

Course descriptions

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COURSE DESCRIPTION

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|--|--|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-DDEde002/22 | Course title: Current problems in general and national history |
| Educational activities: Type of activities: lecture Number of hours: per week: 12 per level/semester: 168 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: 1. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: Course requirements: 50% of the interim and 50% of the final evaluation. The student will complete a written paper during the semester and an oral examination during the exam period. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. 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 - precise formulation of the intention of the work and excellent knowledge of the current state of the research problem, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects necessary for the treatment of the specified topic, a significant proportion of own argumentation and own results of the work, including pointing out open questions, adequate use of professional terminology, consideration of an adequate amount of professional literature, formally correct editing (observance of the citation standard, etc.), excellent ability to think creatively, to present the results of the work independently and to incorporate comments, active participation in discussions on the analysed problems of general and national history during the semester, ability to apply the acquired knowledge to practice, coherent, logical and argumentative answer on the oral examination), B (90-81%, very good - solid treatment of the topic in relation to the objectives pursued, very good knowledge of the scientific context of the problems of general and national history, logical structuring of the thesis aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, taking into account a reasonable amount of literature, formally correct editing (adherence to the citation standard, etc.), good knowledge of the scientific context of the problems of general and national history, logical structure of the thesis aimed at solving the problem, logical argumentation, clear language, taking into account a reasonable amount of literature, formal), very good ability to think creatively, to present the results of the work independently and to incorporate comments to the orally presented paper, active participation in discussions on problems of general and national history during the semester, ability to apply the acquired knowledge very well to practice, coherent, logical and argumentative rich answer on the oral exam with minor errors), | |

C (80-73%, good - average treatment of the topic in relation to the stated objectives, superficial connection to the current state of the research problem, mostly logical argumentation, mostly correct conveyance of arguments from secondary literature, mostly correct use of professional terminology, consideration of a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), good ability to think creatively, to present the results of the work independently and to incorporate comments, unable to apply the acquired knowledge appropriately to practice, argumentative weaker answer in the oral examination with several minor errors),

D (72-66%, satisfactory - only a basic outline of the problem to be solved, superficial knowledge of the scientific context, imprecise and inconsistent communication of arguments taken from the literature, largely correct use of professional terminology, superficial preparation for discussions, use of a small amount of literature, creative approach is at a low level, minimal incorporation of comments, cannot apply the acquired theoretical knowledge to practice, argumentatively flawed answer in the oral examination with several significant errors),

E (65-60%, sufficient - the elaboration of the thesis on the topic of current problems of general and national history is superficial, characterized by mechanical adoption of views from various sources, lacks own creative contribution, professional terminology is often used inaccurately and inadequately, in the thesis there are numerous grammatical, orthographic, stylistic errors, preparation for discussions is superficial, several important titles of professional literature are not used, which are replaced by secondary literature, insufficient ability to independently present theoretical knowledge and failure to apply it in practice, argumentative flawed answer in the oral examination with significant errors),

Fx (59-0%, inadequate - insufficient elaboration of a thesis on a topic in current issues of general and national history with a large number of formal and substantive errors, minimal or no knowledge of the scientific context, insufficient or no argumentation, preparation for discussions fails, additional work is required, the student is unable to orient himself/herself to the issues at the required minimum level, the answer on the oral examination lacks adequate argumentation, is characterized by a large number of substantive errors).

Learning outcomes:

Learning objectives and outcomes:

The aim of the course is to introduce students to current issues in general and national history, where national and general history are understood in their interconnectedness and context. It is about capturing the most discussed topics in history with the possibility of applying them to the teaching process. Students will develop their ability to problem think, to understand the impact of past events on the present, to analyse issues and to arrive at a synthesis. They will demonstrate a creative approach to dealing with selected topics. They will be able to distinguish between different misinterpretations of historical facts, which have an external scientific form, and objective interpretations, within the framework of the discussion and the topic addressed. The course will contribute to strengthening students' historical and cultural consciousness and enable them to use the acquired knowledge in the teaching process.

Class syllabus:

Course overview:

The course will provide students with knowledge of the latest trends in thought focusing on problems in general and national history. They will be able to apply the acquired knowledge to pedagogical practice, making the content of the history course more attractive. The course will concentrate on the following focal topics:

- Introduction. What is a problem in history and how to recognize it
- Can history be reliably known? The question of subjectivity and objectivity in history
- The question of personality in history, contrasting views of historical personalities

- Spiritual, cultural and technological progress in history
- Ethnogenesis and its historical background
- Territory, region, state as a historical problem
- Integration, disintegration as a historical phenomenon
- Authoritarianism and democratism in history
- Wars as a historical phenomenon
- The confessional question as a central problem in general and national history
- Power and propaganda as a historical phenomenon
- The question of individual and collective identity in history
- Migration as a phenomenon in general and national history

Recommended literature:

Recommended literature:

- BADE, K.: Evropa v pohybu. Evropské migrace dvou staletí. Praha : Lidové noviny, 2005.
- BERNARDI, Claudia - VANHAUTE, Eric: Světové dějiny lidstva. 3. díl, Posouvání hranic - od světa národů ke globálnímu kapitalismu: (od roku 1870 n.l. do 21. století). Olomouc : ARPOK, 2021.
- BERNARDI, Claudia - VANHAUTE, Eric: Světové dějiny lidstva. 2. díl, Propojování hranic - od říší ke globálnímu kapitalistickému hospodářství: (1000-1870 n.l.). Olomouc : ARPOK, 2021.
- DRŠKA, V., PICKOVÁ, D.: Dějiny středověké Evropy. Praha : A. Skřivan, 2004.
- FRANZEN, A.: Malé církevní dějiny. Praha : Zvon, 1995.
- FURTADO, Peter (ed.): Dejiny národov : ako sa utvárala identita štátov. Bratislava : Slovart, 2018.
- HAPENEN, M. van a kol.: Kol.: Holokaust a jiné genocídy. Ostrava : PANT, 2016.
- HOME, A.: Napoleon a jeho doba. Bratislava : Slovart, 2005.
- HONZÁK, F. a kol.: Evropa v proměnách staletí. Praha: Libri, 1997.
- HROCH, M.: Dějiny novoveku. Praha : UK, 2009.
- HROCH, M.: Evropská národní hnutí v 19. století. Společenské předpoklady vzniku novodobých národů. Praha : Svoboda, 1986.
- KENNEDY P.: Vzestup a pád velmocí. Praha : NLN, 1998.
- KUČERA, R.: Politologická historie demokracie. Ústí nad Labem : Univerzita J. E. Purkyně, 2013.
- LEDUC, J.: Historici a čas. Koncepcie, otázky, diela. Bratislava : Kalligram, 2005.
- LIPTÁK, Ľ.: Storočia dlhšie ako sto rokov. O dejinách a hitoriografii. Bratislava : Kalligram, 1999.
- NORA, P.: Mezi pamětí a historií: problematika míst. In: Cahiers du CEFRES, 2010, s. 40 – 63.
- KRAUS, I.: Dějiny evropských objevů a vynálezů. Praha : Academia, 2001.
- SKŘIVAN, A. a kol.: Kapitoly z mezinárodních vztahů 1638 – 1914. Praha 1994.
- JOHNSON, P.: Dějiny 20. století. Praha : Rozmluvy, 1991.
- MORAVCOVÁ a kol.: Kapitoly z dějin mezinárodních vztahů 1919 – 1941. Praha : Institut pro středoevropskou kulturu a politiku, 1994.
- SEIBT, Ferdinand: Zrození Evropy. Praha : Vitalis, 2004.
- SYRUČEK, Milan: Minuty od války : osudové okamžiky 1968-2020. Praha : Česká Citadela, 2020.
- VEYNE, P.: Ako písať o dejinách. Bratislava : Chronos, 1998.

Languages necessary to complete the course:

Notes:

| | | | | | |
|--|-----|-----|-----|-----|-----|
| Past grade distribution | | | | | |
| Total number of evaluated students: 4 | | | | | |
| A | B | C | D | E | FX |
| 100,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: prof. PhDr. Róbert Letz, PhD., prof. Mgr. Pavol Matula, PhD. | | | | | |
| Last change: 11.11.2022 | | | | | |
| Approved by: prof. PhDr. Róbert Letz, PhD. | | | | | |

COURSE DESCRIPTION

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| Academic year: 2025/2026 | |
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| Faculty: | |
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| Number of credits: 6 | |
| Recommended semester: 2. | |
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- FRANZEN, A.: Malé církevní dějiny. Praha : Zvon, 1995.
- FURTADO, Peter (ed.): Dejiny národov : ako sa utvárala identita štátov. Bratislava : Slovart, 2018.
- HAPENEN, M. van a kol.: Kol.: Holokaust a jiné genocídy. Ostrava : PANT, 2016.
- HOME, A.: Napoleon a jeho doba. Bratislava : Slovart, 2005.
- HONZÁK, F. a kol.: Evropa v proměnách staletí. Praha: Libri, 1997.
- HROCH, M.: Dějiny novoveku. Praha : UK, 2009.
- HROCH, M.: Evropská národní hnutí v 19. století. Společenské předpoklady vzniku novodobých národů. Praha : Svoboda, 1986.
- KENNEDY P.: Vzestup a pád velmocí. Praha : NLN, 1998.
- KUČERA, R.: Politologická historie demokracie. Ústí nad Labem : Univerzita J. E. Purkyně, 2013.
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- LIPTÁK, Ľ.: Storočia dlhšie ako sto rokov. O dejinách a hitoriografii. Bratislava : Kalligram, 1999.
- NORA, P.: Mezi pamětí a historií: problematika míst. In: Cahiers du CEFRES, 2010, s. 40 – 63.
- KRAUS, I.: Dějiny evropských objevů a vynálezů. Praha : Academia, 2001.
- SKŘIVAN, A. a kol.: Kapitoly z mezinárodních vztahů 1638 – 1914. Praha 1994.
- JOHNSON, P.: Dějiny 20. století. Praha : Rozmluvy, 1991.
- MORAVCOVÁ a kol.: Kapitoly z dějin mezinárodních vztahů 1919 – 1941. Praha : Institut pro středoevropskou kulturu a politiku, 1994.
- SEIBT, Ferdinand: Zrození Evropy. Praha : Vitalis, 2004.
- SYRUČEK, Milan: Minuty od války : osudové okamžiky 1968-2020. Praha : Česká Citadela, 2020.
- VEYNE, P.: Ako písať o dejinách. Bratislava : Chronos, 1998.

Languages necessary to complete the course:

Notes:

| | | | | | |
|--|-----|-----|-----|-----|-----|
| Past grade distribution | | | | | |
| Total number of evaluated students: 4 | | | | | |
| A | B | C | D | E | FX |
| 100,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: prof. PhDr. Róbert Letz, PhD., prof. Mgr. Pavol Matula, PhD. | | | | | |
| Last change: 11.11.2022 | | | | | |
| Approved by: prof. PhDr. Róbert Letz, PhD. | | | | | |

COURSE DESCRIPTION

| | |
|--|---|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-VDZde009/22 | Course title: Current reflection of art |
| Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | |
| Type, volume, methods and workload of the student - additional information Type of activities, number of hours, form of the course: 12 hours per semester, in-person teaching and hybrid method Workload of a course: 12 hours of lectures per semester, preparation of final work 50 hours per semester, study time outside of class (self-study) 40 hours per semester, individual consultations with lecturer 5 hours per semester, presentation of final work 5 hours. Total 112 hours per semester. Educational methods: Analysis and interpretation of literary works, discussion, brainstorming, problem-solving tasks, applying theory to real-world problems of contemporary culture and art, presentation. | |
| Number of credits: 4 | |
| Recommended semester: 3. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: Course requirements: PhD. candidates will question an issue reflecting a current real-world problem of contemporary culture and seek answer to it through aesthetic categories. Structure of the assignment: question – max. 15 words. Problem definition – max. 150 words. Time and regional delimitation of the problem – max. 100 words. Minimum incorporation of 5 aesthetic terms, that might be used for the description of previously designated problem. Minimum incorporation of 5 works of art, which depict or reflect the previously designated problem. Characteristic features of the cultural situation, where the problem arises – min. 100 lines. Minimum incorporation of 5 authors focusing on aesthetic literature along with sources, that analyse or interpret previously designated problem. The final assignment will be presented at a joint mini conference during the exam period. The evaluation is based on the contemporariness of the designated problem, its relevant interpretation, maximum utilization of aesthetic literature, presentation skill at the mini conference. abilities. Scale of assessment (preliminary/final): Evaluation:A (100 – 91 %), excellent – outstanding results), the student is able to interpret the designatedproblem of the current cultural processes at a very high level, whilst making use of aestheticterminology,B (90 – 81%), very good – above the average standard), the student is capable to creativelyinterpret the designated problem of | |

the current cultural processes, whilst making use of aesthetic terminology, C (80 – 73 %), good – generally sound work), the student is capable to name and interpret current cultural processes with the correct use of aesthetic terminology, D (72 – 66 %), satisfactory – fair but with significant shortcomings), the student demonstrates knowledge of current cultural processes, E (65 – 60 %), sufficient – performance meets the minimum criteria), the student infrequently describes the current cultural process inadequately and makes mistakes while using aesthetic terminology. Fx (59 – 0 %), fail – further work required), the student does not demonstrate the ability to comprehend current cultural process and misinterprets aesthetic terms.

Learning outcomes:

Learning objectives and outcomes:

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

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

Class syllabus:

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

Main topics:

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

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

Recommended literature:

HADRAVOVÁ, T. 2016 Co je nového v estetice. Praha: Nová beseda, 2016.

MISTRÍK, E. 2013-2021. Estetický slovník. Bratislava: Album, 2013-2021. URL: <www.estetickyslovník.sk>.

NELSON, R. S./SHIFF, R. 2004. Kritické pojmy dejín umenia. Bratislava: Nadácia – Centrum súčasného umenia, 2004.

PERNIOLA, M. 2000. Estetika 20. století. Praha: Karolinum, 2000.

SOURIAU, É. 1994. Encyklopedie estetiky. Praha: Victoria, 1994.

ZÁHRADKA, P (ed.). 2010. Estetika na přelomu milénia. Vybrané problémy současné estetiky. Brno: Barrister & Principal, 2010.

The students are advised to look for additional literature based on the topic and state of their final thesis.

Languages necessary to complete the course:

Slovak and Czech languages

Notes:

| | | | | | |
|--|-----|-----|-----|-----|-----|
| Past grade distribution | | | | | |
| Total number of evaluated students: 0 | | | | | |
| A | B | C | D | E | FX |
| 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: prof. PhDr. Erich Mistrík, CSc., doc. PhDr. Ivica Kolečáni Lenčová, PhD. | | | | | |
| Last change: 17.11.2022 | | | | | |
| Approved by: prof. PhDr. Róbert Letz, PhD. | | | | | |

COURSE DESCRIPTION

| | |
|--|---|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-VDZde009/22 | Course title: Current reflection of art |
| Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | |
| Type, volume, methods and workload of the student - additional information Type of activities, number of hours, form of the course: 12 hours per semester, in-person teaching and hybrid method Workload of a course: 12 hours of lectures per semester, preparation of final work 50 hours per semester, study time outside of class (self-study) 40 hours per semester, individual consultations with lecturer 5 hours per semester, presentation of final work 5 hours. Total 112 hours per semester. Educational methods: Analysis and interpretation of literary works, discussion, brainstorming, problem-solving tasks, applying theory to real-world problems of contemporary culture and art, presentation. | |
| Number of credits: 4 | |
| Recommended semester: 4. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: Course requirements: PhD. candidates will question an issue reflecting a current real-world problem of contemporary culture and seek answer to it through aesthetic categories. Structure of the assignment: question – max. 15 words. Problem definition – max. 150 words. Time and regional delimitation of the problem – max. 100 words. Minimum incorporation of 5 aesthetic terms, that might be used for the description of previously designated problem. Minimum incorporation of 5 works of art, which depict or reflect the previously designated problem. Characteristic features of the cultural situation, where the problem arises – min. 100 lines. Minimum incorporation of 5 authors focusing on aesthetic literature along with sources, that analyse or interpret previously designated problem. The final assignment will be presented at a joint mini conference during the exam period. The evaluation is based on the contemporariness of the designated problem, its relevant interpretation, maximum utilization of aesthetic literature, presentation skill at the mini conference. abilities. Scale of assessment (preliminary/final): Evaluation:A (100 – 91 %), excellent – outstanding results), the student is able to interpret the designatedproblem of the current cultural processes at a very high level, whilst making use of aestheticterminology,B (90 – 81%), very good – above the average standard), the student is capable to creativelyinterpret the designated problem of | |

the current cultural processes, whilst making use of aesthetic terminology, C (80 – 73 %), good – generally sound work), the student is capable to name and interpret current cultural processes with the correct use of aesthetic terminology, D (72 – 66 %), satisfactory – fair but with significant shortcomings), the student demonstrates knowledge of current cultural processes, E (65 – 60 %), sufficient – performance meets the minimum criteria), the student infrequently describes the current cultural process inadequately and makes mistakes while using aesthetic terminology. Fx (59 – 0 %), fail – further work required), the student does not demonstrate the ability to comprehend current cultural process and misinterprets aesthetic terms.

