. ISBN 978-80-7367-475-5.
Recommended readings:
BARBERA, M. L. a RASMUSSEN, T. 2018. Rozvoj verbálního chování. Brno: Masarykova univerzita, 2018. ISBN: 978-80-210-9212-9.
BIŠČO KASTELOVÁ, A. a ŠVÍKOVÁ, K. 2020. Korekcia správania detí s poruchou autistického spektra pomocou behaviorálnych techník. In: Špeciálnopedagogické vedecké a praxeologické problémy v kontexte transformačných procesov. Prešov: Vydavateľstvo Prešovskej univerzity v Prešove. 2020. s. 299 – 320. ISBN 978-555-2591-4.
• COOPER, J. O., HERON, T. E. and HEWARD, W. L. Applied Behavior Analysis (3rd Edition). Hoboken, NJ: Pearson Education, 2019. ISBN 978-0-13-475255-6.
DRUŽKOVSKÁ, L., TRELLOVÁ, I. a VANČOVÁ, A. 2020. Hodnotenie preferencií v edukačnom procese detí s poruchami autistického spektra. In: Paedagogica specialis 34. Bratislava: Iris, 2020. s. 356 – 369. ISBN 978-80-223-5049-5.
HREBEŇÁROVÁ, L., TRELLOVÁ, I. 2016. ABA – ako na prax orientované štúdium – možnosti a limity jeho implementácie na Slovensku. In: Reflexie vývoja a trendy rozvoja špeciálnej pedagogiky na Slovensku v medzinárodnom kontextu. Bratislava: Iris, 2016. s. 249 – 259.
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VANČOVÁ, A. 2015. Behaviorálne prístupy a ich využitie v intervenčnom riešení nevhodného správania detí s autizmom. In: Paedagogica specialis 29. Bratislava: Univerzita Komenského v Bratislave, 2015. s. 330 – 353. ISBN 978-80-223-4010-6.
VANČOVÁ, A. a ČAČOVÁ, S. 2008. Možnosti aplikácie stimulačných metód vrátane Snoezelenu u detí s ťažkým viacnásobným postihnutím v procese výchovnej a komplexnej rehabilitácie. In: Komplexná rehabilitácia viacnásobne postihnutých: niektoré nové metodiky a programy. Bratislava: Mabag, 2008. s. 160 – 184. ISBN 978-80-89113-43-9.
VANČOVÁ, A., HLINOVÁ, D., BÁLINTOVÁ, V. 2013. Osobitosti špeciálnopedagogickej intervencie a edukácie dieťaťa s autizmom predškolského veku v špeciálnej materskej škole. In: Výchovná a komplexná rehabilitácia postihnutých v ponímaní špeciálnej pedagogiky. Bratislava: Iris, 2013. s. 395 – 412. ISBN 978-80-89256-93-8.

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

Notes:

Past grade distribution
Total number of evaluated students: 282

A	ABS	B	C	D	E	FX
60,28	0,0	21,28	12,77	3,9	0,71	1,06

Lecturers: PaedDr. Róberta Drugová

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPOde007/22	Special education practice A

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

Type, volume, methods and workload of the student - additional information
26sO
26 hours of practice per semester.
Attendance or combination of method.
Student workload:
26 hours of practice per semester; 32 hours of preparation for practical outputs; 32 hours of preparation for practical reflection. TOTAL: 90 hours of student work.
Education Methods:
Monological methods (lecture, presentation, explanation), dialogic methods (interview, discussion), situational methods (case studies), practical methods (written, graphic, creative and construction works, simulations, exercises)

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
The condition for passing the subject is the submission of the practical reflection, the point assessment of which is 50 points, and the preparation for the practical outputs with a maximum point assessment of 50 points, on the basis of which the student receives the assessment of the subject.
At least 91 points are required to obtain a final grade A, at least 81 points to obtain a grade B, at least 73 points for a grade C, at least 66 points for a D and at least 60 points for an E grade. Credits will not be awarded to a student who earns less than 59 points for the entire semester. In order to successfully complete the subject, it is necessary to obtain at least 60 % of the point evaluation.
The rating is given on a scale:
A (100-91 %, excellent - excellent results). The student in the high above-average range obtained the improvement of abilities, skills, and competences in diagnostic, counseling, intervention, and methodical activities in the specific conditions of the counseling facility. The student in the well above average band got to know the real conditions of practical work in counseling and prevention facilities. At a level well above average, the student actively participated in the counseling process for children and pupils with disabilities. At a high above-average level, he/she actively observed and implemented activities in consulting activities under supervision.

B (90-81 %, very good – above average standard, excellent performance). The student knows/ masters the learning outcomes specifically detailed above at an A grade above average, but critical thinking is borderline.
C (80-73 %, good - regular reliable work, good performance). Although the student knows, but does not know how to apply in practice, the student in the average range controls the educational results specifically described above in assessment A).
D (72-66 %, satisfactorily - acceptable results). The student knows, but in a satisfactory form. The student satisfactorily controls the learning outcomes specifically described above in the assessment of A. In practice, further self-study and the acquisition of additional practical skills are expected, although the results are acceptable.
E (65-60 %, sufficient – the results meet the minimum criteria). The student knows basic knowledge and has basic practical skills that meet the minimum criteria. The student controls with the minimum criteria the educational results specifically detailed above for grade A. In practice, further self-study and the acquisition of additional practical skills are assumed, as the results border on insufficient performance.
Fx (59-0 %, insufficient - more additional work required). The student does not have sufficient control even with the minimum criteria of the learning outcomes specifically described above for grade A. Repetition of the course is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student will gain the improvement of abilities, skills and competences in diagnostic, counseling, intervention, and methodical activities based on the confrontation of theoretical knowledge and participation experience with special pedagogical phenomena, processes and means in the specific conditions of the counseling facility. The student will get to know the real conditions of practical work in counseling and prevention facilities. The student will actively participate in the counseling process of children and pupils with disabilities. He/she will actively observe and implement activities in consulting activities under supervision.
Other skills: communication skills, organizational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.

Class syllabus:
The content of the subject is designed as a summary of observation as well as the implementation of direct activities of a counseling character, the knowledge of which is mandatory for the work of a professional employee, a special education teacher working in counseling and prevention facilities.
Main theses on the subject:
• Observation of activities in counseling and prevention facilities.
• Diagnostic activity, counseling activity, intervention activity, methodical activity in counseling and prevention facilities.
• Analysis of the components of comprehensive care for the facility's clients in real conditions.
• Work of the student under the supervision of a professional facility employee.

Recommended literature:
Compulsory/Recommended readings:
Current pedagogical and legal standards.
Methodological and professional materials of the State Pedagogical Institute.
Departmental regulations of the Ministry of Education, Ministry of Health and Ministry of Labour, Social Affairs, and Family.

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 395

A	ABS	B	C	D	E	FX
88,86	0,0	10,13	1,01	0,0	0,0	0,0

Lecturers: doc. PhDr. Alexandra Biščo Kastelová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPOde007/22	Special education practice A

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

Type, volume, methods and workload of the student - additional information
26sO
26 hours of practice per semester.
Attendance or combination of method.
Student workload:
26 hours of practice per semester; 32 hours of preparation for practical outputs; 32 hours of preparation for practical reflection. TOTAL: 90 hours of student work.
Education Methods:
Monological methods (lecture, presentation, explanation), dialogic methods (interview, discussion), situational methods (case studies), practical methods (written, graphic, creative and construction works, simulations, exercises)

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The condition for passing the subject is the submission of the practical reflection, the point assessment of which is 50 points, and the preparation for the practical outputs with a maximum point assessment of 50 points, on the basis of which the student receives the assessment of the subject.
At least 91 points are required to obtain a final grade A, at least 81 points to obtain a grade B, at least 73 points for a grade C, at least 66 points for a D and at least 60 points for an E grade. Credits will not be awarded to a student who earns less than 59 points for the entire semester. In order to successfully complete the subject, it is necessary to obtain at least 60 % of the point evaluation.
The rating is given on a scale:
A (100-91 %, excellent - excellent results). The student in the high above-average range obtained the improvement of abilities, skills, and competences in diagnostic, counseling, intervention, and methodical activities in the specific conditions of the counseling facility. The student in the well above average band got to know the real conditions of practical work in counseling and prevention facilities. At a level well above average, the student actively participated in the counseling process for children and pupils with disabilities. At a high above-average level, he/she actively observed and implemented activities in consulting activities under supervision.

B (90-81 %, very good – above average standard, excellent performance). The student knows/ masters the learning outcomes specifically detailed above at an A grade above average, but critical thinking is borderline.
C (80-73 %, good - regular reliable work, good performance). Although the student knows, but does not know how to apply in practice, the student in the average range controls the educational results specifically described above in assessment A).
D (72-66 %, satisfactorily - acceptable results). The student knows, but in a satisfactory form. The student satisfactorily controls the learning outcomes specifically described above in the assessment of A. In practice, further self-study and the acquisition of additional practical skills are expected, although the results are acceptable.
E (65-60 %, sufficient – the results meet the minimum criteria). The student knows basic knowledge and has basic practical skills that meet the minimum criteria. The student controls with the minimum criteria the educational results specifically detailed above for grade A. In practice, further self-study and the acquisition of additional practical skills are assumed, as the results border on insufficient performance.
Fx (59-0 %, insufficient - more additional work required). The student does not have sufficient control even with the minimum criteria of the learning outcomes specifically described above for grade A. Repetition of the course is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student will gain the improvement of abilities, skills and competences in diagnostic, counseling, intervention, and methodical activities based on the confrontation of theoretical knowledge and participation experience with special pedagogical phenomena, processes and means in the specific conditions of the counseling facility. The student will get to know the real conditions of practical work in counseling and prevention facilities. The student will actively participate in the counseling process of children and pupils with disabilities. He/she will actively observe and implement activities in consulting activities under supervision.
Other skills: communication skills, organizational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.

Class syllabus:
The content of the subject is designed as a summary of observation as well as the implementation of direct activities of a counseling character, the knowledge of which is mandatory for the work of a professional employee, a special education teacher working in counseling and prevention facilities.
Main theses on the subject:
• Observation of activities in counseling and prevention facilities.
• Diagnostic activity, counseling activity, intervention activity, methodical activity in counseling and prevention facilities.
• Analysis of the components of comprehensive care for the facility's clients in real conditions.
• Work of the student under the supervision of a professional facility employee.

Recommended literature:
Compulsory/Recommended readings:
Current pedagogical and legal standards.
Methodological and professional materials of the State Pedagogical Institute.
Departmental regulations of the Ministry of Education, Ministry of Health and Ministry of Labour, Social Affairs, and Family.

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 395

A	ABS	B	C	D	E	FX
88,86	0,0	10,13	1,01	0,0	0,0	0,0

Lecturers: doc. PhDr. Alexandra Biščo Kastelová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-PZPde004/22	Special education practice E

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

Type, volume, methods and workload of the student - additional information
26sO
Twenty-six hours of full-time practice in an appropriate contracted facility per semester.
Student Workload:
26 hours of direct practice in contracted schools for the visually impaired (special schools) or in special classes for the visually impaired or in schools with integrated pupils with visual impairment, including analyses of educational activities + 14 hours of preparation + 10 hours of literature study + 5 hours of reflection on the practice. Total 55 hours of student work.
Methods of delivering educational content:
Discussion, observation, methods of practical activity, self-study, analysis and synthesis, analysis of educational situations.

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
The course is completed by preparing and handing in a reflection from the practice according to a predetermined muster, which includes preparations for the student's practical outputs in the educational process, records of analyses with the trainee teacher, additional notes (possibly notes of other teachers, experts, the principal, etc.), the student's created practical outputs (devices, programs, documentation, hospital record, etc.). The student may earn 100 points for reflection and completion of the practicum.
Assessment weighting: 100/0
The grade is awarded on a scale:
A (100-91 points, excellent - outstanding),
B (90-81 points, very good - above average standard),
C (80-73 points, good - normal reliable work),
D (72-66 points, satisfactory - acceptable results),
E (65-60 points, satisfactory - results meet the minimum criteria),
Fx (59-0 points, inadequate - additional work required)
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum

of 60 points for a grade of E. Credit will not be awarded to a student who obtains less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required.
A-excellent performance, the student critically evaluates, knows/manages basic concepts from the theory of education of the visually impaired, is able to apply them in special education practice, actively participates, prepares, conducts the educational process under the supervision of the trainee teacher, actively communicates during the analysis of educational situations, keeps detailed records of the course of the practice, proactively approaches the solution of educational situations, conscientiously prepares for the practical activity;
B-excellent performance, the student knows/manages basic concepts, but critical thinking is reduced, involvement in practice activities and analyses is not very frequent, insights from practice are not complete but correspond to the criteria set by the teacher, implements under the supervision of the trainee teacher the educational process with moderate support, keeps records with minor deficiencies, reflection shows minor deficiencies;
C-good performance, the student translates the knowledge from the theory of education of the visually impaired into practice with difficulties to the full extent, activity on practice and on analyses is lower, notes are stricter, the activity is carried out at the initiative of the teacher, there is a lack of a proactive approach, the reflection is at a lower level of complexity in content, the records show major shortcomings.
D-acceptable performance, student applies learning from the theory of education of the visually impaired to a very limited extent, learns but is not comprehensively able to apply in practice, is less proactive in practice, preparations and records are incomplete, insufficiently broken down, preparation for outcomes is at a low level; student handles outcomes with support from the practicing teacher.
E-minimally acceptable performance, student applies only elements of the curriculum in the theory of education of the visually impaired to a highly limited extent, preparation is minimal, records and preparations are concise with significant deficiencies, outcomes and management of the educational process is problematic with significant support from the teacher; student is not active in practice or analysis;
FX-unacceptable performance, student has not met the specified criteria, fails to lead the educational process, make preparations and be active in the analysis of educational activities.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
After completing the practice, the student knows the system of education and education of pupils with visual impairments, knows the processes, techniques, methods, principles and means of education of the visually impaired, knows how to communicate at a professional level with all actors of education (including pupils and adapting communication directly to them), can differentiate the tasks assigned to pupils, respecting their pace of work, the type and degree of disability and also their current state of health. He/she is familiar with the material and technical provision of the educational process, understands the role and position of the teacher in the educational process, is aware of the importance of cooperation with other professionals, can work with pedagogical documentation, and can handle real practical activities in schools where pupils with visual impairment are educated, knows the time layering and the course of teaching, can interpret ways of organizing practice, knows and can apply various methods of education, including specific ones, to the educational process, has mastered and can use educational strategies to support the pupil and overcome various deficits resulting from visual impairment. He/she has mastered professional terminology and the basics of pedagogical tact necessary for conducting the educational process of the visually impaired. Understands the principles of visual hygiene in the education of the pupil. During the practice, the student will develop communication skills, organizational skills, analytical thinking and digital competences.

Class syllabus:

The aim of the course is to acquire practical skills and experience to lead the educational process in educational institutions focused on the education of the visually impaired (special schools, special classes), or inclusive education of the visually impaired, to keep pedagogical documentation, to deal with social, communicative, educational and educational situations, to take a personalized approach to pupils with visual impairments, to create appropriate educational conditions for them, including material and technical support.

Observation of educational situations, phenomena and processes of special-educational practice. The student will learn to identify special-educational processes, situations and special-educational phenomena in practice and be able to clearly distinguish and communicate the difference between them. The student is able to relate what is learned to what is observed and what is observed to his/her own experience during the student's active participation in the education of the visually impaired.

Analyzes and analyzes individual activities of special education practice. The student will learn several ways of identifying and analysing individual activities of special-educational practice, he/she will be able to characterise individual activities in theoretical terms, he/she will acquire the ability to extract the methods, forms, means and organisation of work used by the educator, he/she will learn to identify special approaches to pupils with visual impairment. They will learn to react independently to educational phenomena and situations, to solve them, to propose pedagogical solutions and, of course, to lead the educational process under the supervision of the trainee teacher.

Creation of methodological materials. Didactic and methodological procedures. The student is oriented in the supporting educational and methodological materials in the school, develops his/her knowledge and skills to create targeted educational material (including multimedia outputs) and apply it in the process of education of pupils with disabilities according to the instructions of the trainee teacher. They will learn the established procedures and processes of creating educational materials, understand the sequence and continuity of methodological and didactic procedures in practice with regard to the type of educational activity. On a practical level, they will be able to implement didactic procedures (application of training) and subsequently analyse them professionally, didactically and methodologically, critically evaluate them and take measures for improvement under the guidance of the trainee teacher in practice.

Documentation in the process of educational rehabilitation. The student will expand his/her knowledge and experience with the valid school documentation, learn how to keep correct records of pupils and school activities under the guidance of the trainee teacher, identify the various school documents, orient himself/herself in them. Can analyse and evaluate individual entries in the documents, understand their connection to the educational process.

Educational program for children with visual impairment for pre-primary education. Educational programme for pupils with visual impairment for primary and lower secondary education. The student knows and navigates the educational programs, can identify educational objectives and transfer them into written preparations for teaching and apply these objectives to the educational process itself, knows the specifics of approaches and strategies in the education of the visually impaired. He/she knows the framework and scope of the pupil's curriculum, is familiar with the subjects in the field of Special Educational Support and is able to master them didactically.

Hospitalization indicators. The student will develop the ability to create a detailed hospitalization record, identify the methods, principles, means and organization of the teaching process used by the teacher, develop the ability to identify the essential features of the pedagogical process, can chronologically record the contexts and causal phenomena of the pedagogical process. He/she will be able to communicate important findings to the teacher on a professional level and develop a synthesised and comprehensive understanding of teaching pupils with visual impairments.

Analysis of special education, stimulation and rehabilitation programs, analysis of case studies. The student will develop his/her theoretical knowledge of currently used special education, stimulation

and rehabilitation programs for the visually impaired, learn to identify the basic elements of case studies (records of the pupil and relevant documentation about him/her) and create and structure case studies on his/her own from observations of pupils in education and from joint activities with them. With the support of the trainee teacher, develops his/her skills in the creation of stimulus programmes/assistances.

Recommended literature:

Compulsory readings:

LOPÚCHOVÁ, J. 2009. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN: 978-80-89238-61-3.

LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.

Vzdelávací program pre deti so zrakovým postihnutím pre predprimárne vzdelávanie. Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky pod číslom 2017-2127/20564:14-10G0

Vzdelávací program pre žiakov so zrakovým postihnutí pre primárne a nižšie stredné vzdelávanie, pre primárne umelecké vzdelávanie a nižšie sekundárne vzdelávanie. Schválilo Ministerstvo školstva, vedy, výskumu a športu pod číslom 2016-14674/20284:16-10F0

Pedagogická dokumentácia žiaka. Pedagogická dokumentácia v škole.

Recommended readings:

NÉMETH, O. 1999. Slabozrakosť ako pedagogický problém. Bratislava: SAPIENTA, 1999. ISBN: 9788096718054.

JANKOVÁ, J., MORAVCOVÁ, D. 2017. Asistent pedagoga a dítě se zrakovým postižením. Praha: Prasparta, 2017. ISBN: 978-80-88163-6-9.