Learning outcomes:

Learning objectives and outcomes:

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

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

Class syllabus:

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

Main topics:

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

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

Recommended literature:

HADRAVOVÁ, T. 2016 Co je nového v estetice. Praha: Nová beseda, 2016.

MISTRÍK, E. 2013-2021. Estetický slovník. Bratislava: Album, 2013-2021. URL: <www.estetickyslovník.sk>.

NELSON, R. S./SHIFF, R. 2004. Kritické pojmy dejín umenia. Bratislava: Nadácia – Centrum súčasného umenia, 2004.

PERNIOLA, M. 2000. Estetika 20. století. Praha: Karolinum, 2000.

SOURIAU, É. 1994. Encyklopedie estetiky. Praha: Victoria, 1994.

ZÁHRADKA, P (ed.). 2010. Estetika na přelomu milénia. Vybrané problémy současné estetiky. Brno: Barrister & Principal, 2010.

The students are advised to look for additional literature based on the topic and state of their final thesis.

Languages necessary to complete the course:

Slovak and Czech languages

Notes:

| | | | | | |
|--|-----|-----|-----|-----|-----|
| Past grade distribution | | | | | |
| Total number of evaluated students: 0 | | | | | |
| A | B | C | D | E | FX |
| 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: prof. PhDr. Erich Mistrík, CSc., doc. PhDr. Ivica Kolečáni Lenčová, PhD. | | | | | |
| Last change: 17.11.2022 | | | | | |
| Approved by: prof. PhDr. Róbert Letz, PhD. | | | | | |

COURSE DESCRIPTION

| | |
|---|---|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-VDZde003/22 | Course title: Developing a research project |
| Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: 2. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: | |
| Learning outcomes: <p>The main goal of the course is to acquire the competencies necessary for the scientific work of a doctoral student. The student understands the importance of scientific research and its attributes, is well-oriented in the key questions that researchers ask themselves at the beginning of systematic research - theoretical and empirical. The student is well-oriented in professional sources, can critically assess them, is able to select relevant sources related to the research problem. Can assess and independently create a short scientific text related to the topic of their dissertation, or a topic in the field of their scientific interest. Knows and reflects on practical and ethical issues in research planning and research project. Understands the coherence of a research project and can apply a solid structure of project components. Can design their own research project according to predetermined requirements.</p> <p>Can think critically and communicate about scientific problems, or problems related to scientific research. Is able to cooperate and demonstrate the ability to plan activities related to the creation and planned implementation of the project. The student is able to think in context, demonstrates metacognitive abilities and the ability of self-education.</p> | |
| Class syllabus: Course overview: <ul style="list-style-type: none"> • Scientific research and its importance. Research methodology vs. research design. Types of research designs. A research project, significance, creation, general structure of projects, project evaluation criteria, an overview of current project schemes. Scientific (academic) text, conventions and characteristics, principles of creating a scientific text. • The student understands the importance of scientific research; knows the principles of scientific knowledge, principles of creating academic texts, research projects and studies; is well-oriented in current grant schemes. Can analyze and critically assess scientific texts in terms of their compliance with academic conventions. Can actively communicate about methodological issues, think about creating their own research considering the topic of their dissertation. • Practical and ethical issues in research and research project planning - specification of the research problem, formulation of research objectives, research questions, selection of appropriate research | |

methods and planning their use, validity and reliability of research tools, work with literature and access to relevant literature, reference styles and their use.

- The student understands the issues of ethics in research, knows the ethical principles of scientific work and accepts them. Knows the principles of working with the professional literature, can apply a reference style. Is well-oriented in professional sources, can create a content analysis, based on which they can formulate a research problem, questions or hypotheses. The student considers the appropriate method of their research, can create a research design, including the use of research tools. Can use their metacognition in terms of planning their dissertation project.

- Structure of the research project/research study and its components (abstract/annotation - types of abstracts and their structure, introduction/overview of the topic and its structure, description of research methodology, results and their processing, interpretation of results and its relevance, writing discussion, research limits, conclusion).

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

Recommended literature:

- Labaree, R. V. (2018). Organizing Your Social Sciences Research Paper: Purpose of Guide. California: University of Southern California. Retrieved from: <http://libguides.usc.edu/writingguide/purpose>
- Kumar, R. (2011). Research methodology: a step-by-step guide for beginners. London: SAGE. Retrieved from: http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf
- Morling, B. (2012). Research methods in psychology: Evaluating a world of information. New York, NY: Norton.
- Organizing Academic Research Papers: Purpose of Guide, dostupné na: <https://library.sacredheart.edu/c.php?g=29803&p=185901>
- The British Psychological Society, (2014). Code of Human Research Ethics. St Andrews, Scotland: The British Psychological Society. Retrieved from: https://www.ed.ac.uk/files/atoms/files/bps_code_of_human_research_ethics.pdf
- Further study text will be available to students and made available in electronic form at a regular basis via the university LMS Moodle - the course title: Creation of research project

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 4

| A | B | C | D | E | FX |
|------|------|-----|-----|-----|-----|
| 25,0 | 75,0 | 0,0 | 0,0 | 0,0 | 0,0 |

Lecturers: prof. PaedDr. Katarína Žilková, PhD.

Last change: 11.11.2022

Approved by: prof. PhDr. Róbert Letz, PhD.

COURSE DESCRIPTION

| | |
|---|---|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-VDZde003/22 | Course title: Developing a research project |
| Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: 1. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: | |
| Learning outcomes: <p>The main goal of the course is to acquire the competencies necessary for the scientific work of a doctoral student. The student understands the importance of scientific research and its attributes, is well-oriented in the key questions that researchers ask themselves at the beginning of systematic research - theoretical and empirical. The student is well-oriented in professional sources, can critically assess them, is able to select relevant sources related to the research problem. Can assess and independently create a short scientific text related to the topic of their dissertation, or a topic in the field of their scientific interest. Knows and reflects on practical and ethical issues in research planning and research project. Understands the coherence of a research project and can apply a solid structure of project components. Can design their own research project according to predetermined requirements.</p> <p>Can think critically and communicate about scientific problems, or problems related to scientific research. Is able to cooperate and demonstrate the ability to plan activities related to the creation and planned implementation of the project. The student is able to think in context, demonstrates metacognitive abilities and the ability of self-education.</p> | |
| Class syllabus: Course overview: <ul style="list-style-type: none"> • Scientific research and its importance. Research methodology vs. research design. Types of research designs. A research project, significance, creation, general structure of projects, project evaluation criteria, an overview of current project schemes. Scientific (academic) text, conventions and characteristics, principles of creating a scientific text. • The student understands the importance of scientific research; knows the principles of scientific knowledge, principles of creating academic texts, research projects and studies; is well-oriented in current grant schemes. Can analyze and critically assess scientific texts in terms of their compliance with academic conventions. Can actively communicate about methodological issues, think about creating their own research considering the topic of their dissertation. • Practical and ethical issues in research and research project planning - specification of the research problem, formulation of research objectives, research questions, selection of appropriate research | |

methods and planning their use, validity and reliability of research tools, work with literature and access to relevant literature, reference styles and their use.

- The student understands the issues of ethics in research, knows the ethical principles of scientific work and accepts them. Knows the principles of working with the professional literature, can apply a reference style. Is well-oriented in professional sources, can create a content analysis, based on which they can formulate a research problem, questions or hypotheses. The student considers the appropriate method of their research, can create a research design, including the use of research tools. Can use their metacognition in terms of planning their dissertation project.

- Structure of the research project/research study and its components (abstract/annotation - types of abstracts and their structure, introduction/overview of the topic and its structure, description of research methodology, results and their processing, interpretation of results and its relevance, writing discussion, research limits, conclusion).

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

Recommended literature:

- Labaree, R. V. (2018). Organizing Your Social Sciences Research Paper: Purpose of Guide. California: University of Southern California. Retrieved from: <http://libguides.usc.edu/writingguide/purpose>
- Kumar, R. (2011). Research methodology: a step-by-step guide for beginners. London: SAGE. Retrieved from: http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf
- Morling, B. (2012). Research methods in psychology: Evaluating a world of information. New York, NY: Norton.
- Organizing Academic Research Papers: Purpose of Guide, dostupné na: <https://library.sacredheart.edu/c.php?g=29803&p=185901>
- The British Psychological Society, (2014). Code of Human Research Ethics. St Andrews, Scotland: The British Psychological Society. Retrieved from: https://www.ed.ac.uk/files/atoms/files/bps_code_of_human_research_ethics.pdf
- Further study text will be available to students and made available in electronic form at a regular basis via the university LMS Moodle - the course title: Creation of research project

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 4

| A | B | C | D | E | FX |
|------|------|-----|-----|-----|-----|
| 25,0 | 75,0 | 0,0 | 0,0 | 0,0 | 0,0 |

Lecturers: prof. PaedDr. Katarína Žilková, PhD.

Last change: 11.11.2022

Approved by: prof. PhDr. Róbert Letz, PhD.

COURSE DESCRIPTION

| | |
|---|---|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-DDEde003/22 | Course title: Didactics of history in perspective |
| Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | |
| Type, volume, methods and workload of the student - additional information Type of activities, number of hours, form of the course: 2 hours lecture/week, 22 hours total per semester Form of the course: combined; (primarily in-person teaching) Number of hours: 2P (6 credits): 11x 2 hours of direct teaching = 22 hours; 50 hours of preparation for the mid-term assessment; 78 hours of preparation for the exam. Total 150 hours of student work. Teaching methods: guided discussion on the topic; polemics; chain and panel discussion; project method (design and assessment projects), compatible learning method; problem solving exercises; case studies; e-learning. | |
| Number of credits: 6 | |
| Recommended semester: 3. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: The total nominal number of points possible is 200: 50% of the midterm and 50% of the final grade - equivalent to the exam. Assessment is awarded on a scale: A (100-91%, excellent - excellent results, the student has a systematic, coherent body of knowledge, adequately comprehensive for the application of sophisticated methods and procedures in science - history, didactics of history, related sciences and research, is oriented to and proficient in the subject matter, can identify innovative developments in the subject matter in international contexts and currently demonstrates a creative, original approach to solving problems of theory and practice, analyses, compares and critically reviews information, which can be applied and improved in new situational conditions), B (90-81%, very good - above average standard, the student is well oriented in the problem mastering it, can plan and initiate the solution of partial and more complex theoretical and practical problems/projects, can formulate the objectives, methods and means of their own professional activity, but their critical assessment, modification and interpretation are borderline), C (80-73%, good - normal reliable work, the student is able to orient himself in the problem, but with some problems analyses the development tendencies of the specialized field, can plan, formulate the goals, methods and means of his own professional activity, but does not | |

demonstrate sufficient compatible thinking and does not present the acquired knowledge with regard to the longer-term effect/impact on the field, although he can present, defend and modify the findings and results of his own activity, but their possibilities of application to science and research are borderline),

D (72-66%, satisfactory - acceptable results, the student is able to navigate the issues but within limited frameworks, does not demonstrate sufficient readiness to address scientific research questions and critically evaluate information of the discipline in international contexts, is more cumbersome in articulating the goals and outputs of his/her own scientific and research/development activities, and is unable to sufficiently apply innovative practices in the field), E (65-60%, sufficient - the results meet the minimum criteria, although the student can orient himself in the issue, but already with difficulties comprehensively reflects on the development tendencies of the didactics of the field, masters the technique and procedural aspect of cognition, but has deficiencies in the field of conceptual and metacognitive knowledge, which is demonstrated in the ability to think critically and re-evaluate his own development activities), Fx (59-0%, deficient - extra work required, student does not satisfactorily reflect on the criteria and requirements for the PhD).

Learning outcomes:

Learning objectives and outcomes:

The student will demonstrate the skills and competences:

- to link optimally closely didactic theory and methodological reflection of history teaching, emphasizing the planes of inquiry of the field didactics: normative (what must be taught in terms of cultivating historical consciousness and historical culture), reflective (what can be taught), empirical knowledge/research (what is actually taught, what is the state of the educational processes) and the history of didactics of history and the history of history education,
- to evaluate the development of history didactics in an international context, which is a relatively young, specific discipline standing at the border of history, pedagogy and other related disciplines, while its content is related to general didactics,
- to use historical and pedagogical-psychological methodological approaches to trace the educational activities of teachers and pupils, and the developmental tendencies of educational practice,
- to develop its own methodology of research in the field of historical consciousness and transposition of the scientific system of history into school history,
- to present the knowledge of theories, to defend the outputs of own scientific research activities and to apply new information and knowledge for the development of the field in theoretical and practical dimensions

Class syllabus:

- to the cognitive structure and methodological paradigm of didactics of history,
- didactics as a doctrine of social communication of historical knowledge,
- the close links of didactics of history to related disciplines,
- the balance of methodology and didactics of history in Czechoslovakia, the turn of the millennium is also a new breakthrough in the theory of history teaching and its perspectives,
- the internationalisation of disciplinary didactics, European centres of didactics of history, institutions for history education and textbook production,
- comparative studies and research on history teaching and historical consciousness in Europe and at home,
- pupil-teacher-teaching, teacher taxonomy: systematics of programme objectives, learning activities and assessed outcomes, compatible learning - the 'input' of neuro-didactics into

the teaching process,

- didactics of history and the digital revolution,
- school history - one of the "pillars" of social science education, the value dimension of historical cognition and history education,
- interpretation of historical reality as an educational problem,
- new didactic possibilities of the history textbook,
- the challenges of curricular reform, designing school history in the context of the links: "the present of the past - the past for the future".

Recommended literature:

BENEŠ, Z., GRACOVÁ, B. Didaktika dějepisu: mezi socializací jedince a jeho individuální výchovou. In : Stuchlíková, I., Janík, T. a kol. Oborové didaktiky: vývoj-stav-perspektivy. Brno: Masarykova univerzita, 2015.

BOCKOVÁ, A.: Slovak Models of History Teaching since 1993. In: Prace Historyczne : Zeszyty Naukowe Uniwersytetu Jagiellońskiego. - č. 142 (2), 2015.

BLÍŽKOVSKÝ, B., KUČEROVÁ, S., KURELOVÁ, M. a kol. Středoevropský učitel. Na prahu učící se společnosti 21. století. Brno : Konvoj, 2000.

DUCHOŇOVÁ, J., HOŠOVÁ, D., KOLEŇÁKOVÁ, R. Š. (eds.): Inovatívne trendy v odborových didaktikách. Prepojenie teórie a praxe výučbových stratégií kritického a tvorivého myslenia. Nitra : Univerzita Konštantína Filozofa, 2019.

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

STUHLÍKOVÁ, I. a kol.: Oborové didaktiky: bilance a perspektivy. In : Stuchlíková, I., Janík, T. a kol. Oborové didaktiky: vývoj-stav-perspektivy. Brno: Masarykova univerzita, 2015.

Recommended literature:

ANGVIK, M., BORRIES von, B. (Eds.). Youth and History: A Comparative European Survey on Historical Consciousness and Political Attitudes among Adolescents. vol. A Description. Hamburg : Körber-Stiftung, 1997.

BENEŠ, Z.: Co je (dnes) didaktika dějepisu? In : pedagogická orientace, vol. 21, No 2, 2011. Dostupné na internete: <https://journals.muni.cz/pedor/article/view/871/748>

CLARK, S.J. (2014). Teaching Historical Agency: Explicitly Connecting Past and Present with Graphic Novels. In Social Studies Research and Practice. vol. 9, nr. 3. Dostupné na internete: <http://www.socstrpr.org/wp-content/uploads/2015/01/MS06596Clark.pdf>

ČAPEK, V.: Některé spučasne diskutované úvahy o úloze historie ve školním vyučování v evropské společnosti a v USA. In : Místo historie a úloha učitele dějepisu při formování multikulturní společnosti. Brno : Masarykova univerzita, 2003.

DE LEUR, T., VAN BOXTEL, C., WILSCHUT, A.: 'I Saw Angry People and Broken Statues': Historical Empathy in Secondary History Education. In British Journal of Educational Studies. vol. 65, no. 3, 2017. Dostupné na internete:

https://pure.uva.nl/ws/files/22730940/I_Saw_Angry_People_and_Broken_Statues.pdf

GYÁRFÁŠOVÁ, O.: Sonda do historickej pamäti slovenskej spoločnosti zaoštréná na mladých. In Annales Scientia Politica, 4 (1), 2015.

JIREČEK, M.: Vývoj vyučovacieho predmetu dějepis v letech 1918 – 2013. Pedagogický výzkum v teorii a praxi. Brno : Masarykova univerzita, 2014.

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

KMEŤ, M.: História a dejepis (vybrané kapitoly z didaktiky dejepisu). Banská Bystrica: Belianum, 2017. KRATOCHVÍL, V.: Metafora stromu ako model didaktiky dejepisu k predpokladom výučby. Bratislava : Raabe, 2019. KUDLÁČOVÁ, B., RAJSKÝ, A. (eds.): Európske pedagogické myslenie (od moderny k postmoderne po súčasnosť). Trnava : Trnavská univerzita, 2012. LE GOFF, J. L Život v znamení histórie. Rozhovory s Marcom Heurgonom. Bratislava : Kalligram, 2003. PETLÁK, E., KOMORA, J. Vyučovanie v otázkach a odpovediach. Bratislava : Iris, 2003. PETLÁK, E., TRNÍKOVÁ, J.: Neurodidaktika a vyučovanie: Úvod do problematiky mozgovokompatibilného učenia. German edition, 2010. PETTY, G.: Moderní vyučování. Praha : Portál, 2013. RŮŽIČKOVÁ, J. Didaktické inspirace. Z odkazu metodiky a didaktiky dějepisu předchozích desetiletí. Milevsko : ASUD, 1997. SWAINOVÁ, H. ed.: Velké otázky historie. Praha : Abonet ND, 2006. ŠVEC, Š.: Predmetová (odborová) didaktika ako vedný a študijný odbor. Bratislava : Filozofická fakulta UK, 2005. Dostupné na internete: https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/kped/projekty/Archiv_Paedagogica/17_-_2.pdf ŠVEC, Š.: Učiteľská taxonómia: systematika programových cieľov, učebných aktivít a hodnotených výsledkov. K revízii Bloomovej klasifikácie kognitívnej domény výchovy. In Pedagogická revue, 2005, roč. 57, č. 5. FERIANC, Š.: Sonda do historického vedomia študujúcej mládeže. In Acta historica Neosoliensia III. Banská bystrica : FHV UMB, 2000. TONKOVÁ, M.: Predstavy a realita – skúsenosti s digitalizáciou dejepisného učiva a dejepisnej výučby v slovenskej republike. Sborník prací pedagogické fakulty Masarykovy univerzity, Řada společenských věd 25/2011/1-2. TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ Š.: Žiak, učiteľ a výučba. Bratislava: Rokus, 2017. TÓTHOVÁ, R.: Konštruktivistický prístup vo výučbe ako možnosť rozvoja myslenia žiakov. Bratislava : Metodicko-pedagogické centrum, 2014.

Languages necessary to complete the course:

Slovak, Czech and English languages

Notes:

Past grade distribution

Total number of evaluated students: 2

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

Lecturers: prof. PhDr. Róbert Letz, PhD., Mgr. Miriam Viršinská, PhD., Mgr. Ivana Dendys, PhD.

Last change: 17.11.2022

Approved by: prof. PhDr. Róbert Letz, PhD.

COURSE DESCRIPTION

| | |
|---|---|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-DDEde003/22 | Course title: Didactics of history in perspective |
| Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | |
| Type, volume, methods and workload of the student - additional information Type of activities, number of hours, form of the course: 2 hours lecture/week, 22 hours total per semester Form of the course: combined; (primarily in-person teaching) Number of hours: 2P (6 credits): 11x 2 hours of direct teaching = 22 hours; 50 hours of preparation for the mid-term assessment; 78 hours of preparation for the exam. Total 150 hours of student work. Teaching methods: guided discussion on the topic; polemics; chain and panel discussion; project method (design and assessment projects), compatible learning method; problem solving exercises; case studies; e-learning. | |
| Number of credits: 6 | |
| Recommended semester: 4. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: The total nominal number of points possible is 200: 50% of the midterm and 50% of the final grade - equivalent to the exam. Assessment is awarded on a scale: A (100-91%, excellent - excellent results, the student has a systematic, coherent body of knowledge, adequately comprehensive for the application of sophisticated methods and procedures in science - history, didactics of history, related sciences and research, is oriented to and proficient in the subject matter, can identify innovative developments in the subject matter in international contexts and currently demonstrates a creative, original approach to solving problems of theory and practice, analyses, compares and critically reviews information, which can be applied and improved in new situational conditions), B (90-81%, very good - above average standard, the student is well oriented in the problem mastering it, can plan and initiate the solution of partial and more complex theoretical and practical problems/projects, can formulate the objectives, methods and means of their own professional activity, but their critical assessment, modification and interpretation are borderline), C (80-73%, good - normal reliable work, the student is able to orient himself in the problem, but with some problems analyses the development tendencies of the specialized field, can plan, formulate the goals, methods and means of his own professional activity, but does not | |

demonstrate sufficient compatible thinking and does not present the acquired knowledge with regard to the longer-term effect/impact on the field, although he can present, defend and modify the findings and results of his own activity, but their possibilities of application to science and research are borderline),

D (72-66%, satisfactory - acceptable results, the student is able to navigate the issues but within limited frameworks, does not demonstrate sufficient readiness to address scientific research questions and critically evaluate information of the discipline in international contexts, is more cumbersome in articulating the goals and outputs of his/her own scientific and research/development activities, and is unable to sufficiently apply innovative practices in the field), E (65-60%, sufficient - the results meet the minimum criteria, although the student can orient himself in the issue, but already with difficulties comprehensively reflects on the development tendencies of the didactics of the field, masters the technique and procedural aspect of cognition, but has deficiencies in the field of conceptual and metacognitive knowledge, which is demonstrated in the ability to think critically and re-evaluate his own development activities), Fx (59-0%, deficient - extra work required, student does not satisfactorily reflect on the criteria and requirements for the PhD).

Learning outcomes:

Learning objectives and outcomes:

The student will demonstrate the skills and competences:

- to link optimally closely didactic theory and methodological reflection of history teaching, emphasizing the planes of inquiry of the field didactics: normative (what must be taught in terms of cultivating historical consciousness and historical culture), reflective (what can be taught), empirical knowledge/research (what is actually taught, what is the state of the educational processes) and the history of didactics of history and the history of history education,
- to evaluate the development of history didactics in an international context, which is a relatively young, specific discipline standing at the border of history, pedagogy and other related disciplines, while its content is related to general didactics,
- to use historical and pedagogical-psychological methodological approaches to trace the educational activities of teachers and pupils, and the developmental tendencies of educational practice,
- to develop its own methodology of research in the field of historical consciousness and transposition of the scientific system of history into school history,
- to present the knowledge of theories, to defend the outputs of own scientific research activities and to apply new information and knowledge for the development of the field in theoretical and practical dimensions

Class syllabus:

- to the cognitive structure and methodological paradigm of didactics of history,
- didactics as a doctrine of social communication of historical knowledge,
- the close links of didactics of history to related disciplines,
- the balance of methodology and didactics of history in Czechoslovakia, the turn of the millennium is also a new breakthrough in the theory of history teaching and its perspectives,
- the internationalisation of disciplinary didactics, European centres of didactics of history, institutions for history education and textbook production,
- comparative studies and research on history teaching and historical consciousness in Europe and at home,
- pupil-teacher-teaching, teacher taxonomy: systematics of programme objectives, learning activities and assessed outcomes, compatible learning - the 'input' of neuro-didactics into

the teaching process,

- didactics of history and the digital revolution,
- school history - one of the "pillars" of social science education, the value dimension of historical cognition and history education,
- interpretation of historical reality as an educational problem,
- new didactic possibilities of the history textbook,
- the challenges of curricular reform, designing school history in the context of the links: "the present of the past - the past for the future".

Recommended literature:

BENEŠ, Z., GRACOVÁ, B. Didaktika dějepisu: mezi socializací jedince a jeho individuální výchovou. In : Stuchlíková, I., Janík, T. a kol. Oborové didaktiky: vývoj-stav-perspektivy. Brno: Masarykova univerzita, 2015.

BOCKOVÁ, A.: Slovak Models of History Teaching since 1993. In: Prace Historyczne : Zeszyty Naukowe Uniwersytetu Jagiellońskiego. - č. 142 (2), 2015.

BLÍŽKOVSKÝ, B., KUČEROVÁ, S., KURELOVÁ, M. a kol. Středoevropský učitel. Na prahu učící se společnosti 21. století. Brno : Konvoj, 2000.

DUCHOŇOVÁ, J.,HOŠOVÁ, D., KOLEŇÁKOVÁ, R. Š. (eds.): Inovatívne trendy v odborových didaktikách. Prepojenie teórie a praxe výučbových stratégií kritického a tvorivého myslenia. Nitra : Univerzita Konštantína Filozofa, 2019.

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

STUHLÍKOVÁ, I. a kol.: Oborové didaktiky: bilance a perspektivy. In : Stuchlíková, I., Janík, T. a kol. Oborové didaktiky: vývoj-stav-perspektivy. Brno: Masarykova univerzita, 2015.

Recommended literature:

ANGVIK, M., BORRIES von, B. (Eds.). Youth and History: A Comparative European Survey on Historical Consciousness and Political Attitudes among Adolescents. vol. A Description. Hamburg : Körber-Stiftung, 1997.

BENEŠ, Z.: Co je (dnes) didaktika dějepisu? In : pedagogická orientace, vol. 21, No 2, 2011. Dostupné na internete: <https://journals.muni.cz/pedor/article/view/871/748>

CLARK, S.J. (2014). Teaching Historical Agency: Explicitly Connecting Past and Present with Graphic Novels. In Social Studies Research and Practice. vol. 9, nr. 3.Dostupné na internete: <http://www.socstrpr.org/wp-content/uploads/2015/01/MS06596Clark.pdf>

ČAPEK, V.: Některé spučasne diskutované úvahy o úloze historie ve školním vyučování v evropské společnosti a v USA. In : Místo historie a úloha učitele dějepisu při formování multikulturní společnosti. Brno : Masarykova univerzita, 2003.

DE LEUR, T., VAN BOXTEL, C., WILSCHUT, A.: 'I Saw Angry People and Broken Statues': Historical Empathy in Secondary History Education. In British Journal of Educational Studies. vol. 65, no. 3, 2017. Dostupné na internete:

https://pure.uva.nl/ws/files/22730940/I_Saw_Angry_People_and_Broken_Statues.pdf

GYÁRFÁŠOVÁ, O.: Sonda do historickej pamäti slovenskej spoločnosti zaoštraná na mladých. In Annales Scientia Politica, 4 (1), 2015.

JIREČEK, M.: Vývoj vyučovacieho predmetu dějepis v letech 1918 – 2013. Pedagogický výzkum v teorii a praxi. Brno : Masarykova univerzita, 2014.

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

KMEŤ, M.: História a dejepis (vybrané kapitoly z didaktiky dejepisu). Banská Bystrica: Belianum, 2017. KRATOCHVÍL, V.: Metafora stromu ako model didaktiky dejepisu k predpokladom výučby. Bratislava : Raabe, 2019. KUDLÁČOVÁ, B., RAJSKÝ, A. (eds.): Európske pedagogické myslenie (od moderny k postmoderne po súčasnosť). Trnava : Trnavská univerzita, 2012. LE GOFF, J. L Život v znamení histórie. Rozhovory s Marcom Heurgonom. Bratislava : Kalligram, 2003. PETLÁK, E., KOMORA, J. Vyučovanie v otázkach a odpovediach. Bratislava : Iris, 2003. PETLÁK, E., TRNÍKOVÁ, J.: Neurodidaktika a vyučovanie: Úvod do problematiky mozgovokompatibilného učenia. German edition, 2010. PETTY, G.: Moderní vyučování. Praha : Portál, 2013. RŮŽIČKOVÁ, J. Didaktické inspirace. Z odkazu metodiky a didaktiky dějepisu předchozích desetiletí. Milevsko : ASUD, 1997. SWAINOVÁ, H. ed.: Velké otázky historie. Praha : Abonet ND, 2006. ŠVEC, Š.: Predmetová (odborová) didaktika ako vedný a študijný odbor. Bratislava : Filozofická fakulta UK, 2005. Dostupné na internete: https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/kped/projekty/Archiv_Paedagogica/17_-_2.pdf ŠVEC, Š.: Učiteľská taxonómia: systematika programových cieľov, učebných aktivít a hodnotených výsledkov. K revízii Bloomovej klasifikácie kognitívnej domény výchovy. In Pedagogická revue, 2005, roč. 57, č. 5. FERIANC, Š.: Sonda do historického vedomia študujúcej mládeže. In Acta historica Neosoliensia III. Banská bystrica : FHV UMB, 2000. TONKOVÁ, M.: Predstavy a realita – skúsenosti s digitalizáciou dejepisného učiva a dejepisnej výučby v slovenskej republike. Sborník prací pedagogické fakulty Masarykovy univerzity, Řada společenských věd 25/2011/1-2. TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ Š.: Žiak, učiteľ a výučba. Bratislava: Rokus, 2017. TÓTHOVÁ, R.: Konštruktivistický prístup vo výučbe ako možnosť rozvoja myslenia žiakov. Bratislava : Metodicko-pedagogické centrum, 2014.

Languages necessary to complete the course:

Slovak, Czech and English languages

Notes:

Past grade distribution

Total number of evaluated students: 2

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

Lecturers: prof. PhDr. Róbert Letz, PhD., Mgr. Miriam Viršinská, PhD., Mgr. Ivana Dendys, PhD.

Last change: 17.11.2022

Approved by: prof. PhDr. Róbert Letz, PhD.

STATE EXAM DESCRIPTION

| | |
|---|--|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-VDZde004/22 | Course title: Doctoral examination |
| Number of credits: 20 | |
| Educational level: III. | |
| State exam syllabus: | |
| Last change: | |
| Approved by: prof. PhDr. Róbert Letz, PhD. | |

COURSE DESCRIPTION

| | | | | | |
|--|-----|---|-----|-----|-----|
| Academic year: 2025/2026 | | | | | |
| University: Comenius University Bratislava | | | | | |
| Faculty: | | | | | |
| Course ID: PdF.KH/D-VDZde012/22 | | Course title: Inkluzívna pedagogika | | | |
| Educational activities: Type of activities: Number of hours: per week: per level/semester: Form of the course: on-site learning | | | | | |
| Number of credits: 3 | | | | | |
| Recommended semester: 2., 4. | | | | | |
| Educational level: III. | | | | | |
| Prerequisites: | | | | | |
| Course requirements: | | | | | |
| Learning outcomes: | | | | | |
| Class syllabus: | | | | | |
| Recommended literature: | | | | | |
| Languages necessary to complete the course: | | | | | |
| Notes: | | | | | |
| Past grade distribution Total number of evaluated students: 0 | | | | | |
| A | B | C | D | E | FX |
| 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: prof. PaedDr. Miroslava Bartoňová, PhD. | | | | | |
| Last change: | | | | | |
| Approved by: prof. PhDr. Róbert Letz, PhD. | | | | | |

COURSE DESCRIPTION

| | | | | | |
|--|-----|---|-----|-----|-----|
| Academic year: 2025/2026 | | | | | |
| University: Comenius University Bratislava | | | | | |
| Faculty: | | | | | |
| Course ID: PdF.KH/D-VDZde012/22 | | Course title: Inkluzívna pedagogika | | | |
| Educational activities: Type of activities: Number of hours: per week: per level/semester: Form of the course: on-site learning | | | | | |
| Number of credits: 3 | | | | | |
| Recommended semester: 1., 3. | | | | | |
| Educational level: III. | | | | | |
| Prerequisites: | | | | | |
| Course requirements: | | | | | |
| Learning outcomes: | | | | | |
| Class syllabus: | | | | | |
| Recommended literature: | | | | | |
| Languages necessary to complete the course: | | | | | |
| Notes: | | | | | |
| Past grade distribution Total number of evaluated students: 0 | | | | | |
| A | B | C | D | E | FX |
| 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: prof. PaedDr. Miroslava Bartoňová, PhD. | | | | | |
| Last change: | | | | | |
| Approved by: prof. PhDr. Róbert Letz, PhD. | | | | | |