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

Languages necessary to complete the course:

slovak, czech

Notes:

Past grade distribution

Total number of evaluated students: 61

A	ABS	B	C	D	E	FX
98,36	0,0	0,0	1,64	0,0	0,0	0,0

Lecturers: doc. PaedDr. Jana Lopúchová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-PZPde004/22	Special education practice E

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

Type, volume, methods and workload of the student - additional information
26sO
Twenty-six hours of full-time practice in an appropriate contracted facility per semester.
Student Workload:
26 hours of direct practice in contracted schools for the visually impaired (special schools) or in special classes for the visually impaired or in schools with integrated pupils with visual impairment, including analyses of educational activities + 14 hours of preparation + 10 hours of literature study + 5 hours of reflection on the practice. Total 55 hours of student work.
Methods of delivering educational content:
Discussion, observation, methods of practical activity, self-study, analysis and synthesis, analysis of educational situations.

Number of credits: 3

Recommended semester: 4.

Educational level: II.

Prerequisites:

Course requirements:
The course is completed by preparing and handing in a reflection from the practice according to a predetermined muster, which includes preparations for the student's practical outputs in the educational process, records of analyses with the trainee teacher, additional notes (possibly notes of other teachers, experts, the principal, etc.), the student's created practical outputs (devices, programs, documentation, hospital record, etc.). The student may earn 100 points for reflection and completion of the practicum.
Assessment weighting: 100/0
The grade is awarded on a scale:
A (100-91 points, excellent - outstanding),
B (90-81 points, very good - above average standard),
C (80-73 points, good - normal reliable work),
D (72-66 points, satisfactory - acceptable results),
E (65-60 points, satisfactory - results meet the minimum criteria),
Fx (59-0 points, inadequate - additional work required)
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum

of 60 points for a grade of E. Credit will not be awarded to a student who obtains less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required.
A-excellent performance, the student critically evaluates, knows/manages basic concepts from the theory of education of the visually impaired, is able to apply them in special education practice, actively participates, prepares, conducts the educational process under the supervision of the trainee teacher, actively communicates during the analysis of educational situations, keeps detailed records of the course of the practice, proactively approaches the solution of educational situations, conscientiously prepares for the practical activity;
B-excellent performance, the student knows/manages basic concepts, but critical thinking is reduced, involvement in practice activities and analyses is not very frequent, insights from practice are not complete but correspond to the criteria set by the teacher, implements under the supervision of the trainee teacher the educational process with moderate support, keeps records with minor deficiencies, reflection shows minor deficiencies;
C-good performance, the student translates the knowledge from the theory of education of the visually impaired into practice with difficulties to the full extent, activity on practice and on analyses is lower, notes are stricter, the activity is carried out at the initiative of the teacher, there is a lack of a proactive approach, the reflection is at a lower level of complexity in content, the records show major shortcomings.
D-acceptable performance, student applies learning from the theory of education of the visually impaired to a very limited extent, learns but is not comprehensively able to apply in practice, is less proactive in practice, preparations and records are incomplete, insufficiently broken down, preparation for outcomes is at a low level; student handles outcomes with support from the practicing teacher.
E-minimally acceptable performance, student applies only elements of the curriculum in the theory of education of the visually impaired to a highly limited extent, preparation is minimal, records and preparations are concise with significant deficiencies, outcomes and management of the educational process is problematic with significant support from the teacher; student is not active in practice or analysis;
FX-unacceptable performance, student has not met the specified criteria, fails to lead the educational process, make preparations and be active in the analysis of educational activities.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
After completing the practice, the student knows the system of education and education of pupils with visual impairments, knows the processes, techniques, methods, principles and means of education of the visually impaired, knows how to communicate at a professional level with all actors of education (including pupils and adapting communication directly to them), can differentiate the tasks assigned to pupils, respecting their pace of work, the type and degree of disability and also their current state of health. He/she is familiar with the material and technical provision of the educational process, understands the role and position of the teacher in the educational process, is aware of the importance of cooperation with other professionals, can work with pedagogical documentation, and can handle real practical activities in schools where pupils with visual impairment are educated, knows the time layering and the course of teaching, can interpret ways of organizing practice, knows and can apply various methods of education, including specific ones, to the educational process, has mastered and can use educational strategies to support the pupil and overcome various deficits resulting from visual impairment. He/she has mastered professional terminology and the basics of pedagogical tact necessary for conducting the educational process of the visually impaired. Understands the principles of visual hygiene in the education of the pupil. During the practice, the student will develop communication skills, organizational skills, analytical thinking and digital competences.

Class syllabus:

The aim of the course is to acquire practical skills and experience to lead the educational process in educational institutions focused on the education of the visually impaired (special schools, special classes), or inclusive education of the visually impaired, to keep pedagogical documentation, to deal with social, communicative, educational and educational situations, to take a personalized approach to pupils with visual impairments, to create appropriate educational conditions for them, including material and technical support.

Observation of educational situations, phenomena and processes of special-educational practice. The student will learn to identify special-educational processes, situations and special-educational phenomena in practice and be able to clearly distinguish and communicate the difference between them. The student is able to relate what is learned to what is observed and what is observed to his/her own experience during the student's active participation in the education of the visually impaired.

Analyzes and analyzes individual activities of special education practice. The student will learn several ways of identifying and analysing individual activities of special-educational practice, he/she will be able to characterise individual activities in theoretical terms, he/she will acquire the ability to extract the methods, forms, means and organisation of work used by the educator, he/she will learn to identify special approaches to pupils with visual impairment. They will learn to react independently to educational phenomena and situations, to solve them, to propose pedagogical solutions and, of course, to lead the educational process under the supervision of the trainee teacher.

Creation of methodological materials. Didactic and methodological procedures. The student is oriented in the supporting educational and methodological materials in the school, develops his/her knowledge and skills to create targeted educational material (including multimedia outputs) and apply it in the process of education of pupils with disabilities according to the instructions of the trainee teacher. They will learn the established procedures and processes of creating educational materials, understand the sequence and continuity of methodological and didactic procedures in practice with regard to the type of educational activity. On a practical level, they will be able to implement didactic procedures (application of training) and subsequently analyse them professionally, didactically and methodologically, critically evaluate them and take measures for improvement under the guidance of the trainee teacher in practice.

Documentation in the process of educational rehabilitation. The student will expand his/her knowledge and experience with the valid school documentation, learn how to keep correct records of pupils and school activities under the guidance of the trainee teacher, identify the various school documents, orient himself/herself in them. Can analyse and evaluate individual entries in the documents, understand their connection to the educational process.

Educational program for children with visual impairment for pre-primary education. Educational programme for pupils with visual impairment for primary and lower secondary education. The student knows and navigates the educational programs, can identify educational objectives and transfer them into written preparations for teaching and apply these objectives to the educational process itself, knows the specifics of approaches and strategies in the education of the visually impaired. He/she knows the framework and scope of the pupil's curriculum, is familiar with the subjects in the field of Special Educational Support and is able to master them didactically.

Hospitalization indicators. The student will develop the ability to create a detailed hospitalization record, identify the methods, principles, means and organization of the teaching process used by the teacher, develop the ability to identify the essential features of the pedagogical process, can chronologically record the contexts and causal phenomena of the pedagogical process. He/she will be able to communicate important findings to the teacher on a professional level and develop a synthesised and comprehensive understanding of teaching pupils with visual impairments.

Analysis of special education, stimulation and rehabilitation programs, analysis of case studies. The student will develop his/her theoretical knowledge of currently used special education, stimulation

and rehabilitation programs for the visually impaired, learn to identify the basic elements of case studies (records of the pupil and relevant documentation about him/her) and create and structure case studies on his/her own from observations of pupils in education and from joint activities with them. With the support of the trainee teacher, develops his/her skills in the creation of stimulus programmes/assistances.

Recommended literature:

Compulsory readings:

LOPÚCHOVÁ, J. 2009. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN: 978-80-89238-61-3.

LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.

Vzdelávací program pre deti so zrakovým postihnutím pre predprimárne vzdelávanie. Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky pod číslom 2017-2127/20564:14-10G0

Vzdelávací program pre žiakov so zrakovým postihnutí pre primárne a nižšie stredné vzdelávanie, pre primárne umelecké vzdelávanie a nižšie sekundárne vzdelávanie. Schválilo Ministerstvo školstva, vedy, výskumu a športu pod číslom 2016-14674/20284:16-10F0

Pedagogická dokumentácia žiaka. Pedagogická dokumentácia v škole.

Recommended readings:

NÉMETH, O. 1999. Slabozrakosť ako pedagogický problém. Bratislava: SAPIENTA, 1999. ISBN: 9788096718054.

JANKOVÁ, J., MORAVCOVÁ, D. 2017. Asistent pedagoga a dítě se zrakovým postižením. Praha: Prasparta, 2017. ISBN: 978-80-88163-6-9.

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

Languages necessary to complete the course:

slovak, czech

Notes:

Past grade distribution

Total number of evaluated students: 61

A	ABS	B	C	D	E	FX
98,36	0,0	0,0	1,64	0,0	0,0	0,0

Lecturers: doc. PaedDr. Jana Lopúchová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde054/22	Special education practice G - pedagogy of the intellectually gifted

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

Type, volume, methods and workload of the student - additional information
26oS/
26 hours of special education practice/week; total of 26 hours per semester using the combined method
Student workload:
2oS (2credits): 4x6 hours of direct instruction and 1x2hours of direct instruction = 22 hours, 15 hours of practice reflection, 13 hours of observation sheet preparation and processing.
Total 50 hours of student work.
Learning methods:
Discussion, interpretation, observation, guided self-study, situation analysis method, didactic skills training.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
During the internship, the student will prepare an observation record according to predetermined conditions, for which he/she will receive a maximum of 20 points. Upon completion of the internship, the student will prepare a reflection according to a predetermined muster, where he/she can obtain a maximum of 80 points. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who does not obtain at least 60% of the total mark in the written reflection.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but

can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student knows the real conditions of practical activities in educational institutions for students with intellectual talent. The student characterizes and can practically apply the activities of complex care for the intellectually gifted, can keep hospital records. Can elaborate methodological preparation for direct work and can analyse, organise and manage educational activities and the educational process on the basis of direct confrontation of theoretical knowledge and concrete activities in educational institutions for the intellectually gifted and talented.

Class syllabus:
The aim of the course is to analyze the educational process of pupils with intellectual gifts and talents , its specifics and educational methods, forms and objectives. To get acquainted with the creation of methodological materials and pedagogical documentation.
1.Observation of the processes and phenomena of special-educational practice. 2.Analysis and analysis of individual activities of special-educational practice. 2.Creation of methodological materials. 3.Didactic procedures. 4.Pedagogical documentation. 5.Educational program for children and pupils with intellectual giftedness. 6.Indicators of hospitalization record. 7.Analysis of educational, stimulation and rehabilitation programs, analysis of documentation, analysis of case work.

Recommended literature:
Compulsory readings:
CIHELKOVÁ, J., 2017. Nadané dítě ve škole. Náměty pro výuku pro celou třídu. Praha:Portál. 2017. ISBN: 978-80-262-1248-5.
SOKOLOVÁ, H., POKORNÁ, A., FIŠEROVÁ, M., 2020. Školní zralost a nadané dítě. Raabe. 2020. ISBN: 978-80-7496-453-4.
STEHLÍKOVÁ, M., 2018. Nadané dítě: Jak mu pomoci ke štěstí a úspěchu. Praha: Garda. 2018. ISBN: 978-80-271-0512-0.

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

Notes:

Past grade distribution
Total number of evaluated students: 335

A	ABS	B	C	D	E	FX
78,51	0,0	9,25	5,07	5,07	1,19	0,9

Lecturers: PaedDr. Margaréta Osvaldová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde054/22	Special education practice G - pedagogy of the intellectually gifted

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

Type, volume, methods and workload of the student - additional information
26oS/
26 hours of special education practice/week; total of 26 hours per semester using the combined method
Student workload:
2oS (2credits): 4x6 hours of direct instruction and 1x2hours of direct instruction = 22 hours, 15 hours of practice reflection, 13 hours of observation sheet preparation and processing.
Total 50 hours of student work.
Learning methods:
Discussion, interpretation, observation, guided self-study, situation analysis method, didactic skills training.

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
During the internship, the student will prepare an observation record according to predetermined conditions, for which he/she will receive a maximum of 20 points. Upon completion of the internship, the student will prepare a reflection according to a predetermined muster, where he/she can obtain a maximum of 80 points. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who does not obtain at least 60% of the total mark in the written reflection.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but

can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student knows the real conditions of practical activities in educational institutions for students with intellectual talent. The student characterizes and can practically apply the activities of complex care for the intellectually gifted, can keep hospital records. Can elaborate methodological preparation for direct work and can analyse, organise and manage educational activities and the educational process on the basis of direct confrontation of theoretical knowledge and concrete activities in educational institutions for the intellectually gifted and talented.

Class syllabus:
The aim of the course is to analyze the educational process of pupils with intellectual gifts and talents , its specifics and educational methods, forms and objectives. To get acquainted with the creation of methodological materials and pedagogical documentation.
1.Observation of the processes and phenomena of special-educational practice. 2.Analysis and analysis of individual activities of special-educational practice. 2.Creation of methodological materials. 3.Didactic procedures. 4.Pedagogical documentation. 5.Educational program for children and pupils with intellectual giftedness. 6.Indicators of hospitalization record. 7.Analysis of educational, stimulation and rehabilitation programs, analysis of documentation, analysis of case work.

Recommended literature:
Compulsory readings:
CIHELKOVÁ, J., 2017. Nadané dítě ve škole. Náměty pro výuku pro celou třídu. Praha:Portál. 2017. ISBN: 978-80-262-1248-5.
SOKOLOVÁ, H., POKORNÁ, A., FIŠEROVÁ, M., 2020. Školní zralost a nadané dítě. Raabe. 2020. ISBN: 978-80-7496-453-4.
STEHLÍKOVÁ, M., 2018. Nadané dítě: Jak mu pomoci ke štěstí a úspěchu. Praha: Garda. 2018. ISBN: 978-80-271-0512-0.

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

Notes:

Past grade distribution
Total number of evaluated students: 335

A	ABS	B	C	D	E	FX
78,51	0,0	9,25	5,07	5,07	1,19	0,9

Lecturers: PaedDr. Margaréta Osvaldová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-PZPde010/22	Special educational interventions for the visually impaired

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
2S - 2 hours of seminar per week, total 22 hours per semester, combined form (primarily full-time attendance)
Student workload:
2x11 - 22 hours of direct teaching; 15 hours of semester paper preparation; 20 hours of preparation for presenting intervention activities; TOTAL: 57 hours.
Methods of delivering the content of education:
interpretation of the curriculum, lecturing, discussion, demonstration of intervention activities, small group work, self-study, problem solving tasks and model situations.

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, the student will prepare a term paper on a topic assigned by the instructor, from which he/she may earn a maximum of 40 points (min. 25 points). During the semester, the student will present in a group the proposed and elaborated intervention procedure within the assigned topic (type and degree of disability, type of diagnosis, diagnostic methods...) and explain the chosen intervention procedures. The student can obtain a maximum of 60 points (min. 40 points) from this outcome.
The grade is awarded on a scale:
A (100-91 points, excellent - outstanding),
B (90-81 points, very good - above average standard),
C (80-73 points, good - normal reliable work),
D (72-66 points, satisfactory - acceptable results),
E (65-60 points, satisfactory - results meet the minimum criteria),
Fx (59-0 points, inadequate - extra work required).
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
A - excellent performance, the student has mastered the basic concepts in the field of intervention for the disabled, he/she is able to apply what has been learnt on a theoretical level to a practical

level; he/she is able to present intervention activities in an excellent manner, the term paper meets all the criteria set; the student is critically evaluated;
B - excellent performance, the student has mastered the basic concepts, but slight deficiencies are observed in the application of knowledge to practice - the presentation of intervention activities is solved with minor hesitations; he/she is able to present intervention activities appropriately, slight deficiencies are observed in the term paper; critical thinking is borderline;
C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to the practical level; he/she has problems with complex problem solving and with presenting intervention activities; the term paper has shortcomings;
D - acceptable performance, the student has only partially mastered the knowledge, he/she has significant deficiencies in the problem, he/she cannot apply what he/she has learnt in the practical plane, he/she has problems solving model situations and deficiencies also appear in the presentation of intervention activities; his/her term paper meets the minimum criteria;
E - minimally acceptable performance, the student has acquired minimal knowledge, he/she cannot transfer it adequately to the practical plane and present intervention activities in front of the practice group; the term paper meets the elementary requirements.
Fx - unacceptable performance, the student has not sufficiently mastered the content of the education, or has not met the requirements set by the teacher during the semester.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
After completing the course, students will have theoretical knowledge (knowledge) of intervention programs for children with visual impairment (VI) and will be able to apply them in practice (skills). At the same time, they will acquire the ability (competences) to methodically develop, process, apply and validate intervention activities/activities for children with visual impairment. Students will acquire knowledge and competences in the field of development and application of intervention programmes and techniques for individuals with visual impairment and their modifications with regard to the specifics of the individual's age, type, type and degree of visual impairment. Students will acquire the ability and skills to apply the acquired knowledge and competencies to the practical level through the development and presentation of intervention activities.

Class syllabus:
The student will learn the definition of basic terms, meaning, and goals of intervention activities for children with visual impairment (VI).
The student will learn and understand the eclectic and holistic concept of intervention approach for children with disabilities.
Acquires knowledge of social interventions for the visually impaired, communication interventions for the visually impaired, educational interventions for the visually impaired.
Understand the importance of intervention programmes in practice, their relevance and application.
The student will become familiar with intervention programs and how they can be applied to the care of young children with visual impairments. The student will learn intervention procedures and methods. The student will be able to analyse intervention activities and acquire the ability to implement interventions through play and in play situations.
The student will gain knowledge of available intervention programs and activities. The student will become familiar with the following available intervention programmes: OREGON project. INSITE Model in place. PAAVI project. REACH and TEACH child mobility development project. Sensory Integration Programme. STIP Tactile Perception Programme (Speed of Tactile of Information Processing. IN SIGHT project. KIJKDOOS. GOLDSTEIN's method of social communication. Filial therapy in the visually impaired. AAK programs. Strassmeier exercises for early childhood. ROzvíjej se detatko (Eva Kiedronova). Overview of child development (Allen-

Marotz). The Reynell-Zinkin Developmental Scale. Social maturity scale for blind preschool children (MaxfieldeBuchholz). Natali Barraga's I.C.A.N. Visual Development Program. Look at me program. Frostig's visual perception program. Hätscher-Rosenbauer visual exercises. Suggestions for working with multiply handicapped children.
Intervention programs focusing on the development of particular areas of child development. The student will gain knowledge of available intervention activities and programs for the development of: tactile perception, gross and fine motor skills, visuomotor skills, graphomotor skills, drawing, cognitive functions, visual perception, responsiveness, for re-education of hearing, speech skills, communication, stimulation of social development, development of self-care, independence, work habits, and emotional intelligence.
Parents as partners in intervention activities. The student will gain knowledge of the importance of partnering with parents in the implementation of intervention activities in the home setting.

Recommended literature:

Compulsory readings:

LOPÚCHOVÁ, J., SCHMIDTOVÁ, M., TARCSIOVÁ, D., KASTELOVÁ, A. 2013. Pedagogika zmyslovo postihnutých raného a predškolského veku. Bratislava : Iris. ISBN 978-80-89238-83-5
LOPÚCHOVÁ, J. Včasná intervencia, jej význam a úloha v živote zrakovo postihnutého dieťaťa. In: Efeta - otvor sa. - Roč. 9, č. 3 (1999), s. 4-5. - ISSN 1335-1397
LOPÚCHOVÁ, J. Včasná intervencia viacnásobne postihnutých detí. In: Včasná intervencia zrakovo postihnutých detí na Slovensku. - Bratislava : Pedagogická fakulta UK, 2001. - S. 17-22. - ISBN 80-88868-71-8
LOPÚCHOVÁ, J. K včasnej intervencii detí raného veku so zrakovým postihnutím.
In: Raná a predškolská starostlivosť o deti so zrakovým postihnutím na Slovensku [elektronický zdroj].Senec : Slovenská únia mediátorov, 2009. - S. 10-20 [CD-ROM]. - ISBN 978-80-970251-3-7
LOPÚCHOVÁ, J. K problematike včasnej intervencie u zrakovo postihnutých detí v systéme špeciálnopedagogického poradenstva. (Efeta). In: Efeta otvor sa 2005 : Poradenstvo v špeciálnej a liečebnej pedagogike. - Martin : Osveta, 2006
LOPÚCHOVÁ, J. Včasná intervencia: špeciálna starostlivosť o zrakovo postihnuté deti. In: Učiteľské noviny. - Roč. 49, č. 3 (1999), s. 8. - ISSN 0139-5769
LOPÚCHOVÁ, J. Využitie vizuálnej stimulácie pri zvyšovaní úrovne funkčného zraku u detí so zrakovým a viacnásobným postihnutím. In: Paedagogica specialis 23. - Bratislava : Univerzita Komenského, 2007. - S. 129-132.ISBN 978-80-223-2387-1
LOPÚCHOVÁ, J. Podpora zrakového vnímania prostredníctvom stimulácie zraku u detí so zrakovým postihnutím. In: Trendy a nové výzvy v špeciálnej pedagogike. - Bratislava : Iris, 2010. - S. 503-516. ISBN 978-80-89238-36-1
LOPÚCHOVÁ, J. BALŠANOVÁ, A. Rozvoj sluchovej percepcie u detí so zrakovým postihnutím prostredníctvom aplikácie stimulačného programu s využitím prvkov muzikoterapie. In: Paedagogica specialis 29. - Bratislava : Univerzita Komenského v Bratislave, 2015. - S. 153-165. ISBN 978-80-223-4010-6
LOPÚCHOVÁ, J. BAROŠOVÁ, V. Rozvoj grafomotorických zručností u detí predškolského veku so zrakovým postihnutím. In: Paedagogica specialis 29. - Bratislava : Univerzita Komenského v Bratislave, 2015. - S. 166-180. ISBN 978-80-223-4010-6

Recommended readings:

LOPÚCHOVÁ, J. Komplexná podpora rozvoja zrakových funkcií u jednotlivcov so zrakovým postihnutím s akcentom na reedukáciu zraku. In: Současná slovenská a česká speciální pedagogika v kontextu vědy a výzkumu. - Praha : Knihy nejen pro bohaté, 2014. - S. 163-200. - ISBN 978-80-86499-10-9

LOPÚCHOVÁ, J. Transdisciplinárny model tímového prístupu k deťom so zrakovým a viacnásobným postihnutím v ranom veku. In: Pohledy na inkluzivní vzdělávání zdravotně postižených. - Olomouc : Univerzita Palackého, 2012. - S. 44-54. - ISBN 978-80-244-3372-1
LOPÚCHOVÁ, J. ŠULKOVÁ, V. ZÁNI, M. Stimulation programs as part of the intervention approaches in the early care for children with visual impairments. In: Journal of Exceptional People. - Roč. 2, č. 3 (2013), s. 19-38. - ISSN 1805-4978
LOPÚCHOVÁ, J. Z výskumu možností a postupov rozvoja hmatového vnímania u detí so zrakovým postihnutím. in: Paedagogica specialis 34 : zborník vedeckých príspevkov Pedagogickej fakulty Univerzity Komenského v Bratislave. - Bratislava : Univerzita Komenského v Bratislave, 2020. - S. 178-191. - ISBN 978-80-223-5049-5
LOPÚCHOVÁ, J. Z výskumu účinnosti inovačného programu na rozvoj zrakových funkcií u detí predškolského veku. In: Inkluzivní vzdělávání v globálních a v užších kontextech : předškolní a základní vzdělávání. Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. - S. 68-76. - ISBN 978-80-7464-659-1
LOPÚCHOVÁ, J. Kompenzačné mechanizmy u nevidiaceho dieťaťa a ich rozvíjanie. In: Špeciálnopedagogické a psychologické intervencie u zrakovo postihnutých detí predškolského veku. - Vrútky : Advent-Orion, 2004. - S. 74-76. - ISBN 80-8071-053-8
LOPÚCHOVÁ, J. Podpora zrakového vnímania prostredníctvom stimulácie zraku u detí so zrakovým postihnutím. In: Trendy a nové výzvy v špeciálnej pedagogike. - Bratislava : Iris, 2010. - S. 503-516. ISBN 978-80-89238-36-1
LOPÚCHOVÁ, J. Podpora využívania funkčného zraku u detí so zrakovým a viacnásobným postihnutím. In: Nové trendy v edukácii a v starostlivosti o zrakovo postihnutých. - Bratislava : Jana Lopúchová, 2006. S. 94-97. - ISBN 80-969125-8-5
STRASSMEIER, Walter: 260 cvičení pro děti raného věku. 2.vydanie. Praha: Portál, 2000.
LUKÁČOVÁ, Lenka a GOGOVÁ, Tatiana. Možnosti a limity využitia programu Portage v ranej intervencii na Slovensku. In: Osoby so zdravotným znevýhodnením v kontexte súčasnej špeciálnej pedagogiky a súvzťažných vied [elektronický zdroj]. Bratislava: Iris, 2013. S. 545-570. [CDEROM]. ISBN 978-80-89238-87-3
OPATŘILOVÁ, D. Pedagogická intervence v raném a předškolním věku u jedinců s dětskou mozkovou obrnou. Brno: Masarykova Univerzita, 2003. ISBN 80-210-3242-1.
OPATŘILOVÁ, D. Pedagogicko-psychologické poradenství a intervence v raném a předškolním věku u dětí se speciálními vzdělávacími potřebami. Brno: Masarykova Univerzita, 2006. ISBN 80-210-3977-9.
BEDNÁŘOVÁ,J. Rozvoj zrakového vnímání pro děti od 3-5 let. Brno: Computer Press, 2009. ISBN 978-80-2512-446-8. S 64.
BEDNÁŘOVÁ,J. Rozvoj zrakového vnímání pro děti od 4-6 let. Brno: Computer Press, 2009. ISBN 978-80-2512-44-06. S 64.
ROSENBAUER,H.W. Zrakové cvičenia. Bratislava: IKAR, 1999. ISBN 978-80-7118-96-7-1.

Languages necessary to complete the course:
slovak, czech

Notes:

Past grade distribution
Total number of evaluated students: 62

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

Lecturers: doc. PaedDr. Jana Lopúchová, PhD.

Last change: 09.11.2022
Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-PZPde010/22	Special educational interventions for the visually impaired

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
2S - 2 hours of seminar per week, total 22 hours per semester, combined form (primarily full-time attendance)
Student workload:
2x11 - 22 hours of direct teaching; 15 hours of semester paper preparation; 20 hours of preparation for presenting intervention activities; TOTAL: 57 hours.
Methods of delivering the content of education:
interpretation of the curriculum, lecturing, discussion, demonstration of intervention activities, small group work, self-study, problem solving tasks and model situations.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, the student will prepare a term paper on a topic assigned by the instructor, from which he/she may earn a maximum of 40 points (min. 25 points). During the semester, the student will present in a group the proposed and elaborated intervention procedure within the assigned topic (type and degree of disability, type of diagnosis, diagnostic methods...) and explain the chosen intervention procedures. The student can obtain a maximum of 60 points (min. 40 points) from this outcome.
The grade is awarded on a scale:
A (100-91 points, excellent - outstanding),
B (90-81 points, very good - above average standard),
C (80-73 points, good - normal reliable work),
D (72-66 points, satisfactory - acceptable results),
E (65-60 points, satisfactory - results meet the minimum criteria),
Fx (59-0 points, inadequate - extra work required).
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
A - excellent performance, the student has mastered the basic concepts in the field of intervention for the disabled, he/she is able to apply what has been learnt on a theoretical level to a practical

level; he/she is able to present intervention activities in an excellent manner, the term paper meets all the criteria set; the student is critically evaluated;
B - excellent performance, the student has mastered the basic concepts, but slight deficiencies are observed in the application of knowledge to practice - the presentation of intervention activities is solved with minor hesitations; he/she is able to present intervention activities appropriately, slight deficiencies are observed in the term paper; critical thinking is borderline;
C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to the practical level; he/she has problems with complex problem solving and with presenting intervention activities; the term paper has shortcomings;
D - acceptable performance, the student has only partially mastered the knowledge, he/she has significant deficiencies in the problem, he/she cannot apply what he/she has learnt in the practical plane, he/she has problems solving model situations and deficiencies also appear in the presentation of intervention activities; his/her term paper meets the minimum criteria;
E - minimally acceptable performance, the student has acquired minimal knowledge, he/she cannot transfer it adequately to the practical plane and present intervention activities in front of the practice group; the term paper meets the elementary requirements.
Fx - unacceptable performance, the student has not sufficiently mastered the content of the education, or has not met the requirements set by the teacher during the semester.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
After completing the course, students will have theoretical knowledge (knowledge) of intervention programs for children with visual impairment (VI) and will be able to apply them in practice (skills). At the same time, they will acquire the ability (competences) to methodically develop, process, apply and validate intervention activities/activities for children with visual impairment. Students will acquire knowledge and competences in the field of development and application of intervention programmes and techniques for individuals with visual impairment and their modifications with regard to the specifics of the individual's age, type, type and degree of visual impairment. Students will acquire the ability and skills to apply the acquired knowledge and competencies to the practical level through the development and presentation of intervention activities.

Class syllabus:
The student will learn the definition of basic terms, meaning, and goals of intervention activities for children with visual impairment (VI).
The student will learn and understand the eclectic and holistic concept of intervention approach for children with disabilities.
Acquires knowledge of social interventions for the visually impaired, communication interventions for the visually impaired, educational interventions for the visually impaired.
Understand the importance of intervention programmes in practice, their relevance and application.
The student will become familiar with intervention programs and how they can be applied to the care of young children with visual impairments. The student will learn intervention procedures and methods. The student will be able to analyse intervention activities and acquire the ability to implement interventions through play and in play situations.
The student will gain knowledge of available intervention programs and activities. The student will become familiar with the following available intervention programmes: OREGON project. INSITE Model in place. PAAVI project. REACH and TEACH child mobility development project. Sensory Integration Programme. STIP Tactile Perception Programme (Speed of Tactile of Information Processing. IN SIGHT project. KIJKDOOS. GOLDSTEIN's method of social communication. Filial therapy in the visually impaired. AAK programs. Strassmeier exercises for early childhood. ROzvíjej se detatko (Eva Kiedronova). Overview of child development (Allen-

Marotz). The Reynell-Zinkin Developmental Scale. Social maturity scale for blind preschool children (MaxfieldeBuchholz). Natali Barraga's I.C.A.N. Visual Development Program. Look at me program. Frostig's visual perception program. Hätscher-Rosenbauer visual exercises. Suggestions for working with multiply handicapped children.
Intervention programs focusing on the development of particular areas of child development. The student will gain knowledge of available intervention activities and programs for the development of: tactile perception, gross and fine motor skills, visuomotor skills, graphomotor skills, drawing, cognitive functions, visual perception, responsiveness, for re-education of hearing, speech skills, communication, stimulation of social development, development of self-care, independence, work habits, and emotional intelligence.
Parents as partners in intervention activities. The student will gain knowledge of the importance of partnering with parents in the implementation of intervention activities in the home setting.

Recommended literature:

Compulsory readings:

LOPÚCHOVÁ, J., SCHMIDTOVÁ, M., TARCSIOVÁ, D., KASTELOVÁ, A. 2013. Pedagogika zmyslovo postihnutých raného a predškolského veku. Bratislava : Iris. ISBN 978-80-89238-83-5
LOPÚCHOVÁ, J. Včasná intervencia, jej význam a úloha v živote zrakovo postihnutého dieťaťa. In: Efeta - otvor sa. - Roč. 9, č. 3 (1999), s. 4-5. - ISSN 1335-1397
LOPÚCHOVÁ, J. Včasná intervencia viacnásobne postihnutých detí. In: Včasná intervencia zrakovo postihnutých detí na Slovensku. - Bratislava : Pedagogická fakulta UK, 2001. - S. 17-22. - ISBN 80-88868-71-8
LOPÚCHOVÁ, J. K včasnej intervencii detí raného veku so zrakovým postihnutím.
In: Raná a predškolská starostlivosť o deti so zrakovým postihnutím na Slovensku [elektronický zdroj].Senec : Slovenská únia mediátorov, 2009. - S. 10-20 [CD-ROM]. - ISBN 978-80-970251-3-7
LOPÚCHOVÁ, J. K problematike včasnej intervencie u zrakovo postihnutých detí v systéme špeciálnopedagogického poradenstva. (Efeta). In: Efeta otvor sa 2005 : Poradenstvo v špeciálnej a liečebnej pedagogike. - Martin : Osveta, 2006
LOPÚCHOVÁ, J. Včasná intervencia: špeciálna starostlivosť o zrakovo postihnuté deti. In: Učiteľské noviny. - Roč. 49, č. 3 (1999), s. 8. - ISSN 0139-5769
LOPÚCHOVÁ, J. Využitie vizuálnej stimulácie pri zvyšovaní úrovne funkčného zraku u detí so zrakovým a viacnásobným postihnutím. In: Paedagogica specialis 23. - Bratislava : Univerzita Komenského, 2007. - S. 129-132.ISBN 978-80-223-2387-1
LOPÚCHOVÁ, J. Podpora zrakového vnímania prostredníctvom stimulácie zraku u detí so zrakovým postihnutím. In: Trendy a nové výzvy v špeciálnej pedagogike. - Bratislava : Iris, 2010. - S. 503-516. ISBN 978-80-89238-36-1
LOPÚCHOVÁ, J. BALŠANOVÁ, A. Rozvoj sluchovej percepcie u detí so zrakovým postihnutím prostredníctvom aplikácie stimulačného programu s využitím prvkov muzikoterapie. In: Paedagogica specialis 29. - Bratislava : Univerzita Komenského v Bratislave, 2015. - S. 153-165. ISBN 978-80-223-4010-6
LOPÚCHOVÁ, J. BAROŠOVÁ, V. Rozvoj grafomotorických zručností u detí predškolského veku so zrakovým postihnutím. In: Paedagogica specialis 29. - Bratislava : Univerzita Komenského v Bratislave, 2015. - S. 166-180. ISBN 978-80-223-4010-6

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LOPÚCHOVÁ, J. Komplexná podpora rozvoja zrakových funkcií u jednotlivcov so zrakovým postihnutím s akcentom na reedukáciu zraku. In: Současná slovenská a česká speciální pedagogika v kontextu vědy a výzkumu. - Praha : Knihy nejen pro bohaté, 2014. - S. 163-200. - ISBN 978-80-86499-10-9

LOPÚCHOVÁ, J. Transdisciplinárny model tímového prístupu k deťom so zrakovým a viacnásobným postihnutím v ranom veku. In: Pohledy na inkluzivní vzdělávání zdravotně postižených. - Olomouc : Univerzita Palackého, 2012. - S. 44-54. - ISBN 978-80-244-3372-1
LOPÚCHOVÁ, J. ŠULKOVÁ, V. ZÁNI, M. Stimulation programs as part of the intervention approaches in the early care for children with visual impairments. In: Journal of Exceptional People. - Roč. 2, č. 3 (2013), s. 19-38. - ISSN 1805-4978
LOPÚCHOVÁ, J. Z výskumu možností a postupov rozvoja hmatového vnímania u detí so zrakovým postihnutím. in: Paedagogica specialis 34 : zborník vedeckých príspevkov Pedagogickej fakulty Univerzity Komenského v Bratislave. - Bratislava : Univerzita Komenského v Bratislave, 2020. - S. 178-191. - ISBN 978-80-223-5049-5
LOPÚCHOVÁ, J. Z výskumu účinnosti inovačného programu na rozvoj zrakových funkcií u detí predškolského veku. In: Inkluzivní vzdělávání v globálních a v užších kontextech : předškolní a základní vzdělávání. Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. - S. 68-76. - ISBN 978-80-7464-659-1
LOPÚCHOVÁ, J. Kompenzačné mechanizmy u nevidiaceho dieťaťa a ich rozvíjanie. In: Špeciálnopedagogické a psychologické intervencie u zrakovo postihnutých detí predškolského veku. - Vrútky : Advent-Orion, 2004. - S. 74-76. - ISBN 80-8071-053-8
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LOPÚCHOVÁ, J. Podpora využívania funkčného zraku u detí so zrakovým a viacnásobným postihnutím. In: Nové trendy v edukácii a v starostlivosti o zrakovo postihnutých. - Bratislava : Jana Lopúchová, 2006. S. 94-97. - ISBN 80-969125-8-5
STRASSMEIER, Walter: 260 cvičení pro děti raného věku. 2.vydanie. Praha: Portál, 2000.
LUKÁČOVÁ, Lenka a GOGOVÁ, Tatiana. Možnosti a limity využitia programu Portage v ranej intervencii na Slovensku. In: Osoby so zdravotným znevýhodnením v kontexte súčasnej špeciálnej pedagogiky a súvzťažných vied [elektronický zdroj]. Bratislava: Iris, 2013. S. 545-570. [CDEROM]. ISBN 978-80-89238-87-3
OPATŘILOVÁ, D. Pedagogická intervence v raném a předškolním věku u jedinců s dětskou mozkovou obrnou. Brno: Masarykova Univerzita, 2003. ISBN 80-210-3242-1.
OPATŘILOVÁ, D. Pedagogicko-psychologické poradenství a intervence v raném a předškolním věku u dětí se speciálními vzdělávacími potřebami. Brno: Masarykova Univerzita, 2006. ISBN 80-210-3977-9.
BEDNÁŘOVÁ,J. Rozvoj zrakového vnímání pro děti od 3-5 let. Brno: Computer Press, 2009. ISBN 978-80-2512-446-8. S 64.
BEDNÁŘOVÁ,J. Rozvoj zrakového vnímání pro děti od 4-6 let. Brno: Computer Press, 2009. ISBN 978-80-2512-44-06. S 64.
ROSENBAUER,H.W. Zrakové cvičenia. Bratislava: IKAR, 1999. ISBN 978-80-7118-96-7-1.