COURSE DESCRIPTION

| | |
|--|--|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-VDZde006/22 | Course title: Mathematical and statistical methods |
| Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | |
| Type, volume, methods and workload of the student - additional information Educational activities Type of activities: seminar/lecture Number of hours: 12 hours of lectures per semester in the form of a seminar per week: per level/semester: 12s Form of the course: in-person teaching, combined, LMS MOODLE will be used within blended learning. Student workload: 12 hours of classes; 48 hours for preparation of in-semester tasks; 80 hours of seminar work preparation, and 40 hours of final test preparation. A total of 180 hours of student work. Teaching methods: lecture, discussion of the topic; small group work; problem-solving, guided self-study – processing of partial tasks according to the lecturer's assignment during the semester and their submission in electronic form within a specified period, which the teacher continuously checks and evaluates | |
| Number of credits: 6 | |
| Recommended semester: 2., 4. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: Course requirements: The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving aimed at understanding and interpretation statistical concepts. During the semester, students submit 5 assignments of 6 points, which will focus on solving statistical tasks using software MS EXCEL and JASP from individual topics (descriptive statistics, correlation, and regression analysis, sample survey, hypothesis testing) and at the end of the semester the student submits and presents a semester work for 40 points. The semester work will include separate statistical processing and interpretation of quantitative research (own or taken over data from diploma, rigorous or dissertation theses, for example). The student submits the work in electronic form MS WORD and MS EXCEL, prepares the presentation in MS PowerPoint or Prezi. By elaborating and presenting the semester project, the student will prove that he/she is able to independently statistically evaluate quantitative research and interpret them. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E. | |

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

The assessment is given on a scale:

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

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

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

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

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

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

Learning outcomes:

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

The student is able to design data collection, organization, and classification adequate to their research, based on hypotheses, is able to test hypotheses using statistical tests and present data

and interpret the test result. After completing the course, the student will be able to choose the appropriate statistical method in quantitative research. He will gain skills in data processing and evaluation and will be able to use MS EXCEL and JASP software. He/she will understand the importance of the obtained statistical data and will be able to evaluate and interpret the obtained statistical results of quantitative research

Class syllabus:

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

1. Collection, sorting, and organization of data.
2. Descriptive statistics – description of the statistical file, data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables – probability distribution
6. Sample survey
7. Estimates of basic set characteristics
8. Hypothesis testing – one-sample hypothesis tests
9. Hypothesis testing – two-sample hypothesis tests
10. Hypothesis testing – nonparametric tests
11. – 12. Presentation of the semester project

Recommended literature:

- COHEN, B. H./LEA, R. B. 2004. Essentials of Statistics for the Social and Behavioral Sciences. Hoboken: John Wiley and Sons, 2004, Inc.
- GRAVATTER, F. J./WALLNAU, L. B. 2009. Statistics for the Behavioral Sciences. Belmont: Wadsworth, 2009.
- MARKECHOVÁ, D./TIRPÁKOVÁ, A./STEHLÍKOVÁ, B. 2011. Základy štatistiky pre pedagógov Nitra 2011.
- PAGANO, R. R. 2009. Understanding Statistics in the Behavioral Sciences. 9th ed. Belmont: Wadsworth.
- CHAJDIAK J. 2013. Štatistika jednoducho v Exceli, Statis, Bratislava 2013.
- NEUBAUER, J./SEDLAČÍK, M./KRÍŽ, O. 2016. Základy štatistiky. Praha, Grada, 2016.
- RIMARČÍK, M. 2007. Štatistika pre prax. Košice, Marián Rimarčík, 2007

Languages necessary to complete the course:

Slovak, Czech and English languages

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: doc. PaedDr. Lilla Koreňová, PhD.

Last change: 11.11.2022

Approved by: prof. PhDr. Róbert Letz, PhD.

COURSE DESCRIPTION

| | |
|--|--|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-VDZde006/22 | Course title: Mathematical and statistical methods |
| Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | |
| Type, volume, methods and workload of the student - additional information Educational activities Type of activities: seminar/lecture Number of hours: 12 hours of lectures per semester in the form of a seminar per week: per level/semester: 12s Form of the course: in-person teaching, combined, LMS MOODLE will be used within blended learning. Student workload: 12 hours of classes; 48 hours for preparation of in-semester tasks; 80 hours of seminar work preparation, and 40 hours of final test preparation. A total of 180 hours of student work. Teaching methods: lecture, discussion of the topic; small group work; problem-solving, guided self-study – processing of partial tasks according to the lecturer's assignment during the semester and their submission in electronic form within a specified period, which the teacher continuously checks and evaluates | |
| Number of credits: 6 | |
| Recommended semester: 1., 3. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: Course requirements: The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving aimed at understanding and interpretation statistical concepts. During the semester, students submit 5 assignments of 6 points, which will focus on solving statistical tasks using software MS EXCEL and JASP from individual topics (descriptive statistics, correlation, and regression analysis, sample survey, hypothesis testing) and at the end of the semester the student submits and presents a semester work for 40 points. The semester work will include separate statistical processing and interpretation of quantitative research (own or taken over data from diploma, rigorous or dissertation theses, for example). The student submits the work in electronic form MS WORD and MS EXCEL, prepares the presentation in MS PowerPoint or Prezi. By elaborating and presenting the semester project, the student will prove that he/she is able to independently statistically evaluate quantitative research and interpret them. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E. | |

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

The assessment is given on a scale:

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

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

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

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

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

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

Learning outcomes:

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

The student is able to design data collection, organization, and classification adequate to their research, based on hypotheses, is able to test hypotheses using statistical tests and present data

and interpret the test result. After completing the course, the student will be able to choose the appropriate statistical method in quantitative research. He will gain skills in data processing and evaluation and will be able to use MS EXCEL and JASP software. He/she will understand the importance of the obtained statistical data and will be able to evaluate and interpret the obtained statistical results of quantitative research

Class syllabus:

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

1. Collection, sorting, and organization of data.
2. Descriptive statistics – description of the statistical file, data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables – probability distribution
6. Sample survey
7. Estimates of basic set characteristics
8. Hypothesis testing – one-sample hypothesis tests
9. Hypothesis testing – two-sample hypothesis tests
10. Hypothesis testing – nonparametric tests
11. – 12. Presentation of the semester project

Recommended literature:

COHEN, B. H./LEA, R. B. 2004. Essentials of Statistics for the Social and Behavioral Sciences. Hoboken: John Wiley and Sons, 2004, Inc.

GRAVATTER, F. J./WALLNAU, L. B. 2009. Statistics for the Behavioral Sciences. Belmont: Wadsworth, 2009.

MARKECHOVÁ, D./TIRPÁKOVÁ, A./STEHLÍKOVÁ, B. 2011. Základy štatistiky pre pedagógov Nitra 2011.

PAGANO, R. R. 2009. Understanding Statistics in the Behavioral Sciences. 9th ed. Belmont: Wadsworth.

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

NEUBAUER, J./SEDLAČÍK, M./KŘÍŽ, O. 2016. Základy štatistiky. Praha, Grada, 2016.

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

Languages necessary to complete the course:

Slovak, Czech and English languages

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: doc. PaedDr. Lilla Koreňová, PhD.

Last change: 11.11.2022

Approved by: prof. PhDr. Róbert Letz, PhD.

COURSE DESCRIPTION

| | |
|---|---|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-DDEde001/22 | Course title: Methodology of pedagogical research in school history |
| Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | |
| Type, volume, methods and workload of the student - additional information Type of activities, number of hours, form of the course: 2 hours lecture/week, total 22 hours per semester Form of the course: combined, (primarily in-person teaching) Number of hours: 2P (6 credits): 11 x 2 hours of direct teaching = 22 hours; 50 hours of preparation for the mid-term assessment; 80 hours of preparation for the exam. Total 152 hours of student work. Teaching methods: lecture, discussion of the discussed topic, partial analyses of the discussed methodologies and research by students, e-learning, heuristic method with regard to specific topics of students. | |
| Number of credits: 6 | |
| Recommended semester: 1. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: 50% of the interim and 50% of the final assessment - test and oral examination. The student will take the test (with suggestions for designing his/her own research) during the semester, and the oral exam during the exam period. The assessment is given on a scale: A (100-91%, excellent - excellent results, the doctoral student has fully mastered the methodological criteria of pedagogical research in the field of didactics of history, safely navigates within the limits of their previous practical results and demonstrates clear skills to actively professionally apply the acquired knowledge in the topic of their own doctoral thesis), B (90-81%, very good - above average standard, the doctoral student has fully mastered the methodological criteria of pedagogical research in the field of didactics of history and is securely oriented in the limits of their previous practical results, the ability to actively use both components in the working conception of his/her own doctoral thesis so far demonstrates some shortcomings), C (80-73%, good - normal reliable work, the doctoral student is familiar with the issues of educational research methodology in the field of school history, not fully convincing in the ability to actively transpose it into the topic of their own research), D (72-66%, satisfactory - acceptable performance, doctoral student masters the basic issues of educational research methodology in the field of school history, not convincing in the ability to actively apply them in the topic of his/her own doctoral thesis), | |

E (65-60%, satisfactory - the results meet the minimum criteria),
Fx (59-0%, insufficient - additional work is required)

Learning outcomes:

Learning objectives and outcomes:

The course is a compulsory part of the doctoral study programme Didactics of History.

Students will be exposed to theoretical and practical knowledge in the field of methodology of pedagogical research with special attention to the procedures and current results of research on the so-called school history; methodological and methodological links of historical science with the methodology and methods of pedagogy and directly history teaching. They will become familiar with current debates over the role of qualitative and quantitative research in pedagogy and the humanities in general, again with a practical emphasis on the results of both components in specific investigations of the functionality of history teaching. Thus, the student will be able to navigate the current state of scholarly knowledge related to his/her individual scholarly research, be aware of their context with his/her own work, and use the newly acquired knowledge in practice in the development and writing of his/her dissertation.

Class syllabus:

- didactics of history as a border discipline between historical, pedagogical, psychological sciences and media studies, key concepts (terminology) in research from these areas in comparison with concepts in the field of school history research or didactics of history
- interpretation of historical and history texts: comments on the contradictions between school and academic history; the basic problem of the history-history link in relation to the changing perceptions (aims) of their research issues
- history didactics (and its research) from a retrospective historical perspective - from didactics as a theoretical concept of functional mediation of history to didactics legitimized as an independent science about culture
- current research areas of history didactics (normative, reflective, empirical) and a more detailed analysis of their specific research topics; the difficulty of individual research topics
- textbooks as a key medium for research in didactics of history; expansion of other sources of research
- the new subject of historical education: historical consciousness; the reflection of this development in school history research and in changes in research methodology
- didactics of history as basic and applied research

Recommended literature:

HANZEL, Igor: Kvalitatívne, alebo kvantitatívne metódy v sociálnych vedách ? In: FILOZOFIA, roč. 64, 2009, č. 7
STORCHOVÁ, Lucie a kol: Koncepty a dějiny. Proměny pojmů v současné historické vědě. Praha 2014.
TONKOVÁ, Mária: Dejepis na Slovensku v čase kultúrnej transformácie : problém historickej vedy i problém teórie vyučovania. In: Verbum historiae, roč.2, č.2, 2014.
Recommended literature:
BENEŠ, Zděnek: Historický text a historická kultura. Praha 1995
FAJKUS, Břetislav: Filosofie a metodologie vědy. Vývoj, současnost a perspektivy. Praha 2005.
KLÍMA, Bohuslav – BORRIES, Bodo von a kol: Mládež a dějiny. Brno 2001
KOŽIAK, Rastislav a kol.: Kapitoly zo súčasnej filozofie dejín. Bratislava 2009
Pedagogický výskum slovenských učebníc dejepisu: Bratislava: Štátny pedagogický ústav

2021

REPOUSSI, Maria and GUILLON-TUTIAUX, Nicole: New Trends in History Textbook Research: Issues and Methodologies toward a School Historiography. In: Journal of Educational Media, Memory, and Society Volume 2, Issue 1, Spring 2010, STARÁ, Jana – STARÝ, Karel: Studie výuky dějepisného učiva na 1. stupni ZŠ (In: Pedagogická orientace, 2017, ro.27, č.1 (kvalitatívny prieskum) STROUHAL, Martin – ŠTECH Stanislav: Vzdělání a dnešek. Praha: Karolinum 2019 (hlavne kap. „Mezi Ifigenií a Asterixem“) STUHLÍKOVÁ, Iva – JANÍK, Tomáš et al.: Oborové didaktiky: vývoj – stav - perspektivy. Brno 2015 (Úvod, kap.X, kap.XIII) ŠPELDA, Daniel: Proměny historiografie vědy. Praha 2009 ŠTECH, Stanislav: Když je kurikulární reforma „evidence-less“. In: Pedagogická orientace 2013, roč.23, č.5 WINEBURG, Sam: Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past (Critical Perspectives on the Past), Philadelphia 1991, tiež semantics scholar :<https://www.semanticscholar.org/paper/Historical-Thinking-and-Other-Unnatural-Acts%3A-the-Wineburg/efdd799c710b375b1e50a5f6307d216dfbbb3b6d>

Languages necessary to complete the course:

Slovak, Czech and English languages

Notes:

Past grade distribution

Total number of evaluated students: 5

| A | B | C | D | E | FX |
|------|------|-----|-----|-----|-----|
| 60,0 | 40,0 | 0,0 | 0,0 | 0,0 | 0,0 |

Lecturers: doc. PhDr. Miroslav Kamenický, CSc., Mgr. Miriam Viršínská, PhD., Mgr. Ivana Dendys, PhD.

Last change: 17.11.2022

Approved by: prof. PhDr. Róbert Letz, PhD.

COURSE DESCRIPTION

| | |
|---|---|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-DDEde001/22 | Course title: Methodology of pedagogical research in school history |
| Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | |
| Type, volume, methods and workload of the student - additional information Type of activities, number of hours, form of the course: 2 hours lecture/week, total 22 hours per semester Form of the course: combined, (primarily in-person teaching) Number of hours: 2P (6 credits): 11 x 2 hours of direct teaching = 22 hours; 50 hours of preparation for the mid-term assessment; 80 hours of preparation for the exam. Total 152 hours of student work. Teaching methods: lecture, discussion of the discussed topic, partial analyses of the discussed methodologies and research by students, e-learning, heuristic method with regard to specific topics of students. | |
| Number of credits: 6 | |
| Recommended semester: 2. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: 50% of the interim and 50% of the final assessment - test and oral examination. The student will take the test (with suggestions for designing his/her own research) during the semester, and the oral exam during the exam period. The assessment is given on a scale: A (100-91%, excellent - excellent results, the doctoral student has fully mastered the methodological criteria of pedagogical research in the field of didactics of history, safely navigates within the limits of their previous practical results and demonstrates clear skills to actively professionally apply the acquired knowledge in the topic of their own doctoral thesis), B (90-81%, very good - above average standard, the doctoral student has fully mastered the methodological criteria of pedagogical research in the field of didactics of history and is securely oriented in the limits of their previous practical results, the ability to actively use both components in the working conception of his/her own doctoral thesis so far demonstrates some shortcomings), C (80-73%, good - normal reliable work, the doctoral student is familiar with the issues of educational research methodology in the field of school history, not fully convincing in the ability to actively transpose it into the topic of their own research), D (72-66%, satisfactory - acceptable performance, doctoral student masters the basic issues of educational research methodology in the field of school history, not convincing in the ability to actively apply them in the topic of his/her own doctoral thesis), | |

E (65-60%, satisfactory - the results meet the minimum criteria),
Fx (59-0%, insufficient - additional work is required)

Learning outcomes:

Learning objectives and outcomes:

The course is a compulsory part of the doctoral study programme Didactics of History.

Students will be exposed to theoretical and practical knowledge in the field of methodology of pedagogical research with special attention to the procedures and current results of research on the so-called school history; methodological and methodological links of historical science with the methodology and methods of pedagogy and directly history teaching. They will become familiar with current debates over the role of qualitative and quantitative research in pedagogy and the humanities in general, again with a practical emphasis on the results of both components in specific investigations of the functionality of history teaching. Thus, the student will be able to navigate the current state of scholarly knowledge related to his/her individual scholarly research, be aware of their context with his/her own work, and use the newly acquired knowledge in practice in the development and writing of his/her dissertation.