Languages necessary to complete the course:
slovak, czech

Notes:

Past grade distribution
Total number of evaluated students: 62

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

Lecturers: doc. PaedDr. Jana Lopúchová, PhD., Mgr. Marek Hlina

Last change: 09.11.2022
Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-SPPšt021/16	**Course title:** Special pedagogical counseling
Number of credits: 2	
Educational level: II.	

Course requirements:

The state exam (including the defense of the final thesis), its conditions, and the procedural side are covered by IR 1/2020 Study Regulations of the FoE CU, as well as IR 5/2021 Study Regulations of the CU.

The student can take the state exam a) after obtaining at least such a number of credits that after obtaining the credits for successfully passing the last state exam, he/she reaches the necessary number of credits for the proper completion of the studies, and b) after successfully completing the mandatory subjects,, mandatory optional subjects and optional subjects in the composition determined by the study program except for the state exam, and c) no disciplinary proceedings are being conducted against him/her.

In the master's degree, it is necessary to obtain 94 credits in the prescribed composition within the study program for its study part. The student receives another 14 credits for the successful defense of the final thesis and 12 credits for the subjects of the state exam.

According to IR 23/2021 Internal system of the quality assurance of HE of the CU in Bratislava, part six, Art. 56, paragraph 2, the student must demonstrate knowledge and understanding of it, demonstrate its application, and the ability to creatively solve problems related to the given field of study in broader contexts in new/unknown/simulated environments. He/she must also demonstrate developed learning skills with a high degree of independence and autonomy.

In particular, the student is evaluated for the following:

- the level of acquisition of the necessary knowledge, skills, and competences necessary for the performance of the indicated profession;
- the level of completion and verbal interpretation of acquired knowledge/skills, the ability to analyze, synthesize, and generalize them;
- the level of student competences (rationality of learning, ability to solve appropriate problem/ simulated tasks, level of critical and creative thinking, communication skills, personal and interpersonal competences, etc.).

The rating is given on a scale:

A (excellent - excellent results),
B (very good – above average standard),
C (good – normal reliable work),
D (satisfactorily – acceptable results),
E (sufficient – the results meet the minimum criteria),
Fx (insufficient).

Learning outcomes:

The educational result is in accordance with the LI CU/FoE, the mission and strategic objectives of the CU/FOE, in accordance with the description of the study field, in accordance with the NKR/

SKR/DD, in accordance with the profile of the graduate, in accordance with the goals and outcomes of education in individual subjects of the study plan and other related documents.
The student must demonstrate the acquisition of broad knowledge, skills, abilities, and competences from knowledge about special pedagogical counseling, namely:
- the history and current trends of counseling, the causes of the emergence of special pedagogical counseling in Slovakia
- concepts and legal norms governing the issue of special pedagogical counseling,
- special pedagogical counseling as a scientific branch of special education participating in the complex rehabilitation of individuals with special educational needs,
- counseling and prevention facilities,
- special pedagogical counseling process,
- qualification requirements and personality of the advisor,
- communication in the special pedagogical counseling process,
- special education diagnostics as part of the special education counseling process,
- creating a report from a special pedagogic examination in the process of special pedagogical counseling,
- comprehensive and special pedagogical diagnostics of individuals with intellectual, visual, hearing, physical disabilities, individuals with specific learning disabilities, with activity and attention disorders, with autism in the process of special pedagogical counseling.
The student also has transferable skills, e.g. communication skills, analytical skills, interpersonal skills, creativity and the ability to think abstractly, the ability to think critically, motivation and the ability to learn, reasoning in context, and metacognitive skills.

Class syllabus:

Counseling in the education department - definition of the term counseling, genesis of counseling, counseling systems, legislation. Special pedagogical counseling - origin and development in Slovakia. Concepts of special pedagogical counseling. Counseling in the education department - counseling as part of complex rehabilitation, starting points, and goals of special pedagogical counseling. Goals and tasks of special pedagogical counseling under the conditions of inclusive education of children and pupils with special educational needs. Principles in consulting work. Cooperation in special pedagogical counseling - counseling team. First contact, time in counseling, mistakes in counseling work. Special pedagogic counseling process. Communication in the special pedagogic counseling process - verbal communication. Communication in the special pedagogical counseling process, non-verbal communication. Principles, methods, and forms of work in the special pedagogical counseling process. Phases of the special pedagogic counseling process. Characteristics of the counselor, ethical principles in counseling, counselor training, burnout syndrome. Counseling and prevention facilities. Special education diagnostics as part of the special pedagogical counseling process. Creating a report from a special pedagogical examination in the process of special pedagogical counseling. Comprehensive and special pedagogical diagnostics of individuals with intellectual disabilities in the process of special pedagogical counseling. Comprehensive and special pedagogical diagnostics of individuals with visual impairments in the process of special pedagogical counseling. Comprehensive and special pedagogical diagnostics of people with hearing impairment in the special pedagogical counseling. Comprehensive and special pedagogical diagnostics of people with physical disabilities in the process of special pedagogical counseling. Comprehensive and special pedagogical diagnostics of individuals with specific learning disabilities in the process of special pedagogical counseling. Comprehensive and special pedagogical diagnostics of individuals with ADHD in the process of special pedagogical counseling. Comprehensive and special pedagogical diagnostics of people with autism in the process of special pedagogical counseling.

State exam syllabus:

Recommended literature:

Compulsory readings:

NÉMETH, O. 2010. Špeciálnopedagogické poradenstvo na Slovensku. - 1. vyd. - Bratislava: Sapientia,. - 198 s. ISBN 978-80-89229-20-8

BIŠČO-KASTELOVÁ, A., NÉMETH, O. 2017. Špeciálnopedagogický poradenský proces. - 1. vyd. - Bratislava : Iris, 2017. - 310 s. Lit. 310 zázn. ISBN 978-80-8200-007-1

BIŠČO-KASTELOVÁ, A., NÉMETH, O. 2020. Základy špeciálnopedagogickej diagnostiky a špeciálnopedagogického poradenstva. - 1. vyd. - Bratislava : IRIS - Vydavateľstvo a tlač, 2020. - 299 s. [print] Lit.: 149 zázn. ISBN 978-80-8200-056-9

BIŠČO-KASTELOVÁ, A. 2014. Diagnostika v špeciálnopedagogickom poradenstve. 1. vyd. - Bratislava : Iris, 2014. - 380 s. Lit. 239 zázn. ISBN 978-80-89726-09-7

Recommended readings:

BIŠČO KASTELOVÁ, A., NÉMETH, O. 2014. Pohľad na niektoré aktuálne problémy špeciálnopedagogického poradenstva na Slovensku. In: Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím [elektronický zdroj]. - Bratislava : Iris, 2014. - S. 350-360 [CD-ROM]. - ISBN 978-80-89726-28-8

DRAPELA, J., HRABAL, V. 1995. Vybrané poradenské smery. Praha: Univerzita Karlova,

NÉMETH, O., BIŠČO KASTELOVÁ, A. 2015. Špeciálnopedagogické poradenstvo v intenciách paradigiem špeciálnej pedagogiky. Lit. 24 zázn. In: Paedagogica specialis 29. - Bratislava : Univerzita Komenského v Bratislave, 2015. - S. 201-208. ISBN 978-80-223-4010-6

Languages necessary to complete the course:

Slovak language

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-SPPšt017/22	**Course title:** Special pedagogy and educational rehabilitation of the handicapped
Number of credits: 3	
Educational level: II.	

Course requirements:

The state examination (including the defence of the final thesis), its conditions and procedural aspects are regulated by the VP 1/2020 Study Regulations of the Faculty of Arts of Charles University, as well as the VP 5/2021 Study Regulations of 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.

At the master's degree level of study, 94 credits in the prescribed composition must be obtained for the study part of the study programme. A further 14 credits shall be obtained for the successful defence of the thesis and 12 credits for the subjects of the state examination.

According to VP 23/2021 Internal Quality Assurance System of the University of Education in Bratislava, part six, Art. 56, para. 2, the student must demonstrate knowledge and understanding of them, demonstrate their application, as well as the ability to creatively solve problems related to the given field of study in broader contexts in new/unknown/simulated environments. They must also demonstrate well-developed learning skills with a high degree of independence and autonomy.

In particular, the student is assessed on:

- The level of acquisition of the necessary knowledge, skills and competences required for the performance of the indicated occupation;
- the level of completion and verbal interpretation of the acquired knowledge/competences, the ability to analyse, synthesise and generalise them;
- the level of the student's competences (rationality of learning, ability to solve appropriate problem/simulated tasks, level of critical and creative thinking, communicative skills, personal and interpersonal competences...);

Assessment is awarded on a scale:

A (excellent - outstanding),
B (very good - above average standard),
C (good - normal reliable work),
D (satisfactory - acceptable results),
E (satisfactory - results meet the minimum criteria),
Fx (inadequate).

Learning outcomes:

The learning outcome is in accordance with the CU/FoE ToR, the mission and strategic objectives of the CU/ FoE 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 curriculum and other relevant documents.
In the state examination, the student must demonstrate:
- knowledge of special education as a scientific discipline, its system, scientific language, its origin and specifics of methodology,
- knowledge of the possibilities of education of children and pupils with SEN in different educational environments
- (integrated, inclusive and relatively segregated settings),
- knowledge of complex rehabilitation of persons with disabilities and impairments and knowledge of the possibilities of special education diagnostics and counselling
- knowledge of the different types of disability and impairment (aetiology, prevalence, consequences, rehabilitation options, use of technical aids...),
- knowledge of the theory of communication in special education, specific forms of communication and AAC
The student on the state exam must demonstrate the ability to:
- Implement the acquired theoretical knowledge in his/her pedagogical, consultancy and advisory activities towards different actors in education,
- to plan, manage, evaluate the educational process of pupils with SEND in synergy with knowledge from other teaching subjects,
- to know and identify the socio-cultural environment and its influence on the development and education of pupils with different types of SEN,
- know alternative communication options and be able to apply them in the educational process, in consultation and counselling activities,
- to deal with different pedagogical situations that are affected by disability, impairment,
- identify special educational needs of pupils and support measures for different groups of children and pupils,
The student should be able to perform:
- Also with knowledge and skills from other subjects, implement special education activities related to the position of school special educator in regular elementary and secondary schools,
- with knowledge and skills from other subjects, carry out special education activities related to the position of special educator in a special school (according to their specialisation)
- to carry out consultation and awareness-raising activities towards educational stakeholders and the wider public,
Within the framework of the state examination in the subject of Special Education and Educational Rehabilitation of the Disabled, the student also demonstrates the following transferable skills: analytical skills, abstract and critical thinking skills, communication skills, reasoning in context, metacognitive skills, supervisory skills, comparative skills.

Class syllabus:
Brief outline of the course:
1. Definition of the term special pedagogy and determination of its subject. The place of special pedagogy in the system of sciences and the system of special pedagogy. Scientific language of special education and basic terminology. Origin and development of special education as a scientific field. Methodology of special pedagogy.
2. Education in integrated, inclusive and relatively segregated conditions. Changing the paradigm of special pedagogy and possibilities of educating children and youth with special educational needs. The system of special schools and institutions and relevant legislation. Specifics of the educational process in integrated and relatively segregated forms of education
3. Comprehensive rehabilitation of persons with special educational needs. Special-educational counselling and diagnostics.

4. Theory of communication of persons with special educational needs.
5. Fundamentals of pedagogy of the mentally handicapped.
6. Fundamentals of pedagogy of the visually impaired.
7. Fundamentals of pedagogy of the hearing impaired.
8. Fundamentals of pedagogy of the physically handicapped, sick and handicapped.
9. Fundamentals of pedagogy of persons with impaired communication skills.
10. Fundamentals of pedagogy of the psychosocially disturbed.
11. Fundamentals of pedagogy of the multiply handicapped
12. Fundamentals of pedagogy of children with learning disabilities.
13. Fundamentals of pedagogy of children with behavioural disorders.
14. Fundamentals of pedagogy of the gifted.

State exam syllabus:

Recommended literature:

Compulsory/Recommended readings:

• HARČARÍKOVÁ, T. 2010. Základy pedagogiky jednotlivcov so špecifickými poruchami učenia. Bratislava: IRIS, 2010. ISBN 978-80-89238-31-6.
• HARČARÍKOVÁ, T. 2011. Pedagogika telesne postihnutých, chorých a zdravotne oslabených - teoretické základy. Bratislava: IRIS, 2011. ISBN 978-80-89238-59-0.
• JURÁŠKOVÁ,J.2008. Pedagogika intelektovo nadaných. Bratislava: MABAG, 2008.ISBN 978-80-89113-56-9.
• NÉMETH,O.- KASTELOVÁ.A. 2014. Základy špeciálnopedagogickej diagnostiky a základy špeciálnopedagogického poradenstva. Bratislava: Iris, 2014
• KEREKRÉTIOVÁ, A. 2009. Základy logopédie. Bratislava: Univerzita Komenského, 2009
• LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN 978-80- 89238-61-3.
• SCHMIDTOVÁ, M. 2011. Faktory ovplyvňujúce kvalitu integrovaného/inkluzívneho vzdelávania žiakov so sluchovým postihnutím v základných školách. Bratislava : Iris, 2011.
• TARCSIOVÁ,D.2008.Pedagogika sluchovo postihnutých. Bratislava: MABAG, 2008.ISBN 978-80-89113-52-1.
• TICHÁ,E. 2008. Pedagogika jednotlivcov s poruchami správania. Bratislava: MABAG, 2008.ISBN 978-80- 89113-58-3.
• VANČOVÁ, A. 2002. Pedagogika viacnásobne postihnutých. Bratislava: Sapientia, 2002.
VANČOVÁ, A. 2005. Základy pedagogiky mentálne postihnutých. Bratislava: Sapientia, 2005. ISBN 80- 968797-6-6.
• VANČOVÁ, A. a kol. 2013. Pedagogika mentálne a viacnásobne postihnutých raného a predškolského veku. Bratislava: IRIS,2013.
• VAŠEK, Š. 2011. Základy špeciálnej pedagogiky. Bratislava: Sapientia, 2011. 5.doplnené vydanie. ISBN 978- 80-89229-21-5.
• VAŠEK, Š. a kol. 1994. Špeciálna pedagogika – terminologický a výkladový slovník, Bratislava: SPN, 1994. ISBN 80-08-01217-X.

• Aktuálne právne a pedagogické normy.

Languages necessary to complete the course:

Slovak language, Czech language

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-PZPde008/22	Specific teaching subjects for the visually impaired

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

Type, volume, methods and workload of the student - additional information
1P+2S - one hour of lecture and two hours of seminar per week, total 33 hours by combined method, primarily by full-time attendance.
Student workload:
1x11 = 11 and 2x11 = 33 hours of direct teaching; 30 hours of preparation of educational materials; 20 hours of creation of manuals; 30 hours of preparation for final exam. Total: 113 hours.
Methods of delivering the training content:
lecturing, discussion, brainstorming, solving model situations in both theoretical and practical terms, solving problem solving tasks.

Number of credits: 4

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, the student will create educational material for students with visual impairments that will be used primarily in the specific course Individual Tyflopedic Training. The student will develop a manual/guide/methodological material (depending on the focus of the educational material) for the use of the material/assistance(s).
The course ends with an assessment of the acquired knowledge and a practical exam. A student who fails to meet the conditions set by the teacher during the semester will not be admitted to the final assessment.
The evaluation is awarded on a scale:
A (100-91 points, excellent - outstanding),
B (90-81 points, very good - above average standard),
C (80-73 points, good - normal reliable work),
D (72-66 points, satisfactory - acceptable results),
E (65-60 points, satisfactory - results meet the minimum criteria),
Fx (59-0 points, inadequate - extra work required).
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than 50% on any of the assignments. To pass the course, a score of at least 60% is required.

A - excellent performance, the student knows the basic concepts and terminology, can apply what is learned to practice; thinks and evaluates critically, the educational material meets all the required criteria, the manual/handbook is appropriate to the assignment and is rigorously developed;
B - excellent performance, the student knows basic concepts and terminology, but minor deficiencies are observed when applying the knowledge to practice; critical thinking is somewhat weakened; educational material meets almost all required criteria, the manual/handbook meets the assignment but is not compact;
C - good performance, the student has mastered the basic concepts and terminology but can only partially apply what he/she has learned to practice; critical thinking is considerably weakened; the educational material meets only part of the required criteria, the manual/manual shows professional and methodological deficiencies;
D - acceptable performance, the student has mastered only part of the basic concepts and terminology, he/she cannot synthesize what he/she has learned, he/she has significant problems with application to the practical plane, critical thinking is significantly weakened; the educational material meets only the minimum criteria, the manual/manual shows significant professional and methodological deficiencies;
E - minimally acceptable performance, the student has mastered basic concepts and terminology at an elementary level, applies what he/she has learned to practice with significant problems and teacher support, critical thinking is significantly weakened; the educational material meets only elementary criteria, the manual/handbook is not sufficiently professionally and methodologically elaborated;
Fx - unacceptable performance, the student has not met the conditions set by the teacher during the semester.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
After completing the course, the student will acquire knowledge and planning, methods, procedures, methods, forms and means of teaching specific subjects for the visually impaired aimed at their personal and interpersonal development. The student will be familiar with the goals, educational plans and content of the subjects included in the area of Special Educational Support within the framework of the State Educational Programme for Pupils with Visual Impairment (subjects such as Individual Tyflopedic Exercises, Orientation and mobility, Mobility Training), as well as other specific subjects such as Informatics Education, Teaching Braille, Social Skills.
The student will acquire skills in the practical mastery of the principles of creating educational/ stimulating materials for pupils with disabilities and in the creation of manuals/handbooks for them. The student will be competent in working with compensatory aids for the visually impaired. He/ she will be proficient in the basic operation of assistive technology for visually impaired pupils, basic walking techniques for blind pupils with a guide, long white cane or guide dog. He/she will be proficient in specific methods of teaching orientation and mobility to blind pupils and movement development techniques for visually impaired pupils. The student will master specific procedures in the teaching of the subject of Information Education and will have the skills to modify the content of the curriculum in this subject. The student will develop skills in reading and writing Braille, skills in effective ways of managing self care, and communication and social skills useful in teaching the subject of Social Skills. He/she will be able to handle the teaching of the above subjects methodically and didactically.
Within the framework of transferable competences, the student will develop, in particular, communication and social competences, digital competences, organisational skills, digital skills, analytical skills, creativity and abstract thinking skills, mentoring and supervisory skills.