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- textbooks as a key medium for research in didactics of history; expansion of other sources of research
- the new subject of historical education: historical consciousness; the reflection of this development in school history research and in changes in research methodology
- didactics of history as basic and applied research

Recommended literature:

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STORCHOVÁ, Lucie a kol: Koncepty a dejiny. Proměny pojmů v současné historické vědě. Praha 2014.
TONKOVÁ, Mária: Dejepis na Slovensku v čase kultúrnej transformácie : problém historickej vedy i problém teórie vyučovania. In: Verbum historiae, roč.2, č.2, 2014.
Recommended literature:
BENEŠ, Zděnek: Historický text a historická kultura. Praha 1995
FAJKUS, Břetislav: Filosofie a metodologie vědy. Vývoj, současnost a perspektivy. Praha 2005.
KLÍMA, Bohuslav – BORRIES, Bodo von a kol: Mládež a dejiny. Brno 2001
KOŽIAK, Rastislav a kol.: Kapitoly zo súčasnej filozofie dejín. Bratislava 2009
Pedagogický výskum slovenských učebníc dejepisu: Bratislava: Štátny pedagogický ústav

2021

REPOUSSI, Maria and GUILLON-TUTIAUX, Nicole: New Trends in History Textbook Research: Issues and Methodologies toward a School Historiography. In: Journal of Educational Media, Memory, and Society Volume 2, Issue 1, Spring 2010, STARÁ, Jana – STARÝ, Karel: Studie výuky dějepisného učiva na 1. stupni ZŠ (In: Pedagogická orientace, 2017, ro.27, č.1 (kvalitatívny prieskum) STROUHAL, Martin – ŠTECH Stanislav: Vzdělání a dnešek. Praha: Karolinum 2019 (hlavne kap. „Mezi Ifigenií a Asterixem“) STUHLÍKOVÁ, Iva – JANÍK, Tomáš et al.: Oborové didaktiky: vývoj – stav - perspektivy. Brno 2015 (Úvod, kap.X, kap.XIII) ŠPELDA, Daniel: Proměny historiografie vědy. Praha 2009 ŠTECH, Stanislav: Když je kurikulární reforma „evidence-less“. In: Pedagogická orientace 2013, roč.23, č.5 WINEBURG, Sam: Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past (Critical Perspectives on the Past), Philadelphia 1991, tiež semantics scholar :<https://www.semanticscholar.org/paper/Historical-Thinking-and-Other-Unnatural-Acts%3A-the-Wineburg/efdd799c710b375b1e50a5f6307d216dfbbb3b6d>

Languages necessary to complete the course:

Slovak, Czech and English languages

Notes:

Past grade distribution

Total number of evaluated students: 5

| A | B | C | D | E | FX |
|------|------|-----|-----|-----|-----|
| 60,0 | 40,0 | 0,0 | 0,0 | 0,0 | 0,0 |

Lecturers: doc. PhDr. Miroslav Kamenický, CSc., PhDr. Mária Tonková, CSc., Mgr. Miriam Viršínská, PhD.

Last change: 17.11.2022

Approved by: prof. PhDr. Róbert Letz, PhD.

COURSE DESCRIPTION

| | |
|--|---|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-VDZde001/22 | Course title: Methodology of qualitative research |
| Educational activities: Type of activities: Number of hours: per week: per level/semester: Form of the course: on-site learning | |
| Type, volume, methods and workload of the student - additional information 12 hours of lectures and seminars per semester, combined form (primarily in-person teaching) Number of hours: total: 12 hours – 6 credits – 180 hours of students' work Classes – 12 hours; 50 hours of theoretical conceptualization (study of theoretical concepts in application to argumentation discourse, individual conceptualization of knowledge, mutual discussion of meanings); 80 hours of practical activities (designing and conducting research in collaboration with research subjects, evidence gathering, interpretation, self/reflection, portfolio management, self-evaluation). 38 hours of preparation for the exam in the form of e/portfolio defense. Teaching methods Active-productive teaching methodology: # Research and discovery, open practice, elaboration of information. Interactive-productive teaching methodology # Induction of principles, conceptualization of scientific knowledge. # Argumentative discourse at an appropriate level of intellectual complexity of doctoral studies. Form: # In-person teaching # Combined # Online | |
| Number of credits: 6 | |
| Recommended semester: 1. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: Course requirements: Interim assessment involves: 1) Continuous elaboration and registration of documents in the e/portfolio and their presentation to the teacher. 2) Active participation in courses, which means engaging in argumentative discourse, inducing meanings and knowledge conceptualization. Argumentative discourses will always be thematic with the aim of constructing socially shared knowledge by students. Final assessment: | |

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

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

1. An overview of the student's selected research problem at a general level and the reason why he/she considers it an important challenge, including some recommendations on what the student has done to solve the problem. The student should make this introduction engaging and include photographs, graphics and possibly a video or audio introduction.
2. A description of the researched problem and the action to be taken.
3. A detailed description of the student's area of activity (activity context).
4. A literature review as a part of the process of planning the student's own research (research context) and references to authoritative sources.
5. Research question(s) reflecting constructional features typical for formulating research questions.
6. A brief but concise description of the research process (its sequence of steps).
7. Records of the organization, process, conditions of the student's research documenting the activity within several steps of his/her research, including the details of the collected data and the performed analysis.
8. The student's final essay ("How I become a researcher") about what he/she has learned/acquired in the individual steps, namely about himself/herself, his/her own actions, the context and the research process performed.
9. A collection of any artifacts: images, concept maps, records, interpretations, statements, notes, forms of self/reflections and videos, or other recordings or research blogs that the student wants to include in his/her e/portfolio.
10. Professional curriculum vitae of the student focused on highlighting practical experience related to the position and achieved competencies.

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

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

Final grades are awarded based on the scale:

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

B (90 - 81 %, very good – above the average standard). The student shows very good results in terms of understanding and applying the principles of qualitative methodology, can analyze and think critically, is active in classes, engages in discussions through proficient arguments, answers and logical considerations. His/Her knowledge is at a very good level. Overall (including e/portfolio management and defense), the student demonstrates proficient competence at the level of mastery and management.

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

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

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

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

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

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

After completing the course, the student:

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

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

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

- # Ability to master the terminology of research methodology with a focus on qualitative methodology.
- # Ability to conduct communication using exact terminology of research methodology with a focus on qualitative methodology.
- # Ability to design qualitatively-oriented research (investigation) within an adequate strategy, selected genre (type), using appropriate tools, methods, data acquisition techniques and techniques of research material elaboration.
- # Ability to evaluate research a posteriori, pointing to its success.
- # Ability to master and manage the organization of research in terms of personal professional feasibility plan.
- # Ability to evaluate.
- 2. Scientific knowledge (Level of expert knowledge).
- # Research methodology – qualitative methodology
- 3. Attitudes (Level of expert attitude).
- # Taking a competent stand.
- 4. Values (Level of expert ethical conduct).
- # Ethical conduct of a researcher in teaching and pedagogical sciences.

Class syllabus:

1. Qualitative methodology construct. Qualitative methodology and its principles. Construct of qualitative research. Reflection on conducting qualitative research.
2. Qualitatively-oriented methodological implications in teaching and pedagogical sciences.
3. Genres (designs) of qualitative methodology. Types of qualitative research. Subjects and objects of qualitative research.
4. Qualitative researcher.
5. Design of qualitative research.
6. Instrumentation, inventory of qualitative research (tools, methods, research techniques).
7. Acquisition of research material/data (approximation and extraction of research data).
8. Conditions for the implementation of qualitative research. Selected risks associated with the study of didactic reality.
9. Analysis, interpretation (elaboration) of research material.
10. Validation (validity), reliability, triangulation, credibility of qualitative research.
11. Teacher research (research of didactic reality by teachers).
12. Action research (transforming didactic reality by introducing a new element into teaching).

Recommended literature:

- KOSTRUB, D. (2016). *Základy kvalitatívnej metodológie. Keď interpretované významy znamenajú viac ako vysoké čísla*. Bratislava: Univerzita Komenského.
- KOSTRUB, D. (2022). *Učiteľ výskumník – Profesia založená na výskume. Dizajny výskumu a premeny výučby*. Bratislava: Veda. (due I. Q. 2022).

Languages necessary to complete the course:

Slovak and Czech languages

Notes:

Past grade distribution

Total number of evaluated students: 3

| A | B | C | D | E | FX |
|-------|-----|-------|-----|-----|-----|
| 66,67 | 0,0 | 33,33 | 0,0 | 0,0 | 0,0 |

Lecturers: prof. PaedDr. Dušan Kostrub, PhD., doc. PaedDr. Eva Severini, PhD.

Last change: 11.11.2022

Approved by: prof. PhDr. Róbert Letz, PhD.

COURSE DESCRIPTION

| | |
|--|---|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-VDZde001/22 | Course title: Methodology of qualitative research |
| Educational activities: Type of activities: Number of hours: per week: per level/semester: Form of the course: on-site learning | |
| Type, volume, methods and workload of the student - additional information 12 hours of lectures and seminars per semester, combined form (primarily in-person teaching) Number of hours: total: 12 hours – 6 credits – 180 hours of students' work Classes – 12 hours; 50 hours of theoretical conceptualization (study of theoretical concepts in application to argumentation discourse, individual conceptualization of knowledge, mutual discussion of meanings); 80 hours of practical activities (designing and conducting research in collaboration with research subjects, evidence gathering, interpretation, self/reflection, portfolio management, self-evaluation). 38 hours of preparation for the exam in the form of e/portfolio defense. Teaching methods Active-productive teaching methodology: # Research and discovery, open practice, elaboration of information. Interactive-productive teaching methodology # Induction of principles, conceptualization of scientific knowledge. # Argumentative discourse at an appropriate level of intellectual complexity of doctoral studies. Form: # In-person teaching # Combined # Online | |
| Number of credits: 6 | |
| Recommended semester: 2. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: Course requirements: Interim assessment involves: 1) Continuous elaboration and registration of documents in the e/portfolio and their presentation to the teacher. 2) Active participation in courses, which means engaging in argumentative discourse, inducing meanings and knowledge conceptualization. Argumentative discourses will always be thematic with the aim of constructing socially shared knowledge by students. Final assessment: | |

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

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

1. An overview of the student's selected research problem at a general level and the reason why he/she considers it an important challenge, including some recommendations on what the student has done to solve the problem. The student should make this introduction engaging and include photographs, graphics and possibly a video or audio introduction.
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5. Research question(s) reflecting constructional features typical for formulating research questions.
6. A brief but concise description of the research process (its sequence of steps).
7. Records of the organization, process, conditions of the student's research documenting the activity within several steps of his/her research, including the details of the collected data and the performed analysis.
8. The student's final essay ("How I become a researcher") about what he/she has learned/acquired in the individual steps, namely about himself/herself, his/her own actions, the context and the research process performed.
9. A collection of any artifacts: images, concept maps, records, interpretations, statements, notes, forms of self/reflections and videos, or other recordings or research blogs that the student wants to include in his/her e/portfolio.
10. Professional curriculum vitae of the student focused on highlighting practical experience related to the position and achieved competencies.

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

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

Final grades are awarded based on the scale:

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

B (90 - 81 %, very good – above the average standard). The student shows very good results in terms of understanding and applying the principles of qualitative methodology, can analyze and think critically, is active in classes, engages in discussions through proficient arguments, answers and logical considerations. His/Her knowledge is at a very good level. Overall (including e/portfolio management and defense), the student demonstrates proficient competence at the level of mastery and management.

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

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

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

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

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

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

After completing the course, the student:

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

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

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

- # Ability to master the terminology of research methodology with a focus on qualitative methodology.
- # Ability to conduct communication using exact terminology of research methodology with a focus on qualitative methodology.
- # Ability to design qualitatively-oriented research (investigation) within an adequate strategy, selected genre (type), using appropriate tools, methods, data acquisition techniques and techniques of research material elaboration.
- # Ability to evaluate research a posteriori, pointing to its success.
- # Ability to master and manage the organization of research in terms of personal professional feasibility plan.
- # Ability to evaluate.
- 2. Scientific knowledge (Level of expert knowledge).
- # Research methodology – qualitative methodology
- 3. Attitudes (Level of expert attitude).
- # Taking a competent stand.
- 4. Values (Level of expert ethical conduct).
- # Ethical conduct of a researcher in teaching and pedagogical sciences.

Class syllabus:

1. Qualitative methodology construct. Qualitative methodology and its principles. Construct of qualitative research. Reflection on conducting qualitative research.
2. Qualitatively-oriented methodological implications in teaching and pedagogical sciences.
3. Genres (designs) of qualitative methodology. Types of qualitative research. Subjects and objects of qualitative research.
4. Qualitative researcher.
5. Design of qualitative research.
6. Instrumentation, inventory of qualitative research (tools, methods, research techniques).
7. Acquisition of research material/data (approximation and extraction of research data).
8. Conditions for the implementation of qualitative research. Selected risks associated with the study of didactic reality.
9. Analysis, interpretation (elaboration) of research material.
10. Validation (validity), reliability, triangulation, credibility of qualitative research.
11. Teacher research (research of didactic reality by teachers).
12. Action research (transforming didactic reality by introducing a new element into teaching).

Recommended literature:

- KOSTRUB, D. (2016). *Základy kvalitatívnej metodológie. Keď interpretované významy znamenajú viac ako vysoké čísla.* Bratislava: Univerzita Komenského.
- KOSTRUB, D. (2022). *Učiteľ výskumník – Profesia založená na výskume. Dizajny výskumu a premeny výučby.* Bratislava: Veda. (due I. Q. 2022).

Languages necessary to complete the course:

Slovak and Czech languages

Notes:

Past grade distribution

Total number of evaluated students: 3

| A | B | C | D | E | FX |
|-------|-----|-------|-----|-----|-----|
| 66,67 | 0,0 | 33,33 | 0,0 | 0,0 | 0,0 |

Lecturers: prof. PaedDr. Dušan Kostrub, PhD., doc. PaedDr. Eva Severini, PhD.

Last change: 11.11.2022

Approved by: prof. PhDr. Róbert Letz, PhD.

COURSE DESCRIPTION

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|--|--|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-VDZde002/22 | Course title: Methodology of quantitative research |
| Educational activities: Type of activities: Number of hours: per week: per level/semester: Form of the course: on-site learning | |
| Type, volume, methods and workload of the student - additional information Type of activities: lecture + seminar Number of hours: 4 hours 3 times per semester, total: 12 hours, combined form 12 hours of direct teaching; 48 hours of self-study, 30 hours of work on a seminar paper, 30 hours of work on a research plan, 30 hours of preparation for the final test. Total: 150 hours Teaching methods: Explanation of individual topics and discussions, demonstration of examples of current research paradigms, modeling of research plans, modeling of examples of research methods application, discussions on current problems and open questions within quantitative research, critical consideration of research tools selection, making use of original research design solutions, application of critical methodological thinking in evaluating pluses and minuses of research plans. | |
| Number of credits: 6 | |
| Recommended semester: 2. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: in-semester assessment (50%) + final assessment (50%) In-semester assessment includes elaboration of a seminar paper - a written overview of the use of quantitatively oriented research in relation to the topic of the dissertation thesis (25% of the assessment) and elaboration of a plan for the use of quantitative research design relevant to the topic of their dissertation thesis (25% of the assessment). The final assessment includes a final test (50% of the assessment). Final grades are awarded based on the scale: A (100 - 94 %, excellent – outstanding results), B (93 - 86 %, very good – above the average standard), C (85 – 76 %, good – generally sound work), D (75 – 68 %, satisfactory – fair but with significant shortcomings), E (67 – 60 %, sufficient – performance meets the minimum criteria), Fx (59 - 0 %, fail – further work required). A (excellent - outstanding results). During the course, the student has gained an exceptional level of knowledge in the methodology of quantitative research, at an excellent level he/she is familiar with research methods of quantitative research, is well-oriented in research paradigms related to the topic of the dissertation thesis, can create and defend a quantitative research plan, can critically | |

evaluate limits of quantitative research, is able to transfer the acquired knowledge to the research carried out within the dissertation thesis.

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

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

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

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

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

Learning outcomes:

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

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

Class syllabus:

Course overview:

- The place of quantitative research in scientific disciplines.

The student understands the importance of quantitative research and its application in social science disciplines, its place in the acquisition of new scientific knowledge. He/She understands quantitative research as a research strategy based on the collection, processing and interpretation of research data, which supports the objective empirical investigation of observable phenomena through a number of quantification methods and techniques.

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

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

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

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

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

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

- Conceptual and interpretive shortcomings of quantitative research plans.

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

Recommended literature:

Compulsory literature:

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

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

Recommended literature:

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

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

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

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

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

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

Languages necessary to complete the course:

Notes:

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|---|------|-----|-----|-----|-----|
| Past grade distribution | | | | | |
| Total number of evaluated students: 4 | | | | | |
| A | B | C | D | E | FX |
| 50,0 | 50,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: doc. PhDr. Marian Groma, PhD. | | | | | |
| Last change: 11.11.2022 | | | | | |
| Approved by: prof. PhDr. Róbert Letz, PhD. | | | | | |

COURSE DESCRIPTION

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|--|--|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-VDZde002/22 | Course title: Methodology of quantitative research |
| Educational activities: Type of activities: Number of hours: per week: per level/semester: Form of the course: on-site learning | |
| Type, volume, methods and workload of the student - additional information Type of activities: lecture + seminar Number of hours: 4 hours 3 times per semester, total: 12 hours, combined form 12 hours of direct teaching; 48 hours of self-study, 30 hours of work on a seminar paper, 30 hours of work on a research plan, 30 hours of preparation for the final test. Total: 150 hours Teaching methods: Explanation of individual topics and discussions, demonstration of examples of current research paradigms, modeling of research plans, modeling of examples of research methods application, discussions on current problems and open questions within quantitative research, critical consideration of research tools selection, making use of original research design solutions, application of critical methodological thinking in evaluating pluses and minuses of research plans. | |
| Number of credits: 6 | |
| Recommended semester: 1. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: in-semester assessment (50%) + final assessment (50%) In-semester assessment includes elaboration of a seminar paper - a written overview of the use of quantitatively oriented research in relation to the topic of the dissertation thesis (25% of the assessment) and elaboration of a plan for the use of quantitative research design relevant to the topic of their dissertation thesis (25% of the assessment). The final assessment includes a final test (50% of the assessment). Final grades are awarded based on the scale: A (100 - 94 %, excellent – outstanding results), B (93 - 86 %, very good – above the average standard), C (85 – 76 %, good – generally sound work), D (75 – 68 %, satisfactory – fair but with significant shortcomings), E (67 – 60 %, sufficient – performance meets the minimum criteria), Fx (59 - 0 %, fail – further work required). A (excellent - outstanding results). During the course, the student has gained an exceptional level of knowledge in the methodology of quantitative research, at an excellent level he/she is familiar with research methods of quantitative research, is well-oriented in research paradigms related to the topic of the dissertation thesis, can create and defend a quantitative research plan, can critically | |

evaluate limits of quantitative research, is able to transfer the acquired knowledge to the research carried out within the dissertation thesis.

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

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

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

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

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

Learning outcomes:

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

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

Class syllabus:

Course overview:

- The place of quantitative research in scientific disciplines.

The student understands the importance of quantitative research and its application in social science disciplines, its place in the acquisition of new scientific knowledge. He/She understands quantitative research as a research strategy based on the collection, processing and interpretation of research data, which supports the objective empirical investigation of observable phenomena through a number of quantification methods and techniques.

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

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

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

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

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

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

- Conceptual and interpretive shortcomings of quantitative research plans.

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

Recommended literature:

Compulsory literature:

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

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

Recommended literature:

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

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

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

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

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

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

Languages necessary to complete the course:

Notes:

| | | | | | |
|---|------|-----|-----|-----|-----|
| Past grade distribution | | | | | |
| Total number of evaluated students: 4 | | | | | |
| A | B | C | D | E | FX |
| 50,0 | 50,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: RNDr. Ľubomír Rybanský, PhD., doc. PhDr. Marian Groma, PhD. | | | | | |
| Last change: 11.11.2022 | | | | | |
| Approved by: prof. PhDr. Róbert Letz, PhD. | | | | | |

COURSE DESCRIPTION

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|--|---|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-VDZde007/22 | Course title: New trends in psychological theory and practice |
| Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | |
| Type, volume, methods and workload of the student - additional information 12 hours of lectures per semester, hybrid form (primarily in-person teaching) Workload of a course: 12 hours of in-person teaching; preparation for classes (24 hours); self-directed learning – working with scientific literature (36 hours); elaboration of seminar research paper (40 hours); preparation and elaboration of video-presentation (40 hours). Total 152 hours. Teaching methods: Lecture, group discussion, interview, directed discussion, problem solving, heuristic method, the elaboration of concept map, self-directed study, working with sources, critical analysis of research studies from psychology. | |
| Number of credits: 6 | |
| Recommended semester: 1. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: In-semester assessment (100%). The in-semester assessment comprises of elaboration and fulfilment of previously designated tasks: elaborating and presenting of selected research studies in a particular topic (50% of evaluation), written seminar paper which includes the revision and incorporation of amendments (50% of evaluation). To pass the course, it is required to obtain a minimum of 60% in overall evaluation. Scale of assessment (preliminary/final): Course requirements: Course requirements for evaluation: In-semester assessment (100%). The in-semester assessment comprises of elaboration and fulfilment of previously designated tasks: elaborating and presenting of selected research studies in a particular topic (50% of evaluation), written seminar paper which includes the revision and incorporation of amendments (50% of evaluation). To pass the course, it is required to obtain a minimum of 60% in overall evaluation. Evaluation: A (100-94%, excellent – outstanding results), B (93-86%, very good – above the average standard), C (85-76%, good – generally sound work), D (75-68%, satisfactory – fair but with significant shortcomings), E (67-60%, sufficient – performance meets the minimum criteria), Fx (59-0%, fail – further work required). Grade A: the students can reflect their knowledge of psychology in an excellent, correct, and active manner. They put emphasis on new methods, theories, research methods, including the integration of information from other disciplines, emphasising a multidisciplinary approach and relevant relations to the scientific field and thematic focus of their dissertation | |

thesis. Grade B: the students demonstrate above the average standard of analysis and critical comparison of scientific texts from psychology, they can integrate knowledge from psychology with information from other disciplines, they can apply theoretical knowledge into practice and into the elaboration of previously designated tasks: emphasising a multidisciplinary approach and relevant relations to the scientific field and thematic focus of their dissertation thesis Grade C: the students demonstrate a good standard of analysis and critical comparison of scientific texts from psychology, they possess a good knowledge of theoretical information and the ability to apply theoretical knowledge into practice (also in the elaboration of previously designated tasks) and present them in meaningful and logical relations. Grade D: the students can analyse and critically compare scientific texts from psychology, they demonstrate difficulties in the elaboration of content reflecting the current scientific research, their ability to apply theoretical knowledge into practice and in the elaboration of previously designated tasks is satisfying. Grade E: the students fail to fulfil some of the designated tasks, they require further assistance in processing complex theoretical information from psychology and research; they demonstrate limitations in theoretical and methodological knowledge and fail to apply theoretical knowledge in the elaboration of previously designated tasks. Grade Fx: in order to obtain adequate knowledge and research abilities, the students are required to take on further study.

Learning outcomes:

Learning objectives and outcomes:

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

The main aim of the course is for the students to become familiar with the newest trends from psychological theory and practice.

The students will be capable of:

- Clarifying the theoretical basis of psychological approaches,
- Differentiating newest trends in social psychology,
- Comprehending research methods in personality psychology.

The students will comprehend:

- The complex issue of health, mental health, and psychology of disability,
- Information dealing with neuroscience, cognitive science, and their application in psychology in current educational conditions and helping professions.

The students will be able to:

- Integrate newest knowledge from the science of psychology into the research concepts of related disciplines (especially in the field of their dissertation thesis)
- Integrate newest knowledge of psychological approaches and understand the overall meaning of personality and its development,

Critically analyse and compare information published in national as well as international scientific literature.

Class syllabus:

Course overview:

1. Current development of scientific conceptualization and the research of health and mental health (operationalization, terms: diagnostics, intervention, and prevention).
2. Current trends and research in psychology (pathopsychology) of people with various disabilities.
3. New approaches in psychology and familiar sciences, integration of current knowledge and research of neuroscience and cognitive science (the basic and applied research in psychology and pedagogical science).
4. Current issues dealing with applied social psychology with the emphasis on media psychology, digitalization, psychology of media, psychology of violence and consumer psychology.

5. Current national and international research in the field of applied behavioural analysis.
 6. Current national and international research in the field of interpersonal interaction and emotional regulation.

Recommended literature:

Compulsory literature:

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

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

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

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

Recommended literature:

Monographies

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

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

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

Glasová, M., Groma, M. (2019): Posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/inkluzívneho vzdelávania. 1. vyd., Bratislava: Univerzita Komenského. (p. 57-96)

Jursová Zacharová, Z. (2013). Osvojovanie si materinského jazyka. In Jursová Zacharová, & Z., Sokolová L. Na ceste za dvojjazyčnosťou: od informálneho k formálnemu vzdelávaniu = On the path to bilingualism: from informal to formal education. DITI. 15-44.

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

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

Periodicums and scientific databases

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

Languages necessary to complete the course:

Slovak, Czech and English languages

Notes:

Past grade distribution

Total number of evaluated students: 5

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

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| Lecturers: doc. Mgr. Zlatica Zacharová, PhD. |
| Last change: 11.11.2022 |
| Approved by: prof. PhDr. Róbert Letz, PhD. |

COURSE DESCRIPTION

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|--|---|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-VDZde007/22 | Course title: New trends in psychological theory and practice |
| Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | |
| Type, volume, methods and workload of the student - additional information 12 hours of lectures per semester, hybrid form (primarily in-person teaching) Workload of a course: 12 hours of in-person teaching; preparation for classes (24 hours); self-directed learning – working with scientific literature (36 hours); elaboration of seminar research paper (40 hours); preparation and elaboration of video-presentation (40 hours). Total 152 hours. Teaching methods: Lecture, group discussion, interview, directed discussion, problem solving, heuristic method, the elaboration of concept map, self-directed study, working with sources, critical analysis of research studies from psychology. | |
| Number of credits: 6 | |
| Recommended semester: 2. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: In-semester assessment (100%). The in-semester assessment comprises of elaboration and fulfilment of previously designated tasks: elaborating and presenting of selected research studies in a particular topic (50% of evaluation), written seminar paper which includes the revision and incorporation of amendments (50% of evaluation). To pass the course, it is required to obtain a minimum of 60% in overall evaluation. Scale of assessment (preliminary/final): Course requirements: Course requirements for evaluation: In-semester assessment (100%). The in-semester assessment comprises of elaboration and fulfilment of previously designated tasks: elaborating and presenting of selected research studies in a particular topic (50% of evaluation), written seminar paper which includes the revision and incorporation of amendments (50% of evaluation). To pass the course, it is required to obtain a minimum of 60% in overall evaluation. Evaluation: A (100-94%, excellent – outstanding results), B (93-86%, very good – above the average standard), C (85-76%, good – generally sound work), D (75-68%, satisfactory – fair but with significant shortcomings), E (67-60%, sufficient – performance meets the minimum criteria), Fx (59-0%, fail – further work required). Grade A: the students can reflect their knowledge of psychology in an excellent, correct, and active manner. They put emphasis on new methods, theories, research methods, including the integration of information from other disciplines, emphasising a multidisciplinary approach and relevant relations to the scientific field and thematic focus of their dissertation | |

thesis. Grade B: the students demonstrate above the average standard of analysis and critical comparison of scientific texts from psychology, they can integrate knowledge from psychology with information from other disciplines, they can apply theoretical knowledge into practice and into the elaboration of previously designated tasks: emphasising a multidisciplinary approach and relevant relations to the scientific field and thematic focus of their dissertation thesis Grade C: the students demonstrate a good standard of analysis and critical comparison of scientific texts from psychology, they possess a good knowledge of theoretical information and the ability to apply theoretical knowledge into practice (also in the elaboration of previously designated tasks) and present them in meaningful and logical relations. Grade D: the students can analyse and critically compare scientific texts from psychology, they demonstrate difficulties in the elaboration of content reflecting the current scientific research, their ability to apply theoretical knowledge into practice and in the elaboration of previously designated tasks is satisfying. Grade E: the students fail to fulfil some of the designated tasks, they require further assistance in processing complex theoretical information from psychology and research; they demonstrate limitations in theoretical and methodological knowledge and fail to apply theoretical knowledge in the elaboration of previously designated tasks. Grade Fx: in order to obtain adequate knowledge and research abilities, the students are required to take on further study.

Learning outcomes:

Learning objectives and outcomes:

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

The main aim of the course is for the students to become familiar with the newest trends from psychological theory and practice.

The students will be capable of:

- Clarifying the theoretical basis of psychological approaches,
- Differentiating newest trends in social psychology,
- Comprehending research methods in personality psychology.

The students will comprehend:

- The complex issue of health, mental health, and psychology of disability,
- Information dealing with neuroscience, cognitive science, and their application in psychology in current educational conditions and helping professions.

The students will be able to:

- Integrate newest knowledge from the science of psychology into the research concepts of related disciplines (especially in the field of their dissertation thesis)
- Integrate newest knowledge of psychological approaches and understand the overall meaning of personality and its development,

Critically analyse and compare information published in national as well as international scientific literature.

Class syllabus:

Course overview:

1. Current development of scientific conceptualization and the research of health and mental health (operationalization, terms: diagnostics, intervention, and prevention).
2. Current trends and research in psychology (pathopsychology) of people with various disabilities.
3. New approaches in psychology and familiar sciences, integration of current knowledge and research of neuroscience and cognitive science (the basic and applied research in psychology and pedagogical science).
4. Current issues dealing with applied social psychology with the emphasis on media psychology, digitalization, psychology of media, psychology of violence and consumer psychology.

5. Current national and international research in the field of applied behavioural analysis.
 6. Current national and international research in the field of interpersonal interaction and emotional regulation.

Recommended literature:

Compulsory literature:

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

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

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

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

Recommended literature:

Monographies

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

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

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

Glasová, M., Groma, M. (2019): Posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/inkluzívneho vzdelávania. 1. vyd., Bratislava: Univerzita Komenského. (p. 57-96)

Jursová Zacharová, Z. (2013). Osvojovanie si materinského jazyka. In Jursová Zacharová, & Z., Sokolová L. Na ceste za dvojjazyčnosťou: od informálneho k formálnemu vzdelávaniu = On the path to bilingualism: from informal to formal education. DITI. 15-44.

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

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

Periodicums and scientific databases

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

Languages necessary to complete the course:

Slovak, Czech and English languages

Notes:

Past grade distribution

Total number of evaluated students: 5

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

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| Lecturers: doc. PhDr. Mária Glasová, PhD., doc. Mgr. Zlatica Zacharová, PhD. |
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| Last change: 11.11.2022 |
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| Approved by: prof. PhDr. Róbert Letz, PhD. |
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COURSE DESCRIPTION

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|---|---|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-VDZde008/22 | Course title: New trends in school management |
| Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | |
| Type, volume, methods and workload of the student - additional information Type of activities, number of hours, form of the course: 12 hours per semester, lecture, hybrid form (primarily in-person teaching) Workload of a course: 12 hours (6 credits): 3 x 4 hours of in-person teaching – 12 hours, literature study and independent preparation 38 hours, preparation for in-semester assessment 70 hours, preparation for final assessment 60 hours, total 180 hours Teaching methods: Dialogue methods – interview, group discussion, debate, polemic, problem-solving methods – brainwriting, brainstorming, monologic methods – lectures, instruction, project methods, self-directed learning – working with text, assessment and task solving, e-learning. | |
| Number of credits: 6 | |
| Recommended semester: 4. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: Course requirements: In-semester assessment and final assessment (50+50, total 100 points). The course is completed with an exam. To complete the course, active participation is mandatory. Evaluation: In-semester evaluation: - Critical analysis of national and international research studies – 20 points and the elaboration of partial elements of case study – 30 points, Final evaluation: - The completion of the proposed concept of a case study (based on previously designated structure) and its oral presentation – 50 points. Scale of assessment (preliminary/final): For successful completion of the course, the student must receive a minimum of 60% of overall evaluation: A (100-91%, excellent – outstanding results) – the student is familiar with the topic at an excellent level, the student proves to have analytical and critical thinking, the student can create independently a concept of a case study at an excellent level, the student demonstrates metacognitive abilities. B (90-81%, very good – | |

above the average standard) – the student is familiar with the topic at a very good level (with minor inaccuracies), the student proves to have analytical and critical thinking, the student is able to create independently a concept of a case study at a very good level, the student demonstrates evaluative and procedural cognitive abilities. C (80-73%, good – generally sound work) – the student is familiar with the topic at a good level (with multiple mistakes or inaccuracies), the student demonstrates independent analytical and critical thinking, the student is able to create independently a concept of a case study at a good level, the student can apply the principles of scientific work when designing a project. D (72-66%, satisfactory – fair but with significant shortcomings) – the student is familiar with the topic at a satisfactory level (with considerable mistakes), the student is able to create independently a concept of a case study at an average level, the student demonstrates conceptual knowledge and the ability to think analytically, the student can argue at a satisfactory level. E (65-60%, sufficient – performance meets the minimum criteria) – the student is familiar with the topic at an acceptable level (with considerable mistakes), the student is able to create independently a very low-quality concept of a case study (but still acceptable), the student demonstrates conceptual knowledge and argumentative abilities at a low level. Fx (59-0%, fail – further work required)- the student is unable to apply acquired knowledge, the student creates a concept of a case study at an unsatisfactory level, the student does not demonstrate sufficient knowledge of critical thinking, the student is not familiar with basic terms and methods in research work, the student does not demonstrate the ability and motivation for self-study.