Class syllabus:

Special educational support - educational area in the context of the Educational Programme for Children and Pupils with Visual Impairment. The student will acquire terminology and conceptual apparatus from the given issue, understand the connections between the subjects in the given area, be able to navigate in them, be able to identify the problems of pupils in specific areas, propose solutions, transfer the learned to the practical level and specific procedures in education.
Principles of creating worksheets, stimulating materials and didactic aids for pupils with visual impairment necessary for teaching individual typhlopedic exercises.
Creation of educational materials, aids and other components of the educational process. The student will have skills that can be used in the creation of specific educational materials, will be able to think creatively, practically process their ideas (development of creative thinking and creativity), will learn to use the acquired knowledge in the preparation of aids and supporting educational material.
Orientation and mobility. The student will learn in theoretical and practical terms the basic techniques of orientation - guiding by a sighted person, techniques of walking with a white stick, walking with a guide dog, trailing, safety attitudes. The student can identify and name the differences between orientation feature and point of orientation, between macro space and micro space. The student will gain experience with mind maps - a set of coordinates used to orient and navigate a blind person. Acquires skill in guiding the blind and supporting their orientation in space.
Movement Training. The student will be provided with a battery of activities and exercises to promote movement education for the visually impaired. He/she will understand the importance and significance of movement, physical activities, correct posture, will acquire the methodology and didactic procedures of practicing and developing movement skills of pupils, will become familiar with the elements of health physical education, will understand the movement limitations in progressive visual impairments. Gain skills in the application of the passive movement method, etc.
Information Education. The student will become familiar with the basic principles of the blind and severely visually impaired working with PC using assistive technologies. He/she will master the basics of controlling the voice output of JAWS and NVDA (blind pupils) and the so-called screen magnifiers MAGIC, ZOOMTEXT, etc. (partially sighted pupils). Will
Individual typing exercises and Braille practice. The student will develop skills in reading and writing Braille and enrich them with the competence to methodically and didactically guide a pupil with disabilities in this subject. The student will master the methods of acquiring individual signs (letters and numbers), including the methodology of their introduction sequence and their writing on a special machine for writing Braille - Tatrapoint.
Development of social skills of the visually impaired. The student will learn the methods, techniques and procedures of social skills development, will have a set of activities for the development of social skills. At the same time, the student will develop his/her communication and social skills and foster his/her creative thinking and organizational skills.

Recommended literature:

Compulsory readings:

Vzdelávací program pre deti a žiakov so zrakovým postihnutím schválený MŠ SR.
LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN 978-80-89238-61-3 (kapitoly: Komunikácia ZP, Orientácia a mobilita ZP).
LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.
LOPÚCHOVÁ, J. KRAJČÍ, P. Teória a výskum digitálnych a asistenčných technológií v inkluzívnej špeciálnej pedagogike. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. 199 s. ISBN 978-80-7464-675-1. (kapitoly: Diferenciácia pomôcok, prístrojov, techniky a technológií vo VR ZdP, Pomôcky a technológie ako prostriedok saturácie ŠEP jednotlivcov so ZZ, Pomôcky,

prístroje, technika a technológie v špecifických predmetoch vo vzdelávaní jednotlivcov so zrakovým postihnutím, Tvorba edukačných materiálov prostredníctvom digitálnych technológií).
LOPÚCHOVÁ, J. Rozvíjanie prvkov priestorovej orientácie a mobility u binokulárne postihnutých detí predškolského veku prostredníctvom pohybových hier. Bratislava: [s.n.], 2001. - 136 s.
LOPÚCHOVÁ, J. Ondráčková, Ž. Orientácia a mobilita ako významný determinant nezávislosti seniorov so zrakovým postihnutím. Bratislava: Iris, 2020. 106 s. ISBN 978-80-8200-048-4 (kapitoly: Orientácia a mobilita jednotlivcov s poruchami zraku, Význam zmyslovej percepcie pre orientáciu a mobilitu, Zdroje vnemov pre orientáciu a mobilitu, Proces nácviku orientácie v priestore, Nácvik priestorovej orientácie a samostatného pohybu u seniorov so zrakovým postihnutím, Pomôcky, prístroje, technika a technológie pre efektívnu orientáciu a mobilitu jednotlivcov s poruchami zraku, Technologický pokrok v oblasti využívania pomôcok, prístrojov, techniky a technológií pre orientáciu a mobilitu, Mobilita a kvalita života jednotlivcov so zrakovým postihnutím, Orientácia a mobilita seniorov v zahraničných výskumných štúdiách).
LOPÚCHOVÁ, J. Ježíková, M. Teoreticko-empirické aspekty čitateľskej gramotnosti žiakov so zrakovým postihnutím. Bratislava: Iris, 2017. 246 s. ISBN 978-80-8200-017-0 (časti Komunikácia ZP, Edukácia ako bazálny nástroj nadobúdania gramotnosti jednotlivcov so ZP, Využitie zmyslov pri podpore čitateľskej gramotnosti ZP, Súvzťažné oblasti čitateľskej gramotnosti žiakov so ZP)
LOPÚCHOVÁ, J. Využitie tyflotechnických pomôcok a prístrojov v procese edukácie študentov so zrakovým postihnutím na PdF UK v Bratislave. In: Niektoré technologické inovácie v špeciálnej pedagogike. - Bratislava : Sapientia, 2007. S. 141-148. - ISBN 978-80-89229-10-9
LOPÚCHOVÁ, J. Orientácia a mobilita nevidiacich v zlých poveternostných podmienkach. In: Aktuálne otázky špeciálnej pedagogiky na Slovensku [elektronický zdroj]. - Senec : Slovenská únia mediátorov, 2009. - S. 58-61 [CD-ROM]. - ISBN 978-80-970251-2-0
LOPÚCHOVÁ, J. Sociálne zručnosti u študentov so zrakovým postihnutím na vysokej škole. In: Sociálny aspekt integrovaného vzdelávania detí a mládeže so zrakovým postihnutím. Bratislava : Univerzita Komenského, 2008. - S. 39-43. - ISBN 978-80-223-2353-6.
Recommended readings:
LOPÚCHOVÁ, J. Uplatnenie pomôcok, techniky a technológií v špecifických predmetoch v edukácii jednotlivcov so zrakovým postihnutím. In: Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím [elektronický zdroj]. - Bratislava : Iris, 2014. - S. 470-488 [CD-ROM]. - ISBN 978-80-89726-28-8
LOPÚCHOVÁ, J. Špecifiká nácviku orientácie a mobility u dospelých zrakovo postihnutých jednotlivcov In: Špeciálnopedagogické vedecké a praxeologické problémy v kontexte transformačných procesov. Prešov: Prešovská univerzita v Prešove, 2020. - S. 157-176. - ISBN 978-80-555-2591-4
LOPÚCHOVÁ, J. Žiak mladšieho školského veku so zrakovým postihnutím. In: Inkluzivní vzdělávání žáků mladšího školního věku se speciálními vzdělávacími potřebami. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. - S. 180-212. - ISBN 978-80-7464-674-4
LOPÚCHOVÁ, J. Mangová, L. Vzdelávanie žiakov so zrakovým postihnutím prostredníctvom nových informačných a komunikačných technológií s akcentom na využitie PC so špeciálnymi perifémymi zariadeniami. In: Komplexná rehabilitácia viacnásobne postihnutých : niektoré nové metodiky a programy. Bratislava : Mabag, 2009. - S. 206-217. - ISBN 978-80-89113-43-9
LOPÚCHOVÁ, J. Moderné informačno-komunikačné technológie a ich používanie z pohľadu pedagógov žiakov so zrakovým postihnutím. In: Paedagogica specialis 26. Bratislava: Iris, 2012. S. 221-238. ISBN 978-80-223-3287-3
LOPÚCHOVÁ, J. Vodiaci pes - luxus alebo nevyhnutnosť? : (z výskumu názorov laickej verejnosti na problematiku vodiaceho psa). - (Zborník Pedagogickej fakulty Univerzity

Komenského). In: Paedagogica specialis 23. - Bratislava : Univerzita Komenského, 2007. - S. 241-244.ISBN 978-80-223-2387-1
WIENER,P. 2006. Prostorová orientace zrakově postižených. Praha: IR ZP UK, 2006. ISBN 80-239-6775-4
HALÁSOVÁ, E., KAMENICKÁ, V., MÚDRA, Š. 2005. Ja to zvládnem sám. Metodická príručka nácviku priestorovej orientácie, samostatného pohybu a sebaobslužných činností zrakovo postihnutých detí. Levoča: Tlačiareň Polypress spol. s.r.o. Levoča, 2005. 67 s. ISBN 80-88704-62-6.
RUŽIČKOVÁ, V., KROUPOVÁ, K. 2017. Pohled na samostatný pohyb a prostorovou orientaci osob se zrakovým postižením. Olomouc: Univerzita Palackého v Olomouci, 2017. 177 s. ISBN 978-80-244-5273-9.
REGEC, V. Vybrané aspekty využitia informačných a komunikačných technológií v teórii a praxi. In REGEC, V. (Ed.) Sborník textů z odborné mezinárodní konference s názvem Posilování kompetencí v oblasti informačních technologií mladých vědeckých pracovníků při práci s osobami se zdravotním postižením, 2012, 1. Vyd. Olomouc: Univerzita Palackého v Olomouci. s. 171 – 188. ISBN 978-80-244-3190-1
ROVŇANÍKOVÁ, M. 2014. Špecifiká práce so žiakovým postihnutím [online]. Bratislava: Metodicko-pedagogické centrum, 33 s. ISBN

Languages necessary to complete the course:
slovak, czech

Notes:

Past grade distribution
Total number of evaluated students: 62

A	ABS	B	C	D	E	FX
95,16	0,0	4,84	0,0	0,0	0,0	0,0

Lecturers: Mgr. Marek Hlina

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-PZPde008/22	Specific teaching subjects for the visually impaired

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

Type, volume, methods and workload of the student - additional information
1P+2S - one hour of lecture and two hours of seminar per week, total 33 hours by combined method, primarily by full-time attendance.
Student workload:
1x11 = 11 and 2x11 = 33 hours of direct teaching; 30 hours of preparation of educational materials; 20 hours of creation of manuals; 30 hours of preparation for final exam. Total: 113 hours.
Methods of delivering the training content:
lecturing, discussion, brainstorming, solving model situations in both theoretical and practical terms, solving problem solving tasks.

Number of credits: 4

Recommended semester: 4.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, the student will create educational material for students with visual impairments that will be used primarily in the specific course Individual Tyflopedic Training. The student will develop a manual/guide/methodological material (depending on the focus of the educational material) for the use of the material/assistance(s).
The course ends with an assessment of the acquired knowledge and a practical exam. A student who fails to meet the conditions set by the teacher during the semester will not be admitted to the final assessment.
The evaluation is awarded on a scale:
A (100-91 points, excellent - outstanding),
B (90-81 points, very good - above average standard),
C (80-73 points, good - normal reliable work),
D (72-66 points, satisfactory - acceptable results),
E (65-60 points, satisfactory - results meet the minimum criteria),
Fx (59-0 points, inadequate - extra work required).
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than 50% on any of the assignments. To pass the course, a score of at least 60% is required.

A - excellent performance, the student knows the basic concepts and terminology, can apply what is learned to practice; thinks and evaluates critically, the educational material meets all the required criteria, the manual/handbook is appropriate to the assignment and is rigorously developed;
B - excellent performance, the student knows basic concepts and terminology, but minor deficiencies are observed when applying the knowledge to practice; critical thinking is somewhat weakened; educational material meets almost all required criteria, the manual/handbook meets the assignment but is not compact;
C - good performance, the student has mastered the basic concepts and terminology but can only partially apply what he/she has learned to practice; critical thinking is considerably weakened; the educational material meets only part of the required criteria, the manual/manual shows professional and methodological deficiencies;
D - acceptable performance, the student has mastered only part of the basic concepts and terminology, he/she cannot synthesize what he/she has learned, he/she has significant problems with application to the practical plane, critical thinking is significantly weakened; the educational material meets only the minimum criteria, the manual/manual shows significant professional and methodological deficiencies;
E - minimally acceptable performance, the student has mastered basic concepts and terminology at an elementary level, applies what he/she has learned to practice with significant problems and teacher support, critical thinking is significantly weakened; the educational material meets only elementary criteria, the manual/handbook is not sufficiently professionally and methodologically elaborated;
Fx - unacceptable performance, the student has not met the conditions set by the teacher during the semester.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
After completing the course, the student will acquire knowledge and planning, methods, procedures, methods, forms and means of teaching specific subjects for the visually impaired aimed at their personal and interpersonal development. The student will be familiar with the goals, educational plans and content of the subjects included in the area of Special Educational Support within the framework of the State Educational Programme for Pupils with Visual Impairment (subjects such as Individual Tyflopedic Exercises, Orientation and mobility, Mobility Training), as well as other specific subjects such as Informatics Education, Teaching Braille, Social Skills.
The student will acquire skills in the practical mastery of the principles of creating educational/ stimulating materials for pupils with disabilities and in the creation of manuals/handbooks for them. The student will be competent in working with compensatory aids for the visually impaired. He/ she will be proficient in the basic operation of assistive technology for visually impaired pupils, basic walking techniques for blind pupils with a guide, long white cane or guide dog. He/she will be proficient in specific methods of teaching orientation and mobility to blind pupils and movement development techniques for visually impaired pupils. The student will master specific procedures in the teaching of the subject of Information Education and will have the skills to modify the content of the curriculum in this subject. The student will develop skills in reading and writing Braille, skills in effective ways of managing self care, and communication and social skills useful in teaching the subject of Social Skills. He/she will be able to handle the teaching of the above subjects methodically and didactically.
Within the framework of transferable competences, the student will develop, in particular, communication and social competences, digital competences, organisational skills, digital skills, analytical skills, creativity and abstract thinking skills, mentoring and supervisory skills.

Class syllabus:

Special educational support - educational area in the context of the Educational Programme for Children and Pupils with Visual Impairment. The student will acquire terminology and conceptual apparatus from the given issue, understand the connections between the subjects in the given area, be able to navigate in them, be able to identify the problems of pupils in specific areas, propose solutions, transfer the learned to the practical level and specific procedures in education.
Principles of creating worksheets, stimulating materials and didactic aids for pupils with visual impairment necessary for teaching individual typhlopedic exercises.
Creation of educational materials, aids and other components of the educational process. The student will have skills that can be used in the creation of specific educational materials, will be able to think creatively, practically process their ideas (development of creative thinking and creativity), will learn to use the acquired knowledge in the preparation of aids and supporting educational material.
Orientation and mobility. The student will learn in theoretical and practical terms the basic techniques of orientation - guiding by a sighted person, techniques of walking with a white stick, walking with a guide dog, trailing, safety attitudes. The student can identify and name the differences between orientation feature and point of orientation, between macro space and micro space. The student will gain experience with mind maps - a set of coordinates used to orient and navigate a blind person. Acquires skill in guiding the blind and supporting their orientation in space.
Movement Training. The student will be provided with a battery of activities and exercises to promote movement education for the visually impaired. He/she will understand the importance and significance of movement, physical activities, correct posture, will acquire the methodology and didactic procedures of practicing and developing movement skills of pupils, will become familiar with the elements of health physical education, will understand the movement limitations in progressive visual impairments. Gain skills in the application of the passive movement method, etc.
Information Education. The student will become familiar with the basic principles of the blind and severely visually impaired working with PC using assistive technologies. He/she will master the basics of controlling the voice output of JAWS and NVDA (blind pupils) and the so-called screen magnifiers MAGIC, ZOOMTEXT, etc. (partially sighted pupils). Will
Individual typing exercises and Braille practice. The student will develop skills in reading and writing Braille and enrich them with the competence to methodically and didactically guide a pupil with disabilities in this subject. The student will master the methods of acquiring individual signs (letters and numbers), including the methodology of their introduction sequence and their writing on a special machine for writing Braille - Tatrapoint.
Development of social skills of the visually impaired. The student will learn the methods, techniques and procedures of social skills development, will have a set of activities for the development of social skills. At the same time, the student will develop his/her communication and social skills and foster his/her creative thinking and organizational skills.

Recommended literature:

Compulsory readings:

Vzdelávací program pre deti a žiakov so zrakovým postihnutím schválený MŠ SR.
LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN 978-80-89238-61-3 (kapitoly: Komunikácia ZP, Orientácia a mobilita ZP).
LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.
LOPÚCHOVÁ, J. KRAJČÍ, P. Teória a výskum digitálnych a asistenčných technológií v inkluzívnej špeciálnej pedagogike. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. 199 s. ISBN 978-80-7464-675-1. (kapitoly: Diferenciácia pomôcok, prístrojov, techniky a technológií vo VR ZdP, Pomôcky a technológie ako prostriedok saturácie ŠEP jednotlivcov so ZZ, Pomôcky,

prístroje, technika a technológie v špecifických predmetoch vo vzdelávaní jednotlivcov so zrakovým postihnutím, Tvorba edukačných materiálov prostredníctvom digitálnych technológií).
LOPÚCHOVÁ, J. Rozvíjanie prvkov priestorovej orientácie a mobility u binokulárne postihnutých detí predškolského veku prostredníctvom pohybových hier. Bratislava: [s.n.], 2001. - 136 s.
LOPÚCHOVÁ, J. Ondráčková, Ž. Orientácia a mobilita ako významný determinant nezávislosti seniorov so zrakovým postihnutím. Bratislava: Iris, 2020. 106 s. ISBN 978-80-8200-048-4 (kapitoly: Orientácia a mobilita jednotlivcov s poruchami zraku, Význam zmyslovej percepcie pre orientáciu a mobilitu, Zdroje vnemov pre orientáciu a mobilitu, Proces nácviku orientácie v priestore, Nácvik priestorovej orientácie a samostatného pohybu u seniorov so zrakovým postihnutím, Pomôcky, prístroje, technika a technológie pre efektívnu orientáciu a mobilitu jednotlivcov s poruchami zraku, Technologický pokrok v oblasti využívania pomôcok, prístrojov, techniky a technológií pre orientáciu a mobilitu, Mobilita a kvalita života jednotlivcov so zrakovým postihnutím, Orientácia a mobilita seniorov v zahraničných výskumných štúdiách).
LOPÚCHOVÁ, J. Ježíková, M. Teoreticko-empirické aspekty čitateľskej gramotnosti žiakov so zrakovým postihnutím. Bratislava: Iris, 2017. 246 s. ISBN 978-80-8200-017-0 (časti Komunikácia ZP, Edukácia ako bazálny nástroj nadobúdania gramotnosti jednotlivcov so ZP, Využitie zmyslov pri podpore čitateľskej gramotnosti ZP, Súvzťažné oblasti čitateľskej gramotnosti žiakov so ZP)
LOPÚCHOVÁ, J. Využitie tyflotechnických pomôcok a prístrojov v procese edukácie študentov so zrakovým postihnutím na PdF UK v Bratislave. In: Niektoré technologické inovácie v špeciálnej pedagogike. - Bratislava : Sapientia, 2007. S. 141-148. - ISBN 978-80-89229-10-9
LOPÚCHOVÁ, J. Orientácia a mobilita nevidiacich v zlých poveternostných podmienkach. In: Aktuálne otázky špeciálnej pedagogiky na Slovensku [elektronický zdroj]. - Senec : Slovenská únia mediátorov, 2009. - S. 58-61 [CD-ROM]. - ISBN 978-80-970251-2-0
LOPÚCHOVÁ, J. Sociálne zručnosti u študentov so zrakovým postihnutím na vysokej škole. In: Sociálny aspekt integrovaného vzdelávania detí a mládeže so zrakovým postihnutím. Bratislava : Univerzita Komenského, 2008. - S. 39-43. - ISBN 978-80-223-2353-6.
Recommended readings:
LOPÚCHOVÁ, J. Uplatnenie pomôcok, techniky a technológií v špecifických predmetoch v edukácii jednotlivcov so zrakovým postihnutím. In: Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím [elektronický zdroj]. - Bratislava : Iris, 2014. - S. 470-488 [CD-ROM]. - ISBN 978-80-89726-28-8
LOPÚCHOVÁ, J. Špecifiká nácviku orientácie a mobility u dospelých zrakovo postihnutých jednotlivcov In: Špeciálnopedagogické vedecké a praxeologické problémy v kontexte transformačných procesov. Prešov: Prešovská univerzita v Prešove, 2020. - S. 157-176. - ISBN 978-80-555-2591-4
LOPÚCHOVÁ, J. Žiak mladšieho školského veku so zrakovým postihnutím. In: Inkluzivní vzdělávání žáků mladšího školního věku se speciálními vzdělávacími potřebami. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. - S. 180-212. - ISBN 978-80-7464-674-4
LOPÚCHOVÁ, J. Mangová, L. Vzdelávanie žiakov so zrakovým postihnutím prostredníctvom nových informačných a komunikačných technológií s akcentom na využitie PC so špeciálnymi perifémymi zariadeniami. In: Komplexná rehabilitácia viacnásobne postihnutých : niektoré nové metodiky a programy. Bratislava : Mabag, 2009. - S. 206-217. - ISBN 978-80-89113-43-9
LOPÚCHOVÁ, J. Moderné informačno-komunikačné technológie a ich používanie z pohľadu pedagógov žiakov so zrakovým postihnutím. In: Paedagogica specialis 26. Bratislava: Iris, 2012. S. 221-238. ISBN 978-80-223-3287-3
LOPÚCHOVÁ, J. Vodiaci pes - luxus alebo nevyhnutnosť? : (z výskumu názorov laickej verejnosti na problematiku vodiaceho psa). - (Zborník Pedagogickej fakulty Univerzity