Learning outcomes:

Learning objectives and outcomes:

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

- The student of this course gains knowledge and satisfactory orientation in current trends of school management in Slovakia, with emphasis on management of educational institutions at macro, mezzo and microlevel.
- The student obtains information about current international trends in school management.
- The student becomes familiar with elementary law documents and should demonstrate the ability to interpret their content. These documents modify the functioning of kindergartens, primary and secondary schools, high schools, and universities in Slovakia, with the emphasis on the requirements of educational pedagogical workers and in context with the topic of the student's dissertation thesis.
- The student will be able to apply acquired knowledge when designing own case study based on previously designated requirements and in accordance with the student's topic of dissertation thesis. The creation of a case study enables the student to strengthen his abilities in critical thinking, active listening, communicating, persuasion, argumentation, presentation, writing, the ability to collaborate and plan activities that are related to the elaboration of a case study, the ability to think in context, metacognitive abilities and the ability of self-education.

Class syllabus:

Course overview:

- The theory of school management and its relation to pedagogical sciences. The definition of basic terms from the historical as well as current point of view. Functions and roles of school management in Slovakia and abroad. Theoretical models of school management. Current system of school management in Slovakia and current trends in school management abroad. Legal acts that modify the functioning of educational institutions at macro, mezzo and predominantly microlevel. The personality of the manager of educational staff – legal and personable requirements.

The student is familiar with the theory of school management and its relationship with pedagogical science. The student understands the terminology and can actively use it in communication and not only in the context of his dissertation thesis. The student is familiar with the roles and functions of school management in Slovakia and abroad. The student possesses a theoretical overview of school management models as well as the current school management system and trends in Slovakia and abroad. The student is familiar with law documents and can interpret their meaning. These documents modify the functioning of kindergartens, primary and secondary schools, high schools and universities in Slovakia, educational institutions at macro, mezzo and predominantly microlevel with the emphasis on the requirements of educational worker. The student is able to characterize the personality of the manager of educational staff – from the point of view of legal and personable requirements.

- System of internal school management in context with management functions: process of planning in educational institution (with the emphasis on strategic planning). Decision making (the steps and methods of decision making). Organisation (the elaboration of organisational structures and principles of self-direction). Managing people (types of management, teamwork, delegation, coaching, ethical management). Trends in the application of motivational theories and strategies. Management communication (internal and external). Internal and external control. The differentiation between evaluation, evaluation and autoevaluation of school organisation. Marketing and marketing mix.

The student is familiar with the internal school management in context with management functions, planning, decision making, organisation, people management and control. The student understands the issue of marketing in school environment. The student is familiar with marketing mix – a set of tools, which are used to depict features of educational services offered to “customers”

- The elaboration of a concept of a case study and its elements (to determine and define research questions, select cases and methods of data collection and analysis, prepare for data collection in the field, analysis and evaluation, report preparation).

The student can determine and define research questions and the number of cases that he will deal with. The student can select adequate methods and tools for each case. The student can listen, question, interpret answer, seek relations, and make revelations from hidden context. The student can obtain and save multiple sources, which will subsequently be processed. The student can create databases etc. The student is familiar with various methods of data processing and understands them in context. The student is able to select a method with a particular aim, so that he can overcome an imposed limitation and secure high credibility. The student understands the meaning of result interpretation and its objectivization. The student can reflect on the matter of research and its procedure. The student must include an explanation of his case selection and describe the case in written form.

Recommended literature:

Compulsory literature:

PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 p. ISBN 978-80-223-3621-5.

https://www.fedu.uniba.sk/uploads/media/Skolsky_manazment.pdf

PISOŇOVÁ, M. a kol. 2017. Školský manažment terminologický a výkladový slovník.

Bratislava : Wolters Kluwer, 2017, 1. vol., 167 p., ISBN 978-80-8168-660-3.

<https://moodle.uniba.sk/mod/quiz/view.php?id=57866>

The students will be able to access additional study material in electronic form via LMS Moodle

– Course title: New trends in school management

The Constitution of the Slovak Republic

Current legislative norms concerning the establishment and activities of kindergartens, primary and secondary schools, high schools and universities in Slovak Republic.
 Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
 Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov
 Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov
 Zákon č. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení
 Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.
 Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

Languages necessary to complete the course:

Slovak and Czech languages

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: PaedDr. Erika Drgoňová, PhD.

Last change: 11.11.2022

Approved by: prof. PhDr. Róbert Letz, PhD.

COURSE DESCRIPTION

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|---|---|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-VDZde008/22 | Course title: New trends in school management |
| Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | |
| Type, volume, methods and workload of the student - additional information Type of activities, number of hours, form of the course: 12 hours per semester, lecture, hybrid form (primarily in-person teaching) Workload of a course: 12 hours (6 credits): 3 x 4 hours of in-person teaching – 12 hours, literature study and independent preparation 38 hours, preparation for in-semester assessment 70 hours, preparation for final assessment 60 hours, total 180 hours Teaching methods: Dialogue methods – interview, group discussion, debate, polemic, problem-solving methods – brainwriting, brainstorming, monologic methods – lectures, instruction, project methods, self-directed learning – working with text, assessment and task solving, e-learning. | |
| Number of credits: 6 | |
| Recommended semester: 3. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: Course requirements: In-semester assessment and final assessment (50+50, total 100 points). The course is completed with an exam. To complete the course, active participation is mandatory. Evaluation: In-semester evaluation: - Critical analysis of national and international research studies – 20 points and the elaboration of partial elements of case study – 30 points, Final evaluation: - The completion of the proposed concept of a case study (based on previously designated structure) and its oral presentation – 50 points. Scale of assessment (preliminary/final): For successful completion of the course, the student must receive a minimum of 60% of overall evaluation: A (100-91%, excellent – outstanding results) – the student is familiar with the topic at an excellent level, the student proves to have analytical and critical thinking, the student can create independently a concept of a case study at an excellent level, the student demonstrates metacognitive abilities. B (90-81%, very good – | |

above the average standard) – the student is familiar with the topic at a very good level (with minor inaccuracies), the student proves to have analytical and critical thinking, the student is able to create independently a concept of a case study at a very good level, the student demonstrates evaluative and procedural cognitive abilities. C (80-73%, good – generally sound work) – the student is familiar with the topic at a good level (with multiple mistakes or inaccuracies), the student demonstrates independent analytical and critical thinking, the student is able to create independently a concept of a case study at a good level, the student can apply the principles of scientific work when designing a project. D (72-66%, satisfactory – fair but with significant shortcomings) – the student is familiar with the topic at a satisfactory level (with considerable mistakes), the student is able to create independently a concept of a case study at an average level, the student demonstrates conceptual knowledge and the ability to think analytically, the student can argue at a satisfactory level. E (65-60%, sufficient – performance meets the minimum criteria) – the student is familiar with the topic at an acceptable level (with considerable mistakes), the student is able to create independently a very low-quality concept of a case study (but still acceptable), the student demonstrates conceptual knowledge and argumentative abilities at a low level. Fx (59-0%, fail – further work required)- the student is unable to apply acquired knowledge, the student creates a concept of a case study at an unsatisfactory level, the student does not demonstrate sufficient knowledge of critical thinking, the student is not familiar with basic terms and methods in research work, the student does not demonstrate the ability and motivation for self-study.

Learning outcomes:

Learning objectives and outcomes:

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

- The student of this course gains knowledge and satisfactory orientation in current trends of school management in Slovakia, with emphasis on management of educational institutions at macro, mezzo and microlevel.
- The student obtains information about current international trends in school management.
- The student becomes familiar with elementary law documents and should demonstrate the ability to interpret their content. These documents modify the functioning of kindergartens, primary and secondary schools, high schools, and universities in Slovakia, with the emphasis on the requirements of educational pedagogical workers and in context with the topic of the student's dissertation thesis.
- The student will be able to apply acquired knowledge when designing own case study based on previously designated requirements and in accordance with the student's topic of dissertation thesis. The creation of a case study enables the student to strengthen his abilities in critical thinking, active listening, communicating, persuasion, argumentation, presentation, writing, the ability to collaborate and plan activities that are related to the elaboration of a case study, the ability to think in context, metacognitive abilities and the ability of self-education.

Class syllabus:

Course overview:

- The theory of school management and its relation to pedagogical sciences. The definition of basic terms from the historical as well as current point of view. Functions and roles of school management in Slovakia and abroad. Theoretical models of school management. Current system of school management in Slovakia and current trends in school management abroad. Legal acts that modify the functioning of educational institutions at macro, mezzo and predominantly microlevel. The personality of the manager of educational staff – legal and personable requirements.

The student is familiar with the theory of school management and its relationship with pedagogical science. The student understands the terminology and can actively use it in communication and not only in the context of his dissertation thesis. The student is familiar with the roles and functions of school management in Slovakia and abroad. The student possesses a theoretical overview of school management models as well as the current school management system and trends in Slovakia and abroad. The student is familiar with law documents and can interpret their meaning. These documents modify the functioning of kindergartens, primary and secondary schools, high schools and universities in Slovakia, educational institutions at macro, mezzo and predominantly microlevel with the emphasis on the requirements of educational worker. The student is able to characterize the personality of the manager of educational staff – from the point of view of legal and personable requirements.

- System of internal school management in context with management functions: process of planning in educational institution (with the emphasis on strategic planning). Decision making (the steps and methods of decision making). Organisation (the elaboration of organisational structures and principles of self-direction). Managing people (types of management, teamwork, delegation, coaching, ethical management). Trends in the application of motivational theories and strategies. Management communication (internal and external). Internal and external control. The differentiation between evaluation, evaluation and autoevaluation of school organisation. Marketing and marketing mix.

The student is familiar with the internal school management in context with management functions, planning, decision making, organisation, people management and control. The student understands the issue of marketing in school environment. The student is familiar with marketing mix – a set of tools, which are used to depict features of educational services offered to “customers”

- The elaboration of a concept of a case study and its elements (to determine and define research questions, select cases and methods of data collection and analysis, prepare for data collection in the field, analysis and evaluation, report preparation).

The student can determine and define research questions and the number of cases that he will deal with. The student can select adequate methods and tools for each case. The student can listen, question, interpret answer, seek relations, and make revelations from hidden context. The student can obtain and save multiple sources, which will subsequently be processed. The student can create databases etc. The student is familiar with various methods of data processing and understands them in context. The student is able to select a method with a particular aim, so that he can overcome an imposed limitation and secure high credibility. The student understands the meaning of result interpretation and its objectivization. The student can reflect on the matter of research and its procedure. The student must include an explanation of his case selection and describe the case in written form.

Recommended literature:

Compulsory literature:

PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 p. ISBN 978-80-223-3621-5.

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PISOŇOVÁ, M. a kol. 2017. Školský manažment terminologický a výkladový slovník.

Bratislava : Wolters Kluwer, 2017, 1. vol., 167 p., ISBN 978-80-8168-660-3.

<https://moodle.uniba.sk/mod/quiz/view.php?id=57866>

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– Course title: New trends in school management

The Constitution of the Slovak Republic

Current legislative norms concerning the establishment and activities of kindergartens, primary and secondary schools, high schools and universities in Slovak Republic.
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov
Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov
Zákon č. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

Languages necessary to complete the course:

Slovak and Czech languages

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: Mgr. Adriana Poliaková, PhD.

Last change: 11.11.2022

Approved by: prof. PhDr. Róbert Letz, PhD.

COURSE DESCRIPTION

| | | | | | |
|--|-----|--|-----|-----|-----|
| Academic year: 2025/2026 | | | | | |
| University: Comenius University Bratislava | | | | | |
| Faculty: | | | | | |
| Course ID: PdF.KH/D-VDZde014/22 | | Course title: Odborná komunikácia v anglickom jazyku | | | |
| Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | | | | | |
| Number of credits: 3 | | | | | |
| Recommended semester: 1., 3. | | | | | |
| Educational level: III. | | | | | |
| Prerequisites: | | | | | |
| Course requirements: | | | | | |
| Learning outcomes: | | | | | |
| Class syllabus: | | | | | |
| Recommended literature: | | | | | |
| Languages necessary to complete the course: | | | | | |
| Notes: | | | | | |
| Past grade distribution Total number of evaluated students: 0 | | | | | |
| A | B | C | D | E | FX |
| 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: M. A. Paul Vincent McCullough | | | | | |
| Last change: | | | | | |
| Approved by: prof. PhDr. Róbert Letz, PhD. | | | | | |

COURSE DESCRIPTION

| | | | | | |
|--|-----|--|-----|-----|-----|
| Academic year: 2025/2026 | | | | | |
| University: Comenius University Bratislava | | | | | |
| Faculty: | | | | | |
| Course ID: PdF.KH/D-VDZde014/22 | | Course title: Odborná komunikácia v anglickom jazyku | | | |
| Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | | | | | |
| Number of credits: 3 | | | | | |
| Recommended semester: 2., 4. | | | | | |
| Educational level: III. | | | | | |
| Prerequisites: | | | | | |
| Course requirements: | | | | | |
| Learning outcomes: | | | | | |
| Class syllabus: | | | | | |
| Recommended literature: | | | | | |
| Languages necessary to complete the course: | | | | | |
| Notes: | | | | | |
| Past grade distribution Total number of evaluated students: 0 | | | | | |
| A | B | C | D | E | FX |
| 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: M. A. Paul Vincent McCullough | | | | | |
| Last change: | | | | | |
| Approved by: prof. PhDr. Róbert Letz, PhD. | | | | | |

COURSE DESCRIPTION

| | | | | | |
|---|-----|---|-----|-----|-----|
| Academic year: 2025/2026 | | | | | |
| University: Comenius University Bratislava | | | | | |
| Faculty: | | | | | |
| Course ID: PdF.KH/D-VDZde013/22 | | Course title: Odborná komunikácia v nemeckom jazyku | | | |
| Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | | | | | |
| Number of credits: 3 | | | | | |
| Recommended semester: 2., 4. | | | | | |
| Educational level: III. | | | | | |
| Prerequisites: | | | | | |
| Course requirements: | | | | | |
| Learning outcomes: | | | | | |
| Class syllabus: | | | | | |
| Recommended literature: | | | | | |
| Languages necessary to complete the course: | | | | | |
| Notes: | | | | | |
| Past grade distribution Total number of evaluated students: 0 | | | | | |
| A | B | C | D | E | FX |
| 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: PaedDr. Peter Gergel, PhD. | | | | | |
| Last change: | | | | | |
| Approved by: prof. PhDr. Róbert Letz, PhD. | | | | | |

COURSE DESCRIPTION

| | | | | | |
|--|-----|---|-----|-----|-----|
| Academic year: 2025/2026 | | | | | |
| University: Comenius University Bratislava | | | | | |
| Faculty: | | | | | |
| Course ID: PdF.KH/D-VDZde013/22 | | Course title: Odborná komunikácia v nemeckom jazyku | | | |
| Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | | | | | |
| Number of credits: 3 | | | | | |
| Recommended semester: 1., 3. | | | | | |
| Educational level: III. | | | | | |
| Prerequisites: | | | | | |
| Course requirements: | | | | | |
| Learning outcomes: | | | | | |
| Class syllabus: | | | | | |
| Recommended literature: | | | | | |
| Languages necessary to complete the course: | | | | | |
| Notes: | | | | | |
| Past grade distribution Total number of evaluated students: 0 | | | | | |
| A | B | C | D | E | FX |
| 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: PaedDr. Peter Gergel, PhD. | | | | | |
| Last change: | | | | | |
| Approved by: prof. PhDr. Róbert Letz, PhD. | | | | | |

COURSE DESCRIPTION

| | | | | | |
|--|-----|---|-----|-----|-----|
| Academic year: 2025/2026 | | | | | |
| University: Comenius University Bratislava | | | | | |
| Faculty: | | | | | |
| Course ID: PdF.KH/D-VDZde015/22 | | Course title: Odborná komunikácia v románskych jazykoch | | | |
| Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | | | | | |
| Number of credits: 3 | | | | | |
| Recommended semester: 1., 3. | | | | | |
| Educational level: III. | | | | | |
| Prerequisites: | | | | | |
| Course requirements: | | | | | |
| Learning outcomes: | | | | | |
| Class syllabus: | | | | | |
| Recommended literature: | | | | | |
| Languages necessary to complete the course: | | | | | |
| Notes: | | | | | |
| Past grade distribution Total number of evaluated students: 0 | | | | | |
| A | B | C | D | E | FX |
| 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: PhDr. Mojmír Malovecký, PhD. | | | | | |
| Last change: | | | | | |
| Approved by: prof. PhDr. Róbert Letz, PhD. | | | | | |