Komenského). In: Paedagogica specialis 23. - Bratislava : Univerzita Komenského, 2007. - S. 241-244.ISBN 978-80-223-2387-1
WIENER,P. 2006. Prostorová orientace zrakově postižených. Praha: IR ZP UK, 2006. ISBN 80-239-6775-4
HALÁSOVÁ, E., KAMENICKÁ, V., MÚDRA, Š. 2005. Ja to zvládnem sám. Metodická príručka nácviku priestorovej orientácie, samostatného pohybu a sebaobslužných činností zrakovo postihnutých detí. Levoča: Tlačiareň Polypress spol. s.r.o. Levoča, 2005. 67 s. ISBN 80-88704-62-6.
RUŽIČKOVÁ, V., KROUPOVÁ, K. 2017. Pohled na samostatný pohyb a prostorovou orientaci osob se zrakovým postižením. Olomouc: Univerzita Palackého v Olomouci, 2017. 177 s. ISBN 978-80-244-5273-9.
REGEC, V. Vybrané aspekty využitia informačných a komunikačných technológií v teórii a praxi. In REGEC, V. (Ed.) Sborník textů z odborné mezinárodní konference s názvem Posilování kompetencí v oblasti informačních technologií mladých vědeckých pracovníků při práci s osobami se zdravotním postižením, 2012, 1. Vyd. Olomouc: Univerzita Palackého v Olomouci. s. 171 – 188. ISBN 978-80-244-3190-1
ROVŇANÍKOVÁ, M. 2014. Špecifiká práce so žiakovým postihnutím [online]. Bratislava: Metodicko-pedagogické centrum, 33 s. ISBN

Languages necessary to complete the course:
slovak, czech

Notes:

Past grade distribution
Total number of evaluated students: 62

A	ABS	B	C	D	E	FX
95,16	0,0	4,84	0,0	0,0	0,0	0,0

Lecturers: doc. PaedDr. Jana Lopúchová, PhD., Mgr. Marek Hlina

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde053/22	Specifics of education of the intellectually gifted

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
2S/week Two-hour seminar by face-to-face or combined method: 11x2hours, for a total of 22 hours per semester.
Student workload:
2S (2credits): 11x2hours of direct instruction = 22 hours, 14 hours studying materials, 20 hours exam preparation. A total of 56 hours of student work.
Learning methods:
Discussion, interpretation, brainwriting, role-play method, guided self-study, analysis of case studies.

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites: PdF.KŠP/M-SPPde035/22 - Pedagogy of the intellectually gifted

Course requirements:
The course is completed with a written test on the subject. Part of the conditions for successful completion of the course is the active participation of the student during direct teaching. Credit will not be awarded to a student who does not obtain at least 60% of the total grade in the written test.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D and a minimum of 60 points is required for a grade of E.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:

The student will be able to understand the impact of giftedness and talent on the educational process, characterize the self-perception, social and emotional needs, motivation and thinking principles of children and students with giftedness and talent. Knows and understands the possibilities of development of children and pupils with intellectual giftedness and talent and is able to apply them practically. The student characterizes the double exceptionality and the specifics of education resulting from it, defines the underperformance of a pupil with intellectual giftedness and is able to apply in practice educational strategies in the education of the intellectually gifted and talented. Understands the influence of the educator's personality in the educational process of the intellectually gifted and talented.

Class syllabus:

The aim of the course is to learn the specifics of education of the intellectually gifted, the characteristics of cognitive, psychosocial and personality characteristics of the intellectually gifted and talented. Characteristics of the educational needs of twice-exceptional students and the educational strategies of intellectually gifted and talented children and students.

Course Outline:

1. Giftedness, creativity and intelligence in the educational process. 2. Self-perception of the pupil with intellectual giftedness and talent. 3. Social and emotional problems of the intellectually gifted. 4. Motivation of a pupil with intellectual giftedness and talent. 5. Principles of thinking of a pupil with intellectual giftedness 6. Possibilities for the development of children and pupils with intellectual giftedness and talent (initiation, offer, demandingness, incentives, guidance, cooperation). 7. Educational needs of children and pupils with double exceptionality. 8. Underperformance of the intellectually gifted. 9. Educational strategies in the education of the intellectually gifted and talented. 10. Educational activities for the intellectually gifted. 11. Aids and techniques in the educational process of the intellectually gifted and talented. 12.Personality of the educator in the education of the intellectually gifted and talented.

Recommended literature:

Compulsory readings:

CIHELKOVÁ, J., 2017. Nadané dítě ve škole. Náměty pro výuku pro celou třídu. Praha:Portál. 2017. ISBN: 978-80-262-1248-5.

DUCHOVIČOVÁ, J., 2007. Aspekty diferenciácie v edukácii nadaných žiakov. Nitra: PFUKF, 2007. ISBN 978-80-8094-099-7

KOVÁŘOVÁ, R., KLUGOVÁ, I., 2009. Edukace nadaných dětí a žákú. 1. vydanie. Ostravská univerzita v Ostravě. 2010. ISBN 978-80-7368-430-3.

Recommended readings:

DOČKAL, V., 2016. Diagnostika nadania v teórii, vo výskume a v praxi. Výskumný ústav detskej psychológie a patopsychológie, Bratislava. Zborník svět nadání II. S.166-175. 2017. ISSN 1805-7217. Dostupné na https://www.nidv.cz/old/images/npublications/publications/files/15%20Sborn%C3%ADk%20sv%C4%9Bt%20nad%C3%A1n%C3%AD%20II.pdf#page=16

FOŘTÍK, V., FOŘTÍKOVÁ, J., 2015. Nadané dítě a rozvoj jeho schopností. Praha: Portál. 2015. ISBN: 978-80-262-0969-0.

FOŘTÍKOVÁ, J., 2009. Talent a nadání. Jejich rozvoj ve volném čase. Národní institut dětí a mládeže MŠMT. Praha. 2009. ISBN: 978-80-86784-75-5.

HŘÍBKOVÁ, L., 2009. Nadání a nadaní. Praha: Grada, 2009. ISBN 978-80-247-1998-6.

LAZNIBATOVÁ, J., 2003. Nadané dieťa. Jeho vývin, vzdelávanie a podporovanie. Bratislava: IRIS, 2003. ISBN 80-88778-23-8.

STEHLÍKOVÁ, M., 2018. Nadané dítě: Jak mu pomoci ke štěstí a úspěchu. Praha: Garda. 2018. ISBN: 978-80-271-0512-0.

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

Notes:

Past grade distribution
Total number of evaluated students: 159

A	ABS	B	C	D	E	FX
73,58	0,0	14,47	8,81	1,26	0,63	1,26

Lecturers: PhDr. Jana Jurášková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSpP/M-SPPde053/22	Specifics of education of the intellectually gifted

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
2S/week Two-hour seminar by face-to-face or combined method: 11x2hours, for a total of 22 hours per semester.
Student workload:
2S (2credits): 11x2hours of direct instruction = 22 hours, 14 hours studying materials, 20 hours exam preparation. A total of 56 hours of student work.
Learning methods:
Discussion, interpretation, brainwriting, role-play method, guided self-study, analysis of case studies.

Number of credits: 2

Recommended semester: 4.

Educational level: II.

Prerequisites: PdF.KŠP/M-SPPde035/22 - Pedagogy of the intellectually gifted

Course requirements:
The course is completed with a written test on the subject. Part of the conditions for successful completion of the course is the active participation of the student during direct teaching. Credit will not be awarded to a student who does not obtain at least 60% of the total grade in the written test.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D and a minimum of 60 points is required for a grade of E.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:

The student will be able to understand the impact of giftedness and talent on the educational process, characterize the self-perception, social and emotional needs, motivation and thinking principles of children and students with giftedness and talent. Knows and understands the possibilities of development of children and pupils with intellectual giftedness and talent and is able to apply them practically. The student characterizes the double exceptionality and the specifics of education resulting from it, defines the underperformance of a pupil with intellectual giftedness and is able to apply in practice educational strategies in the education of the intellectually gifted and talented. Understands the influence of the educator's personality in the educational process of the intellectually gifted and talented.

Class syllabus:

The aim of the course is to learn the specifics of education of the intellectually gifted, the characteristics of cognitive, psychosocial and personality characteristics of the intellectually gifted and talented. Characteristics of the educational needs of twice-exceptional students and the educational strategies of intellectually gifted and talented children and students.

Course Outline:

1. Giftedness, creativity and intelligence in the educational process. 2. Self-perception of the pupil with intellectual giftedness and talent. 3. Social and emotional problems of the intellectually gifted. 4. Motivation of a pupil with intellectual giftedness and talent. 5. Principles of thinking of a pupil with intellectual giftedness 6. Possibilities for the development of children and pupils with intellectual giftedness and talent (initiation, offer, demandingness, incentives, guidance, cooperation). 7. Educational needs of children and pupils with double exceptionality. 8. Underperformance of the intellectually gifted. 9. Educational strategies in the education of the intellectually gifted and talented. 10. Educational activities for the intellectually gifted. 11. Aids and techniques in the educational process of the intellectually gifted and talented. 12.Personality of the educator in the education of the intellectually gifted and talented.

Recommended literature:

Compulsory readings:

CIHELKOVÁ, J., 2017. Nadané dítě ve škole. Náměty pro výuku pro celou třídu. Praha:Portál. 2017. ISBN: 978-80-262-1248-5.

DUCHOVIČOVÁ, J., 2007. Aspekty diferenciácie v edukácii nadaných žiakov. Nitra: PFUKF, 2007. ISBN 978-80-8094-099-7

KOVÁŘOVÁ, R., KLUGOVÁ, I., 2009. Edukace nadaných dětí a žákú. 1. vydanie. Ostravská univerzita v Ostravě. 2010. ISBN 978-80-7368-430-3.

Recommended readings:

DOČKAL, V., 2016. Diagnostika nadania v teórii, vo výskume a v praxi. Výskumný ústav detskej psychológie a patopsychológie, Bratislava. Zborník svět nadání II. S.166-175. 2017. ISSN 1805-7217. Dostupné na https://www.nidv.cz/old/images/npublications/publications/files/15%20Sborn%C3%ADk%20sv%C4%9Bt%20nad%C3%A1n%C3%AD%20II.pdf#page=16

FOŘTÍK, V., FOŘTÍKOVÁ, J., 2015. Nadané dítě a rozvoj jeho schopností. Praha: Portál. 2015. ISBN: 978-80-262-0969-0.

FOŘTÍKOVÁ, J., 2009. Talent a nadání. Jejich rozvoj ve volném čase. Národní institut dětí a mládeže MŠMT. Praha. 2009. ISBN: 978-80-86784-75-5.

HŘÍBKOVÁ, L., 2009. Nadání a nadaní. Praha: Grada, 2009. ISBN 978-80-247-1998-6.

LAZNIBATOVÁ, J., 2003. Nadané dieťa. Jeho vývin, vzdelávanie a podporovanie. Bratislava: IRIS, 2003. ISBN 80-88778-23-8.

STEHLÍKOVÁ, M., 2018. Nadané dítě: Jak mu pomoci ke štěstí a úspěchu. Praha: Garda. 2018. ISBN: 978-80-271-0512-0.

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

Notes:

Past grade distribution
Total number of evaluated students: 159

A	ABS	B	C	D	E	FX
73,58	0,0	14,47	8,81	1,26	0,63	1,26

Lecturers: PhDr. Jana Jurášková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde033/22	Specifics of education of the multiply handicapped

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

Type, volume, methods and workload of the student - additional information
2 hours seminar/week, 22 hours total per semester, combined method.
Student workload:
11x2 hours of direct teaching = 22 hours; 10 hours preparation of the seminar paper; 20 hours preparation for the exam. Total 52 hours of student work.
Learning methods:
Linking teaching with practice; discussion of the topic covered; small group work; interpretation of material; presentation of scientific and professional knowledge through verbal, verbal-visual and multimedia means of presentation; project methods; guided brainstorming; analytical-synthetic and comparative methods.

Number of credits: 2

Recommended semester: 4.

Educational level: II.

Prerequisites:

Course requirements:
The course will be completed by assessment, the weighting of the interim and final assessment is 100/0. The course will be completed by a written test, supplemented by the defense of a term paper on the knowledge acquired throughout the semester. At least 91 points are required for a grade of A, at least 81 points for a grade of B, at least 71 points for a grade of C, at least 61 points for a grade of D and at least 51 points for a grade of E. Credit will not be awarded to a student who scores less than 50 points in the written test. Assessment further consists of continuous verbal evaluation and individual and group feedback during the semester.
The assessment is awarded on a scale:
A (100 - 91%, excellent - outstanding),
B (90 - 81%, very good - above average standard),
C (80 - 71%, good - normal reliable work),
D (70 - 61 %, satisfactory - acceptable results),
E (60 - 51%, satisfactory - results meet the minimum criteria),
Fx (50 - 0%, insufficient - additional work required).
A - excellent performance, the student knows and masters the knowledge in the field of education of pupils with multiple disabilities with regard to the individual specifics of the disabilities. The student understands the knowledge, can create, critically evaluate and apply knowledge in the field;
B - excellent performance, the student knows/controls the knowledge in the field of education of

students with multiple disabilities, but critical thinking is borderline. Can apply knowledge; C - good performance, the student knows/learned the knowledge of educating students with multiple disabilities, understands it, but cannot apply it to practice; D - satisfactory performance, the student knows/learned the basic knowledge of educating students with multiple disabilities, but lacks the understanding and competence to apply the knowledge to practice; E - satisfactory performance, the student knows elementary knowledge of educating students with multiple disabilities, but not sufficient to be competent to apply it in practice; Fx - poor performance, the student has not mastered/does not master knowledge of educating students with multiple disabilities.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students will gain knowledge in the field of education of pupils with multiple disabilities and its specifics with regard to the type, form, combination of disabilities and age of pupils. Students will gain knowledge of the specifics of educating individuals with multiple disabilities in educational institutions of various types. Students will develop theoretical knowledge in the field of education of students with multiple disabilities, which they will learn to apply in practice. Students will consolidate and develop communication skills, critical thinking skills, contextual reasoning, motivation and the ability to learn.

Class syllabus:
Specifics of education with regard to the type, form and combination of disabilities. Functional special educational diagnostics and its specifics for individuals with multiple disabilities. Specifics in the development and implementation of individual educational, stimulation and correction programs. Specific problems in the education of individuals with multiple disabilities. Specifics of educational rehabilitation in multiply disabled individuals in institutions of different types. Special education of individuals with multiple disabilities. Teaching methods in individuals with multiple disabilities.

Recommended literature:
Compulsory readings:
GOGOVÁ, T., BIŠČO KASTELOVÁ, A., PREČUCHOVÁ ŠTEFANOVIČOVÁ, A., ŠULOVSKÁ, M. a VANČOVÁ, A. 2013. Pedagogika mentálne a viacnásobne postihnutých raného a predškolského veku. 1. vyd. Bratislava: Iris, 2013. ISBN 978-80-89238-90-3.
VANČOVÁ, A. 2010. Pedagogika viacnásobne postihnutých. 1. vyd. Bratislava: KKT, PdF UK, 2010. ISBN 978-80-970228-1-5.
Recommended readings:
BALÁŽOVÁ, M., VANČOVÁ, A. 2017. Program rozvoja a korekcie psycho-motorických funkcií a psychosociálnych zručností ako možnosť špeciálnopedagogickej intervencie dieťaťa s mentálnym a viacnásobným postihnutím. In: Paedagogica specialis: 31. Bratislava: Univerzita Komenského, 2017. s. 101 – 127. ISBN 978-80-223-4438-8.
GOGOVÁ, T. 2012. Stimulácia vývinu v rámci špeciálnopedagogických intervenčných programov v procese ranej intervencie u detí s ťažkým zdravotným postihnutím. In: Paedagogica specialis 26. Bratislava: Iris, 2012. s. 399 – 412. ISBN 978-80-223-3287-3.
HÁJKOVÁ, V. 2009. Bazální stimulace, aktivace a komunikace v edukaci žáků s kombinovaným postižením. 1. vyd. Praha: Somatopedická společnost, 2009. ISBN 978-80-904464-0-3.
HREBEŇÁROVÁ, L. 2016. Edukácia osôb s viacnásobným postihnutím. Prešov: Vydavateľstvo Prešovskej univerzity v Prešove. 2016. ISBN 978-80-555-1694-3.
PREČUCHOVÁ ŠTEFANOVIČOVÁ, A. a VANČOVÁ, A. 2012. O sexualite a sexuálnej výchove mentálne postihnutých. 1. vyd. Bratislava: Univerzita Komenského, 2012. ISBN 978-80-223-3336-8.

VANČOVÁ, A. a ČAČOVÁ, S. 2008. Možnosti aplikácie stimulačných metód vrátane Snoezelenu u detí s ťažkým viacnásobným postihnutím v procese výchovnej a komplexnej rehabilitácie. In: Komplexná rehabilitácia viacnásobne postihnutých: niektoré nové metodiky a programy. Bratislava: Mabag, 2008. s. 160 – 184. ISBN 978-80-89113-43-9
VANČOVÁ, A., HARČARÍKOVÁ, T., LOPÚCHOVÁ, J., HLATKÁ, M., BIŠČO KASTELOVÁ, A., GOGOVÁ, T., NÉMETH, O., PREČUCHOVÁ ŠTEFANOVIČOVÁ, A., SCHMIDTOVÁ, M., SLEZÁKOVÁ, J. a TARCSIOVÁ, D. 2012. Špeciálna pedagogika raného a predškolského veku. - 1. vyd. Bratislava: Iris, 2012. ISBN 978-80-89238-68-2.

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

Notes:

Past grade distribution
Total number of evaluated students: 121

A	ABS	B	C	D	E	FX
76,03	0,0	19,01	2,48	2,48	0,0	0,0

Lecturers: Mgr. Kristína Ondrašinová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde033/22	Specifics of education of the multiply handicapped

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

Type, volume, methods and workload of the student - additional information
2 hours seminar/week, 22 hours total per semester, combined method.
Student workload:
11x2 hours of direct teaching = 22 hours; 10 hours preparation of the seminar paper; 20 hours preparation for the exam. Total 52 hours of student work.
Learning methods:
Linking teaching with practice; discussion of the topic covered; small group work; interpretation of material; presentation of scientific and professional knowledge through verbal, verbal-visual and multimedia means of presentation; project methods; guided brainstorming; analytical-synthetic and comparative methods.

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
The course will be completed by assessment, the weighting of the interim and final assessment is 100/0. The course will be completed by a written test, supplemented by the defense of a term paper on the knowledge acquired throughout the semester. At least 91 points are required for a grade of A, at least 81 points for a grade of B, at least 71 points for a grade of C, at least 61 points for a grade of D and at least 51 points for a grade of E. Credit will not be awarded to a student who scores less than 50 points in the written test. Assessment further consists of continuous verbal evaluation and individual and group feedback during the semester.
The assessment is awarded on a scale:
A (100 - 91%, excellent - outstanding),
B (90 - 81%, very good - above average standard),
C (80 - 71%, good - normal reliable work),
D (70 - 61 %, satisfactory - acceptable results),
E (60 - 51%, satisfactory - results meet the minimum criteria),
Fx (50 - 0%, insufficient - additional work required).
A - excellent performance, the student knows and masters the knowledge in the field of education of pupils with multiple disabilities with regard to the individual specifics of the disabilities. The student understands the knowledge, can create, critically evaluate and apply knowledge in the field;
B - excellent performance, the student knows/controls the knowledge in the field of education of

students with multiple disabilities, but critical thinking is borderline. Can apply knowledge; C - good performance, the student knows/learned the knowledge of educating students with multiple disabilities, understands it, but cannot apply it to practice; D - satisfactory performance, the student knows/learned the basic knowledge of educating students with multiple disabilities, but lacks the understanding and competence to apply the knowledge to practice; E - satisfactory performance, the student knows elementary knowledge of educating students with multiple disabilities, but not sufficient to be competent to apply it in practice; Fx - poor performance, the student has not mastered/does not master knowledge of educating students with multiple disabilities.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students will gain knowledge in the field of education of pupils with multiple disabilities and its specifics with regard to the type, form, combination of disabilities and age of pupils. Students will gain knowledge of the specifics of educating individuals with multiple disabilities in educational institutions of various types. Students will develop theoretical knowledge in the field of education of students with multiple disabilities, which they will learn to apply in practice. Students will consolidate and develop communication skills, critical thinking skills, contextual reasoning, motivation and the ability to learn.

Class syllabus:
Specifics of education with regard to the type, form and combination of disabilities. Functional special educational diagnostics and its specifics for individuals with multiple disabilities. Specifics in the development and implementation of individual educational, stimulation and correction programs. Specific problems in the education of individuals with multiple disabilities. Specifics of educational rehabilitation in multiply disabled individuals in institutions of different types. Special education of individuals with multiple disabilities. Teaching methods in individuals with multiple disabilities.

Recommended literature:
Compulsory readings:
GOGOVÁ, T., BIŠČO KASTELOVÁ, A., PREČUCHOVÁ ŠTEFANOVIČOVÁ, A., ŠULOVSKÁ, M. a VANČOVÁ, A. 2013. Pedagogika mentálne a viacnásobne postihnutých raného a predškolského veku. 1. vyd. Bratislava: Iris, 2013. ISBN 978-80-89238-90-3.
VANČOVÁ, A. 2010. Pedagogika viacnásobne postihnutých. 1. vyd. Bratislava: KKT, PdF UK, 2010. ISBN 978-80-970228-1-5.
Recommended readings:
BALÁŽOVÁ, M., VANČOVÁ, A. 2017. Program rozvoja a korekcie psycho-motorických funkcií a psychosociálnych zručností ako možnosť špeciálnopedagogickej intervencie dieťaťa s mentálnym a viacnásobným postihnutím. In: Paedagogica specialis: 31. Bratislava: Univerzita Komenského, 2017. s. 101 – 127. ISBN 978-80-223-4438-8.
GOGOVÁ, T. 2012. Stimulácia vývinu v rámci špeciálnopedagogických intervenčných programov v procese ranej intervencie u detí s ťažkým zdravotným postihnutím. In: Paedagogica specialis 26. Bratislava: Iris, 2012. s. 399 – 412. ISBN 978-80-223-3287-3.
HÁJKOVÁ, V. 2009. Bazální stimulace, aktivace a komunikace v edukaci žáků s kombinovaným postižením. 1. vyd. Praha: Somatopedická společnost, 2009. ISBN 978-80-904464-0-3.
HREBEŇÁROVÁ, L. 2016. Edukácia osôb s viacnásobným postihnutím. Prešov: Vydavateľstvo Prešovskej univerzity v Prešove. 2016. ISBN 978-80-555-1694-3.
PREČUCHOVÁ ŠTEFANOVIČOVÁ, A. a VANČOVÁ, A. 2012. O sexualite a sexuálnej výchove mentálne postihnutých. 1. vyd. Bratislava: Univerzita Komenského, 2012. ISBN 978-80-223-3336-8.

VANČOVÁ, A. a ČAČOVÁ, S. 2008. Možnosti aplikácie stimulačných metód vrátane Snoezelenu u detí s ťažkým viacnásobným postihnutím v procese výchovnej a komplexnej rehabilitácie. In: Komplexná rehabilitácia viacnásobne postihnutých: niektoré nové metodiky a programy. Bratislava: Mabag, 2008. s. 160 – 184. ISBN 978-80-89113-43-9
VANČOVÁ, A., HARČARÍKOVÁ, T., LOPÚCHOVÁ, J., HLATKÁ, M., BIŠČO KASTELOVÁ, A., GOGOVÁ, T., NÉMETH, O., PREČUCHOVÁ ŠTEFANOVIČOVÁ, A., SCHMIDTOVÁ, M., SLEZÁKOVÁ, J. a TARCSIOVÁ, D. 2012. Špeciálna pedagogika raného a predškolského veku. - 1. vyd. Bratislava: Iris, 2012. ISBN 978-80-89238-68-2.

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

Notes:

Past grade distribution
Total number of evaluated students: 121

A	ABS	B	C	D	E	FX
76,03	0,0	19,01	2,48	2,48	0,0	0,0

Lecturers: Mgr. Kristína Ondrašinová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-SPPde008/22	**Course title:** Speech therapy for special educators
Educational activities: **Type of activities:** lecture **Number of hours:** **per week:** 3 **per level/semester:** 39 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Type, scope and methods of educational activities: 3P - hours per week in the form of lectures (33 hours per semester) Lecture or combined method. Student workload: 11x3 = 33 hours of direct teaching, 5 hours of seminar paper preparation, 10 hours of term paper preparation, 10 hours of midterm test preparation, 22 hours of final test preparation, total of 80 hours of student work. Learning methods: Interpretation of the material with continuous application of the theoretical knowledge on practical examples and video demonstrations followed by discussion of the topic, processing and presentation of the studied area, work with clinical studies	
Number of credits: 3	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: To pass the course, the following requirements must be met: - Seminar paper (15 points) - research and development of a clinical study on a specific impaired communication skill. - term paper (15 points) - administration and evaluation of the TEKOS screening tool, development of three activities for the development of communication skills, development of recommendations for parents - mid-term test (20 points) - final test (50 points) A minimum score of 60% is required on both tests. The marks are awarded on a scale: A 100 - 95 points = excellent results, the student has acquired all the necessary information in the field of speech development and speech development disorders, has an excellent command of terminology, has an excellent knowledge of speech therapy diagnostic tools. B 94 - 85 points = above average standard, the student has mastered the necessary information in the field of speech development and speech development disorders, has a very good level of terminology and a very good level of knowledge of speech therapy diagnostic tools	

C 84 - 75 points = normal reliable cooperation, the student has acquired the necessary information in the field of speech development and speech development disorders, knows the terminology at a good level, is sufficiently familiar with speech therapy diagnostic tools
D 74 - 65 points = acceptable results, the student has acquired the necessary information in the field of speech development and speech development disorders, he/she knows the terminology at a sufficient level, but his/her orientation in the diagnostic tools is deficient
E 64 - 60 points = the results meet the minimum criteria, the student has minimal information in the field of speech development and speech development disorders, has minimal knowledge of terminology and his/her orientation in diagnostic tools is also minimal
Fx less than 60 points = the student does not meet the minimum criteria, does not have information in the field of speech development and speech development disorders, does not have basic terminology and does not know the diagnostic tools
A minimum score of 60% is required to pass the course.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The goal of the course is for the special education student to acquire basic theoretical knowledge about speech development and the types of communication disorders (CCD) that may occur in children with early childhood, preschool, and school-age special education needs. For each type of NKS, the student will be proficient in the basic terminological definition, classification, causes, and basic manifestations of CCD. Based on the knowledge and skills acquired, the student will be able to identify children and students with potential CCDin order to succinctly and concisely describe the features of CCD prior to referral for speech-language pathology diagnosis. The student will be familiar with speech therapy diagnostic tools and will be able to interpret the results from these diagnostic tools as reported in speech therapy reports, thus being able to think critically about the manifestations of a child's NKS. The student will learn how to work with screening tools to identify children at risk with respect to their speech development. The student will also develop critical thinking skills and creativity, especially when completing term papers. The student will learn to interpret and critically evaluate research and clinical studies, which can then be applied in other areas of study.

Class syllabus:
Theories of speech development and basic milestones of speech development in early childhood, preschool and school age with respect to the different language levels will be used for orientation assessment of the child's/pupil's development in relation to other developmental domains.
The definition, aetiology and basic features of NCS form the basis for early identification of children and pupils with NCS.
Mastery of the administration and evaluation of screening instruments equally contributes to the early identification of children with developmental speech-language disorders.
Familiarity with and understanding of the theoretical underpinnings of the various speech-language diagnostic tools used to assess language and communication abilities in early childhood, school-age, and preschool children forms the basis for understanding the language and communication difficulties of these children and for effective communication between the special educator and the speech-language pathologist.

Recommended literature:
Compulsory/Recommended readings:
Kerekrétiová, A. a kol. Logopedická propedeutika. 2.vydanie. Bratislava: UK, 2020.
Kerekrétiová, A. a kol. Logopédia. Bratislava: UK, 2020.
Kapalková, S. a kol. Hodnotenie komunikačných schopností detí v ranom veku. Bratislava: MABAG, 2010.

Recommended readings:
Horňáková, K. a kol. Kniha o detskej reči. Bratislava: Slniečko, 2005.
Mikulajová, M. a kol. Čítanie, písanie a dyslexia. Bratislava: SAL, 2012.

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 508

A	ABS	B	C	D	E	FX
28,94	0,0	28,15	26,97	10,04	3,74	2,17

Lecturers: Mgr. Kamila Kohúciková

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde007/22	Theory and didactics of special education and educational rehabilitation

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

Type, volume, methods and workload of the student - additional information
Type, scope and method of educational activities:
2 hours per week in the form of a lecture, either full-time or combined
Student workload:
22 hours of direct instruction during the semester; 12 hours of two written assignments; 24 hours of independent continuous study, preparation for direct instruction, 30 hours of preparation for final assessment, 2 hours of final test. A total of 90 hours of student work.
Methods of delivery of learning content:
Lecture, explanation of individual topics with discussion on the topics focusing on individual topics, demonstration of examples from history and present, presentation of information through multimedia, group work and brainstorming, application of comparative and critical thinking in the assignment to identify, understand, assimilate and compare the necessary professional information according to the topics of the course, work with professional sources, search in the sources, elaboration of professional texts on the assigned topics from the sources

Number of credits: 3

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
During the semester, each student will prepare 2 written assignments according to the instructions of the lecturers, from each thematic area (each assignment max. 10 points, total for 2 assignments max. 20 points). The student must pass the final test (60 points), the student must obtain a minimum of 50% of the points from the final test, i.e. 30 points. A student may earn a maximum of 20 points per activity during each class period.
A minimum of 60% of the maximum possible course grade is required for successful completion of the course.
The grade is awarded on a scale:
A (100-91 points, excellent - outstanding),
B (90-81 points, very good - above average standard),
C (80-73 points, good - normal reliable work),
D (72-66 points, satisfactory - acceptable results),
E (65-60 points, fair - results meet minimum criteria),

Fx (59-0 points, insufficient - additional work required)
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
A - excellent performance, the student has acquired knowledge at the required level and to a sufficient extent, can critically evaluate it, combines previously acquired knowledge with new knowledge, systematises it, produces written outputs at the required level, the outputs, including the final test, meet all the specified criteria and the acquired knowledge is transferred into them excellently.
B - excellent performance, the student has mastered the knowledge and the required level with slight deviations, critical thinking is at a high level but with minor deficiencies in the systematization of knowledge, has produced written outputs with minor deficiencies and there are excellent transfer of the acquired knowledge into them.
C - good performance, the student has mastered the required knowledge at an average level, critical thinking and evaluation is weakened, he/she can analyse the acquired knowledge, problems appear in synthesising and linking knowledge, he/she has produced written outputs with some deficiencies and the acquired knowledge is transferred into them acceptably.
D - acceptable performance, the student has acquired and acquired knowledge of the subject area at a reduced level, critical and synthetic thinking is significantly weakened, there is an absence of linking what has been learned, written outputs have significant deficiencies, the acquired knowledge is not sufficiently transferred into them.
E - Minimally acceptable performance, student has acquired knowledge at a very low level, critical thinking is failing, a more developed level of synthesis and generalization is absent, written outputs have serious deficiencies, do not adequately represent the knowledge learned from the subject,
Fx - unacceptable performance, the student has not met the conditions set by the teacher during the semester.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The students gained extended theoretical knowledge about special education and educational rehabilitation of pupils with special educational needs. The acquired knowledge forms the basis for graduation in individual special didactics subjects and special education. They are able to creatively apply concepts, principles and procedures associated with planning, organizing and evaluating special education phenomena and processes, to independently reflect and self-reflect on educational work and competently assess its quality and effectiveness, to professionally investigate and analyze the systemic relationships between the phenomena of education, diagnosis, therapy and counseling, as well as between the phenomena and processes of stimulation, correction, compensation, therapy, education and re-education. Understand the dependencies of educational, diagnostic, therapeutic, and intervention effects on their programmatic, procedural, and contextual determinants. Students learn and are able to apply the means of educational rehabilitation (special education, special stimulation, correction, re-education, compensation, diagnosis and counselling) in theory and practice. They understand the links between communication theory and educational rehabilitation. Students have acquired and possess a deeper theoretical knowledge in the use of multimedia, digital and assistive technologies in the educational rehabilitation of individuals with disabilities. They have mastered the relevance of the knowledge of related sciences for educational rehabilitation.

Class syllabus:
Theory and didactics of special education and educational rehabilitation as part of complex rehabilitation -concept, subject. Brief characteristics of the subject content, principles, methods and

forms of educational rehabilitation (special education, special stimulation, correction, reeducation, compensation). Content of education - curriculum. Instructional media and technical means in the special educational environment. Educational and compensatory means. Technical means - rehabilitation. Brief history of disability education in Europe and Slovakia. Attributes of education - aims, objectives, content, process of education, target groups, age aspects, systems and concepts of education. Legislation related to education of pupils with disabilities.
Specific features of individuals with disabilities (Disabilities, HI, PI, MI, MPI, AUT) affecting their education. The specificities of individuals with disabilities (PU, PS, NKS) affecting their education. The system of special schools and educational institutions in the Slovak Republic. Special education and counselling facilities in the Slovak Republic and their tasks. Importance and characteristics of education in the preparatory year. Process of education in special schools - principles, methods, forms, means. Didactic principles - general, modified, special. Methods and special methods of education in special schools . Organizational forms of education in special schools. Means (material, technical, didactic, etc.) used in the education of pupils with SEN. Innovations in the process of education of pupils with SEN - ICT. Classification and assessment of pupils with SEN. Pedagogical documentation in special education. schools . Personality of the special educator - teacher and his professional profiling. Preparation of a special needs teacher. Preparation of the special school teacher for teaching. Classroom lessons, the role of pedagogical-organizational instructions in the education department. Key aspects of integrated education of pupils with SEN. Aims, objectives and key competences defined by the state educational programme for primary education for individual categories of pupils with disabilities and disorders, brief characteristics of education. Vocational orientation and vocational preparation of pupils with SEN.

Recommended literature:

Compulsory/Recommended readings:

VANČOVÁ, A. 2010. Individuálny výchovno-vzdelávací program ako významný prostriedok napomáhajúci integrovanému vzdelávaniu žiakov so zdravotným znevýhodnením. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. - Bratislava : Iris, 2010. - S. 127-152. - ISBN 978-80-89238-37-8.
VANČOVÁ, A. a kol. 2010. Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava : Iris, 2010.S 282 - ISBN 978-80-89238-37-8.
JESENSKÝ, J. 2001. Komprehensivní speciální pedagogika. Hradec Králové : PedF UHK, 2001.
VANČOVÁ, A. Význam reflexie nových poznatkov súvzťažných medicínskych, psychologických a medziodborových vied pre rozvoj špeciálnej pedagogiky. In: Osoby so zdravotným znevýhodnením v kontexte súčasnej špeciálnej pedagogiky a súvzťažných vied [elektronický zdroj]. Bratislava : Iris, 2013. - S. 20-50 [CD-ROM]. ISBN 978-80-89238-87-3.
Hlebová, B. (2016) Vybrané kapitoly zo špeciálnej didaktiky predmetov. Prešovská univerzita v Prešove

Recommended readings:

VANČOVÁ, A. 2002. Edukácia viacnásobne postihnutých. Bratislava: Sapientia, 2002.
VAŠEK,Š. 2010. Základy špeciálnej pedagogiky. Bratislava: Sapientia, 2010. 5. Dopl. Vydanie, ISBN 978-80-89229-21-5.
BARTOŇOVÁ, M. 2017. Inkluzivní didaktika v základní škole se zřetelem na edukaci žáků s lehkým mentálním postižením. Brno: MU.
BARTOŇOVÁ, M. 2014. Approaches to Students with Learning Disorders in Inclusive School Environment. Brno: MU.
BARTOŇOVÁ, M., VÍTKOVÁ, M. 2013. Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. Brno: MU.

KRAJČÍ, P., SLOVÁK, T. 2013. Výchovná a komplexná rehabilitácia postihnutých v ponímaní špeciálnej pedagogiky. Bratislava: Iris, 2013. ISBN 9788089256-93-8.
Hlebová, B. (2016) Vybrané kapitoly zo špeciálnej didaktiky predmetov. Prešovská univerzita v Prešove
Štátne vzdelávacie programy
Pedagogické a právne normy

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

Notes:

Past grade distribution
Total number of evaluated students: 504

A	ABS	B	C	D	E	FX
51,59	0,0	22,62	18,85	5,56	0,4	0,99

Lecturers: Mgr. Martin Záni, PhD.

Last change: 03.11.2025

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-PZPde001/22	Theory of education of the visually impaired

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

Type, volume, methods and workload of the student - additional information
2P - 2 hours of lectures per week, total of 22 hours of direct instruction using the combined method, primarily in full-time attendance.
Student workload: 2x11 - 22 hours of direct instruction; 13 hours of seminar work preparation; 45 hours of self-study and preparation for final exam. 80 hours in total.
Methods of delivering the content of education: lecturing, expert commentary, discussion, brainstorming, self-study, analysis of model situations.

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites: PdF.KŠP/M-SPPde007/22 - Theory and didactics of special education and educational rehabilitation

Course requirements:
The student will prepare a seminar paper during the semester on a topic assigned by the teacher, from which a maximum of 30 points can be obtained. The minimum number of points required for admission to the final examination is 20 points. The course will end with a final written test, from which the student may obtain a maximum of 70 points.
The grade is awarded on a scale:
A (100-91 points, excellent - outstanding),
B (90-81 points, very good - above average standard),
C (80-73 points, good - normal reliable work),
D (72-66 points, satisfactory - acceptable results),
E (65-60 points, satisfactory - results meet the minimum criteria),
Fx (59-0 points, inadequate - extra work required).
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
A - excellent performance, the student masters the basic concepts in the field of the theory of education of the visually impaired, is oriented in the professional terminology, in the system of education of the visually impaired, masters in the theoretical level of methodological and didactic procedures in education, can professionally communicate the specifics of the education of the visually impaired and the ways of saturation of their special educational needs; the seminar work meets all the established criteria;

B - excellent performance, the student knows the basic concepts, but the analysis of concepts and their definition is weakened, has minor shortcomings in orientation in the system of education of the visually impaired, knows in the theoretical level the methodological and didactic procedures in education, can describe them with minor hesitations, can professionally communicate the specifics of education of the visually impaired, ways of saturation of their special educational needs; the seminar paper meets almost all the criteria;
C - good performance, the student knows the basic concepts and terminology, but the analysis of concepts is weakened, he/she has gaps in definitions, he/she shows slight deficiencies in orientation in the system of education of the visually impaired, he/she partially knows the methodological and didactic procedures in education on the theoretical level, he/she can describe them with some hesitations, he/she can communicate the specifics of the education of the visually impaired, but lacks professional facts and support, he/she only partially knows the ways of saturation of their special educational needs; Seminar work meets only selected criteria;
D - acceptable performance, the student has mastered the concepts and terminology, but cannot communicate them professionally, has significant deficiencies in orientation in the system of education of the visually impaired, can hardly identify and only partially masters the ways of saturation of special educational needs, has significant deficiencies in knowledge, cannot apply what he/she has learned in model situations, the seminar paper meets the minimum criteria;
E - minimally acceptable performance, the student has only partially mastered the concepts and terminology with significant deficits, cannot communicate them professionally, has significant deficiencies in orientation in the system of education of the visually impaired, hardly identifies or does not identify the ways of saturation of special educational needs, has serious deficiencies in knowledge, cannot apply what he/she has learned in model situations, the seminar work meets only elementary criteria;
Fx - unacceptable performance, the student has not mastered the knowledge of the subject area and/or has not met the requirements set by the instructor during the semester.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Upon completion of this course, the student will be proficient in the basic concepts of educational theory for individuals with visual impairments. The student will be familiar with the system and scheme of education and will be familiar with the State Curriculum and the Educational Programs for the Visually Impaired. The student will acquire knowledge of the specifics of the education of individuals with visual impairments. The student will understand the process of educating individuals with visual impairments in special education and integrated/inclusive settings and will be able to identify and name differences. The student will learn theoretical ways of educating the visually impaired, understand the specificity of approaches to individuals with visual impairments. Learn to recognise the actors involved in education and gain knowledge of their professional and personal qualities.
The student will further develop communication skills, the ability to think abstractly and critically, to think in context, and the ability to present his/her point of view.

Class syllabus:
All topics covered are oriented to ultimately meet the graduate's profile in the field relevant to this course. The content is divided into several thematic areas.
Theories of education of the visually impaired - definition, place in the system of sciences. The student will learn the basic concepts and terminology in the field of the theory of education of the visually impaired.
Goals of education of pupils of primary and lower secondary education. The student will understand the basic attributes of primary education of the visually impaired - terminological definition, goals,

tasks, forms, methods, means. The student will learn the structure of the educational process. He/she will acquire knowledge of didactics as a basis for the deliberate and erudite organization of the processes of learning and teaching, he/she will master the didactic principles of education of the visually impaired.
The student will acquire knowledge in the field of specifics of the educational process of visually impaired pupils/pupils with visual impairments and didactic procedures in the education of visually impaired pupils/pupils with visual impairments. The student will gain knowledge in the field of specifics of the educational process of blind pupils and didactic practices in the education of blind pupils. The student will be oriented in general educational strategies.
The student will learn to analyze the Educational Program for pupils with visual impairment for primary and lower secondary education, for primary art education and lower secondary art education. They will learn its characteristics, educational objectives, educational areas, organisational conditions for education and training, staffing of education and training, material and technical provision of education).
The student will understand the process of education of individuals with visual impairment in the conditions of mainstream schools. The student will understand the principles of integration/inclusion/co-education of individuals with visual impairment.
The student will theoretically understand the specifics of communication with people with disabilities in the educational process. The student will develop the skills to apply communication strategies with individuals with visual impairment using model situations. He/she will understand communication as one of the didactic means.
Preparatory year for pupils with visual impairment - the student will acquire knowledge about the content, specifics, didactic procedures, meaning and tasks of the preparatory year.
Profile of a graduate of primary and lower secondary education. The student will acquire the ability to identify general competences and competences of specific curriculum, he/she will be able to apply such educational activities that lead to their fulfillment.
Characteristics of the field of Special Education Support. Subject Individual tyflopedic practice - blind pupils. The student will acquire adequate didactic procedures. The subject Individual tyflopedic practice - low vision pupils. The student will acquire adequate didactic procedures. Subject Orientation and mobility. Subject Mobility training. Specifics of the subject Informatics in the blind. The student will acquire information on the content and course of these specific subjects.
Adaptation of texts for students with visual impairment. The student will learn procedures on editing texts for the visually impaired and on editing and modifying texts for the blind. The student will become familiar with audio books. The student will learn procedures on modifying illustrations for students with visual impairments, self-illustrations for the visually impaired, and self-illustrations for blind children and students. The student will become familiar with tactile books and their use in education. Understand the didactic procedures for introducing illustrations into the educational process.
Adjustment of the conditions of school work of individually integrated pupils with visual impairment. The student remembers the procedures of modification and adaptation of the school environment for pupils with visual impairment.
Individual educational programs. The student learns the procedures and principles of developing an IEP. The student is able to analyze the content of an IEP for the visually impaired, construct it himself/herself, build on it and take a personalized approach to the student based on his/her special educational needs.
Documentation in the educational process. Become familiar with documentation in the educational process, understand its meaning and purpose, learn the principles of its content fulfillment.
Didactic analysis and projection of the curriculum. Learn the methods of evaluation, assessment and evaluation of the educational process.

Recommended literature:

Compulsory readings:

LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN 978-80-89238-61-3.

LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.

LOPÚCHOVÁ, J. 2011. Saturácia špeciálnych edukačných potrieb u jednotlivcov so zrakovým postihnutím. 2011. 14 s. ISBN

LOPÚCHOVÁ, J. Žiak mladšieho školského veku so zrakovým postihnutím. In: Inkluzivní vzdělávání žáků mladšího školního věku se speciálními vzdělávacími potřebami. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. S. 180-212. ISBN 978-80-7464-674-4

LOPÚCHOVÁ, J. Špecifiká edukácie jednotlivcov so zrakovým postihnutím v inkluzívnom prostredí s akcentom na saturáciu ich špeciálnych edukačných potrieb In: Interdisciplinární pohledy na jinakost : 2. olomoucké speciálněpedagogické dny. Olomouc : Univerzita Palackého, 2014. - S. 145-158. - ISBN 978-80-244-4483-3

LOPÚCHOVÁ, J. Saturácia špeciálnych edukačných potrieb u žiakov mladšieho školského veku so zrakovým postihnutím v inkluzívnych podmienkach. In: Inkluzivní vzdělávání v globálních a v užších kontextech: předškolní a základní vzdělávání. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. - S. 59-67. - ISBN 978-80-7464-659-1

LOPÚCHOVÁ, J. Uplatnenie pomôcok, techniky a technológií v špecifických predmetoch v edukácii jednotlivcov so zrakovým postihnutím. In: Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím [elektronický zdroj]. - Bratislava : Iris, 2014. - S. 470-488 [CD-ROM]. ISBN 978-80-89726-28-8.

LOPÚCHOVÁ, J., NÉMETH. O. 2015. Determinanty úspešnej edukatívnej rehabilitácie žiakov so zrakovým postihnutím v inkluzívnych podmienkach – kvalitatívna analýza. In: Špeciálny pedagóg, 2015, Volume 2, Issue 4. s. 23-39. ISSN 1338-6670

NÉMETH, O. 1999. Slabozrakosť ako pedagogický problém. Bratislava: Sapienta, 1999. 115 s. ISBN 80-967180-5-3.

Vzdelávací program pre žiakov so zrakovým postihnutím pre primárne a nižšie stredné vzdelávanie, pre primárne umelecké vzdelávanie a nižšie sekundárne umelecké vzdelávanie, 2016.

HLINA, M. LOPÚCHOVÁ, J. Využívanie 3D tlače 3D modelov v edukačnom procese žiakov so zrakovým postihnutím. In: Paedagogica specialis : 32. - Bratislava : Univerzita Komenského v Bratislave, 2018. - S. 284-298. ISBN 978-80-223-4610-8.

Recommended readings:

LOPÚCHOVÁ, J. 2010. Stručný prehľad terminológie z pedagogiky zrakovo postihnutých. Bratislava: Iris, 2010. 115 s. ISBN 978-80-89256.

ČAJKA, K. 2007. Úvod do pedagogiky zrakovo postihnutých. Ružomberok: PdF KU, 2007. ISBN 978-80-8084-245-1.

LOPÚCHOVÁ, J. JEŽÍKOVÁ, M. Teoreticko-empirické aspekty čitateľskej gramotnosti žiakov so zrakovým postihnutím. - 1. vyd. - Bratislava : Iris, 2017. - 246 s. ISBN 978-80-8200-017-0

LOPÚCHOVÁ, J. VÝBERČIOVÁ, M. Špeciálne edukačné potreby jednotlivcov s poruchami zraku v produktívnom veku v oblasti ich ďalšieho vzdelávania. Bratislava: Iris, 2021. 108 s. ISBN 978-80-8200-078-1.

Zákon 245/2008 Z.z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov, Národná rada Slovenskej republiky.

Vyhláška 306/2008 Z. z. o materskej škole, Ministerstvo školstva Slovenskej republiky.

Vyhláška 332/2008 Z. z. o špeciálnych školách, Ministerstvo školstva Slovenskej republiky.

Vyhláška č. 325/2008 Z. z. o školských zariadeniach výchovného poradenstva a prevencie, Ministerstvo školstva Slovenskej republiky.

Languages necessary to complete the course:
slovak, czech

Notes:

Past grade distribution
Total number of evaluated students: 61

A	ABS	B	C	D	E	FX
88,52	0,0	11,48	0,0	0,0	0,0	0,0

Lecturers: doc. PaedDr. Jana Lopúchová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde034/22	Vocational training for people with disabilities

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
2S, 2 hours seminar/week. 22 hours per semester. Combined form of education
Student workload:
22 hours of direct teaching; 15 hours of preparation for the mid-term assessment; 25 hours of preparation for the final assessment. TOTAL: 62 hours
Learning methods:
Curriculum interpretation, activating methods, small group work, cooperative learning, e-learning.

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
There will be a midterm assessment during the semester in which the student may earn 30 points. In the final assessment in the form of a written examination, the student may obtain 70 points.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who receives less than 15 points on the continuous assessment.A minimum of 60% of the marks is required to pass the course.
A - excellent performance, the student has an excellent knowledge of vocational training of the disabled and is able to transfer it into practice; B - excellent performance, the student has knowledge of vocational training of the disabled, but there are shortcomings in the application to practice; C - good performance, the student has knowledge of disability vocational training but is unable to put it into practice; D - satisfactory, the student has basic knowledge of disability vocational training ; E - the student has minimal knowledge of disability vocational training ; Fx - the student has no knowledge of disability vocational training.
The grade is given on a scale of:
A (100-91%,excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students will gain adequate theoretical knowledge of the vocational training of individuals with disabilities, employment and labour market issues. They will learn about supported employment opportunities as well as job counselling opportunities for individuals with disabilities and disadvantages. They will learn about national, legislative and policy documents that address the employment of individuals with different types of disabilities and impairments. They will learn about the opportunities and pitfalls that are related to the issue in a broader and narrower context.

Class syllabus:
Definitions. History of occupational rehabilitation.
Occupational rehabilitation of the disabled
Phases of vocational rehabilitation
Vocational counselling
Pre-vocational training and vocational orientation of the disabled
Factors influencing the process of vocational preparation
Integration into the labour market
Labour market
Supported employment
Legislative and policy documents

Recommended literature:
Recommended readings:
BARTOŇOVÁ, M., PIPEKOVÁ, J., VÍTKOVÁ, M. (ed.) Integrace handicapovaných na trhu práce v mezinárodnídimenzi. Brno : MSD, 2005. ISBN 80-86633-31-4
HARČARÍKOVÁ, T. 2011. Pedagogika telesne postihnutých, chorých a zdravotne oslabených – teoretické základy. Bratislava : IRIS, 2011. 366 s. ISBN 978-80-89238-59-0.
HARČARÍKOVÁ,T. 2014. Význam pracovného poradenstva a podporovaného zamestnávania v pracovnej rehabilitácii a sociálnej inklúzii jednotlivcov s telesným postihnutím In: Inkluzivní dimenze primárního a sekundárního vzdělávání ve speciální pedagogice. – Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. - S. 68-102. - ISBN 978-80-7464-692-8
HUČÍK, J. Profesijná príprava žiakov s mentálnym postihnutím. Martin : Osveta, 2007. ISBN 80-8063-260-1
OPATŘILOVÁ, D. - ZÁMEČNÍKOVÁ, D. 2005. Předprofesní a profesní příprava zdravotně postižených. Brno: Pedagogická fakulta, Masarykova Univerzita, 2005. ISBN 80-2103718-0.
Zákon č. 455/1991 Zb. o živnostenskom podnikaní (živnostenský zákon) v znení neskorších predpisov
Zákon č. 5/2004 Z. z. o službách zamestnanosti a o zmene a doplnení niektorých zákonov v znení neskorších predpisov
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 language, Czech language

Notes:

Past grade distribution
Total number of evaluated students: 167

A	ABS	B	C	D	E	FX
76,65	0,0	14,97	7,19	0,6	0,6	0,0

Lecturers: doc. PaedDr. Terézia Harčaríková, PhD.
Last change: 06.11.2025
Approved by: prof. PaedDr. Darina Tarcsiová, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KŠP/M-SPPde034/22	Vocational training for people with disabilities

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
2S, 2 hours seminar/week. 22 hours per semester. Combined form of education
Student workload:
22 hours of direct teaching; 15 hours of preparation for the mid-term assessment; 25 hours of preparation for the final assessment. TOTAL: 62 hours
Learning methods:
Curriculum interpretation, activating methods, small group work, cooperative learning, e-learning.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
There will be a midterm assessment during the semester in which the student may earn 30 points. In the final assessment in the form of a written examination, the student may obtain 70 points.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who receives less than 15 points on the continuous assessment.A minimum of 60% of the marks is required to pass the course.
A - excellent performance, the student has an excellent knowledge of vocational training of the disabled and is able to transfer it into practice; B - excellent performance, the student has knowledge of vocational training of the disabled, but there are shortcomings in the application to practice; C - good performance, the student has knowledge of disability vocational training but is unable to put it into practice; D - satisfactory, the student has basic knowledge of disability vocational training ; E - the student has minimal knowledge of disability vocational training ; Fx - the student has no knowledge of disability vocational training.
The grade is given on a scale of:
A (100-91%,excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students will gain adequate theoretical knowledge of the vocational training of individuals with disabilities, employment and labour market issues. They will learn about supported employment opportunities as well as job counselling opportunities for individuals with disabilities and disadvantages. They will learn about national, legislative and policy documents that address the employment of individuals with different types of disabilities and impairments. They will learn about the opportunities and pitfalls that are related to the issue in a broader and narrower context.

Class syllabus:
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Occupational rehabilitation of the disabled
Phases of vocational rehabilitation
Vocational counselling
Pre-vocational training and vocational orientation of the disabled
Factors influencing the process of vocational preparation
Integration into the labour market
Labour market
Supported employment
Legislative and policy documents

Recommended literature:
Recommended readings:
BARTOŇOVÁ, M., PIPEKOVÁ, J., VÍTKOVÁ, M. (ed.) Integrace handicapovaných na trhu práce v mezinárodnídimenzi. Brno : MSD, 2005. ISBN 80-86633-31-4
HARČARÍKOVÁ, T. 2011. Pedagogika telesne postihnutých, chorých a zdravotne oslabených – teoretické základy. Bratislava : IRIS, 2011. 366 s. ISBN 978-80-89238-59-0.
HARČARÍKOVÁ,T. 2014. Význam pracovného poradenstva a podporovaného zamestnávania v pracovnej rehabilitácii a sociálnej inklúzii jednotlivcov s telesným postihnutím In: Inkluzivní dimenze primárního a sekundárního vzdělávání ve speciální pedagogice. – Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. - S. 68-102. - ISBN 978-80-7464-692-8
HUČÍK, J. Profesijná príprava žiakov s mentálnym postihnutím. Martin : Osveta, 2007. ISBN 80-8063-260-1
OPATŘILOVÁ, D. - ZÁMEČNÍKOVÁ, D. 2005. Předprofesní a profesní příprava zdravotně postižených. Brno: Pedagogická fakulta, Masarykova Univerzita, 2005. ISBN 80-2103718-0.
Zákon č. 455/1991 Zb. o živnostenskom podnikaní (živnostenský zákon) v znení neskorších predpisov
Zákon č. 5/2004 Z. z. o službách zamestnanosti a o zmene a doplnení niektorých zákonov v znení neskorších predpisov
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 language, Czech language

Notes:

Past grade distribution
Total number of evaluated students: 167

A	ABS	B	C	D	E	FX
76,65	0,0	14,97	7,19	0,6	0,6	0,0

Lecturers: doc. PaedDr. Terézia Harčaríková, PhD.
Last change: 06.11.2025
Approved by: prof. PaedDr. Darina Tarcsiová, PhD.