COURSE DESCRIPTION

| | | | | | |
|--|-----|---|-----|-----|-----|
| Academic year: 2025/2026 | | | | | |
| University: Comenius University Bratislava | | | | | |
| Faculty: | | | | | |
| Course ID: PdF.KH/D-VDZde015/22 | | Course title: Odborná komunikácia v románskych jazykoch | | | |
| Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 12s Form of the course: on-site learning, combined | | | | | |
| Number of credits: 3 | | | | | |
| Recommended semester: 2., 4. | | | | | |
| Educational level: III. | | | | | |
| Prerequisites: | | | | | |
| Course requirements: | | | | | |
| Learning outcomes: | | | | | |
| Class syllabus: | | | | | |
| Recommended literature: | | | | | |
| Languages necessary to complete the course: | | | | | |
| Notes: | | | | | |
| Past grade distribution Total number of evaluated students: 0 | | | | | |
| A | B | C | D | E | FX |
| 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: PhDr. Mojmír Malovecký, PhD. | | | | | |
| Last change: | | | | | |
| Approved by: prof. PhDr. Róbert Letz, PhD. | | | | | |

STATE EXAM DESCRIPTION

| | |
|---|---|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-VDZde005/22 | Course title: PhD. thesis defence |
| Number of credits: 30 | |
| Educational level: III. | |
| State exam syllabus: | |
| Last change: | |
| Approved by: prof. PhDr. Róbert Letz, PhD. | |

COURSE DESCRIPTION

| | | | | | |
|--|-----|---|-----|-----|-----|
| Academic year: 2025/2026 | | | | | |
| University: Comenius University Bratislava | | | | | |
| Faculty: | | | | | |
| Course ID: PdF.KH/D-VDZde011/22 | | Course title: Práca s externými literárnymi zdrojmi | | | |
| Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | | | | | |
| Number of credits: 3 | | | | | |
| Recommended semester: 1., 3. | | | | | |
| Educational level: III. | | | | | |
| Prerequisites: | | | | | |
| Course requirements: | | | | | |
| Learning outcomes: | | | | | |
| Class syllabus: | | | | | |
| Recommended literature: | | | | | |
| Languages necessary to complete the course: | | | | | |
| Notes: | | | | | |
| Past grade distribution Total number of evaluated students: 1 | | | | | |
| A | B | C | D | E | FX |
| 100,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: doc. PhDr. Miroslav Kamenický, CSc., doc. Mgr. Jaroslav Nemeš, PhD., doc. PaedDr. Ján Gunčaga, PhD., prof. PaedDr. Darina Tarcsiová, PhD. | | | | | |
| Last change: | | | | | |
| Approved by: prof. PhDr. Róbert Letz, PhD. | | | | | |

COURSE DESCRIPTION

| | | | | | |
|--|-----|---|-----|-----|-----|
| Academic year: 2025/2026 | | | | | |
| University: Comenius University Bratislava | | | | | |
| Faculty: | | | | | |
| Course ID: PdF.KH/D-VDZde011/22 | | Course title: Práca s externými literárnymi zdrojmi | | | |
| Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 12s Form of the course: on-site learning | | | | | |
| Number of credits: 3 | | | | | |
| Recommended semester: 2., 4. | | | | | |
| Educational level: III. | | | | | |
| Prerequisites: | | | | | |
| Course requirements: | | | | | |
| Learning outcomes: | | | | | |
| Class syllabus: | | | | | |
| Recommended literature: | | | | | |
| Languages necessary to complete the course: | | | | | |
| Notes: | | | | | |
| Past grade distribution Total number of evaluated students: 1 | | | | | |
| A | B | C | D | E | FX |
| 100,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: doc. PhDr. Miroslav Kamenický, CSc., doc. Mgr. Jaroslav Nemeš, PhD. | | | | | |
| Last change: | | | | | |
| Approved by: prof. PhDr. Róbert Letz, PhD. | | | | | |

COURSE DESCRIPTION

| | |
|--|--|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-VDZde010/22 | Course title: Word and context |
| Educational activities: Type of activities: Number of hours: per week: per level/semester: Form of the course: on-site learning | |
| Type, volume, methods and workload of the student - additional information Type of activities: lecture/seminar Number of hours: Block teaching together 12 hours, 6 hours of lectures/ 6hours of seminars per week: per level/semester: 12s Form of the course: in-person teaching, combined Student workload: 1 credit = 25 hours, total 100 hours: of which 12 hours of direct teaching, 24 hours of home preparation for teaching, 64 hours divided according to the study plan (50:50) as 32 hours during the semester for preparation for tests from each of the three parts of the course + 32 hours preparation of seminar work for the final assessment Teaching methods: interactive lecture, seminar, discussion of the topic, presentation of seminar work in the form of a paper, work in small groups; problem-solving, tests. | |
| Number of credits: 4 | |
| Recommended semester: 3. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: Course requirements: Completion of the course ends with an assessment. Active participation in seminars, in-semester tests for each of the three parts of the course, and elaboration of a seminar paper are assessed. Method of assessment and completion of the course: In-semester assessment will take place in the form of tests (2x25 points) and completion of the course will be in the form of a final seminar paper (50 points). Scale of assessment (preliminary/final): Completion of the course ends with an assessment. Active participation in seminars, in-semester tests for each of the three parts of the course, and elaboration of a seminar paper are assessed. Method of assessment and completion of the course: In-semester assessment will take place in the form of tests (2x25 points) and completion of the course will be in the form of a final seminar paper (50 points). The assessment is given on a scale: A (100 – 95 %, excellent – outstanding results), B (94 – 90%, very good – above the average standard), C (89 – 85%, good – generally sound work), D (84 – 80%, satisfactory – fair but with significant shortcomings), E (79 – 75%, sufficient – performance meets the minimum criteria), Fx (74 – 0%, fail – further work required). Differentiated final assessment according to individual levels: Excellent: precise formulation of the intention of the work plan and excellent knowledge of the current state of research, consideration of the scientific context, | |

clear and logical argumentation, justification of the chosen research method, consideration of all aspects needed to process the topic, significant proportion of own arguments and own results of work, including pointing to open questions (desiderates), differentiated language, correct use of terminology, easy-to-read style, grammatically, orthographically and stylistically minimal number of errors, taking into account a large amount of literature, formally correct adjustment (adherence to the citation standard, etc.), excellent ability to present work results independently and incorporate comments, active participation in discussions about the analysed linguistic phenomena during the semester. Very good: solid elaboration of the topic concerning the objectives, very good knowledge of the scientific context, logical division of the work aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, taking into account a reasonable amount of literature, formally correct adjustment (adherence to the citation standard, etc.), very good ability to present the results independently and incorporate comments on the oral presentation, active participation in discussions about the analysed linguistic phenomena during the semester. Good: average elaboration of the topic concerning the objectives, superficial connection with the current state of research issues, mostly logical argumentation, mostly correct mediation of arguments from secondary literature, mostly correct use of terminology, grammatically, orthographically, stylistically at a good level, taking into account a reasonable amount of literature, formally correct adjustment (adherence to the citation standard, etc.), good ability to present the results of the work independently and incorporate comments. Satisfactory: only a rough outline of the problem, superficial knowledge of the scientific context, inaccurate mediation of arguments taken from the literature, largely correct use of terminology, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, more grammatical, orthographic, and stylistic errors, use of a small amount of literature, minimal incorporation of comments. Sufficient: superficial processing of the topic and without own contribution by mechanical adoption from various sources, inaccurate use of terminology, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to present theoretical knowledge independently in connection with practical applications. Fail: insufficient elaboration of the topic, minimal or no knowledge of the scientific context, weak, resp. no argumentation, large number of orthographic, stylistic errors, large formal shortcomings.

Learning outcomes:

Learning objectives and outcomes:

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

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

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

Class syllabus:

I. Word in structural, semantic, and textual contexts

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

- How does the word in the text work?
- II. A word in confrontation
 - What's the equivalent?
 - Does each word have an equivalent in another language?
 - How does translation compensate for "translation losses"?
 - Realities as so-called non-equivalent lexical units
- III. Word in databases and corpora
 - Linguistics as an exact science
 - Technologies used in language research
 - Methods of corpus linguistics
 - Work with linguistic corpora

Recommended literature:

ČERMÁK, F. 2017. Korpus a korpusová lingvistika. Praha: Univerzita Karlova, nakladatelství Karolinum, 2017. DITTMANN, J., SCHMIDT, C. 2011. Úvahy o slove. Základy lingvistiky. Prešov: Vydavateľstvo Prešovskej univerzity, 2011. GROMOVÁ, E. 2009. Úvod do translatológie. Nitra: UKF v Nitre, 2009. HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Vydavateľstvo IRIS, 2006. MASÁR, I. 2000. Ako pomenúvame v slovenčine. Kapitoly z terminologickej teórie a praxe. Bratislava: Slovenská jazykovedná spoločnosť pri SAV, 2000. MÜGLOVÁ, D. 2013. Komunikace, tlumočení, překlad aneb Proč spadla babylonská věž?. Nitra: Enigma, 2013. RAKŠÁNYIOVÁ, J. 2005. Preklad ako interkultúrna komunikácia. Bratislava: AnaPress, 2005. ŠIMON, L. 2005. Úvod do teórie a praxe prekladu (nielen) pre nemčinárov. Prešov: Náuka, 2005. Recommended literature: APRILE, M. 2016. Dalle parole ai dizionari. Bologna: Il Mulino, 2016. BUBENHOFER, N. (2006-2018): Einführung in die Korpuslinguistik: Praktische Grundlagen und Werkzeuge. Elektronische Ressource: <<http://www.bubenhofer.com/korpuslinguistik/>>. User Guide to Sketch Engine URL: <<https://www.sketchengine.co.uk/user-guide/>>. CASADO VELARDE, M. 2017. La innovación léxica en el español actual, Madrid: Ed. Síntesis, 2017. CASADO VELARDE, M. 2021. Curso de semántica léxica del español. Pamplona: EUNSA, 2021. ČEŇKOVÁ, I. a kol. 2001. Teorie a didaktika tlumočení I. UK FF Praha: Desktop Publishing, 2001. ČONOSOVÁ, E., MARKOVÁ, V., ŠEMELÍK, M. 2010. Substantiva ve Velkém německo-českém akademickém slovníku a nové korpusové nástroje. In: Ročenka Kruhu moderních filologů, 2010. ÉLUERD, R. 2000. La lexicologie. Paris: PUF, 2000. GREISCH, J. 1995. Rozumět a interpretovat. FILOSOFIA, Praha: nakladatelství Filosofického ústavu AV ČR. HEYER, G., QUASTHOFF, U., WITTIG, Th. 2006. Text Mining: Wissensrohstoff Text: Konzepte, Algorithmen, Ergebnisse. Bochum: W3L, 2006. JANÍK, T., MAŇÁK, J., & KNECHT, P. 2009. Cíle a obsahy školního vzdělávání a metodologie jejich utváření. Brno: Paido, 2009. JEŽEK, E. 2011. Lessico. Bologna: Il Mulino 2011. SCHWARZE, CH., WUNDERLICH, D. 1985. Handbuch der Lexikologie. Königstein/Ts.: Athenäum Verlag GmbH, 1985. KÁŇA, T. 2014. Sprachkorpora in Unterricht und Forschung. Brno: Masyrykova univerzita 2014. KLIEME, E., MAAG-MERKI, K., HARTIG, J. 2010. Pojem kompetence a význam kompetencí ve vzdělávání. Pedagogická orientace, Roč. 20, č. 4 (2010), 104–119. KOCEK, J., KOPŘIVOVÁ, M., KUČERA, K. 2000. Český národní korpus. Úvod a příručka uživatele. FF UK Praha 2000. KOLLER, W. 2004. Einführung in die Übersetzungswissenschaft. Wiesbaden: Quelle & Meyer, 2004. KRÁLOVÁ, J. 2009. Překlad jako téma k diskusi aneb Historia magistra vitae. Svět literatury. XIX, 40 (2009), 191–193. KRÁLOVÁ, J. 2010. Od výuky jazyka k didaktice prekladu a tlumočení aneb historia magistra vitae. Translatologica ostraviensia. 1. vyd. Ostrava: Ostravská Univerzita v Ostravě, 2010. KRÁLOVÁ, J. 2012. A nemůže se (o překladu) říci nic, co by už dříve řečeno nebylo. Santoyo, Julio César. Sobre la traducción: textos clásico y medievales. León: Universidad de León, Instituto de Estudios Medievales, 2012. KRÁLOVÁ, J. 2013. Překlad jako kulturní (sebe)reflexe.

In: Vědecký výzkum a výuka jazyků V. Komunikační sebereflexe a kompetence. Hradec Králové: Univerzita Hradec Králové, 2013. LEMNITZER, L., ZINSMEISTER, H. 2006. Korpuslinguistik. Tübingen: Gunter Narr Verlag, 2006. LYONS, J. 1995. Einführung in die moderne Linguistik. Achte, unveränderte Auflage. München: C. H. Beck'sche Verlagsbuchhandlung (Oscar Beck), 1995. MAŇÁK, J. 2004. Možnosti školy v multikulturní výchově. In L. Gulová, E. Štěpařová (Eds.). Multikulturní výchova v teorii a praxi. Brno: Pedagogická fakulta MU v Brně, (2004), 25–28. MORGENSTERNOVÁ, M, ŠULOVÁ, L. et al. 2007. Interkulturní psychologie. Rozvoj interkulturní senzitivity. Praha: Karolinum, 2007. PERKUHN, R., KEIBEL, H., KUPIETZ, M. 2012. Korpuslinguistik. Paderborn: Wilhelm Fink, 2012. POLÁČKOVÁ, V., PÍŠOVÁ, M. 2011. Testování jako forma hodnocení cizojazyčné komunikační kompetence. Bezpečnostní teorie a praxe, zvl. č. (2011), 551–564. PRŮCHA, J. 2001. Multikulturní výchova. Teorie – praxe – výzkum. Praha: ISV Praha, 2001. PRŮCHA, J. 2004a. Interkulturní psychologie. Praha: Portál, 2004a. PRŮCHA, J. 2004b. Multikulturní výchova: vědecké základy pro její teorii a praktické aktivity. In L. Gulová & E. Štěpařová, (Eds.). Multikulturní výchova v teorii a praxi. Brno: Pedagogická fakulta MU v Brně, (2004b), 13–19. PRŮCHA, J. 2009. Interkulturní komunikace. Praha: Grada, 2009. SANDRINI, P. 1996. Terminologiearbeit im Recht: Deskriptiver und begriffsorientierter Ansatz vom Standpunkt des Übersetzers. Wien: IITF-series 8, TermNet, 1996. SLAVÍK, J., JANÍK, T. 2007. Fakta a fenomény v průniku didaktické teorie, výzkumu a praxe vzdělávání. Pedagogika, Roč. 5, č. 3 (2007), 263–274. ŠEBESTOVÁ, S. 2011. Příležitosti k rozvíjení řečových dovedností výuce anglického jazyka: videostudie. Brno: Masarykova univerzita, 2011. ŠVEHLOVÁ, M. 2004. Interkulturní kompetence jako součást profesních kompetencí získávaných v rámci studia pedagogického oboru vysoké školy. In L. Gulová & E. Štěpařová (Eds.). Multikulturní výchova v teorii a praxi. Brno: Pedagogická fakulta MU v Brně, (2004), 87–96. VAJIČKOVÁ, M. 2019. Theoretische Aspekte der Kollokationen. In: Kollokationen im Sprachsystem und Sprachgebrauch. Ein Lehrbuch. Nümbrecht: Kirsch-Verlag, (2019), 11–50. VAVROUŠOVÁ, P. 2013. Sedm tváří translologie; Praha: Nakladatelství Karolinum, 2013. ZERZOVÁ, J. 2012. Interkulturní komunikační kompetence a její rozvíjení v hodinách anglického jazyka na 2. stupni základní školy. Brno: Masarykova univerzita, 2012. URL: <<https://nlp.fi.muni.cz/cs/UvodDoKorpusoveLingvistiky>>.

Languages necessary to complete the course:

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Notes:

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Past grade distribution

Total number of evaluated students: 0

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

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

Last change: 17.11.2022

Approved by: prof. PhDr. Róbert Letz, PhD.

COURSE DESCRIPTION

| | |
|--|--|
| Academic year: 2025/2026 | |
| University: Comenius University Bratislava | |
| Faculty: | |
| Course ID: PdF.KH/D-VDZde010/22 | Course title: Word and context |
| Educational activities: Type of activities: Number of hours: per week: per level/semester: Form of the course: on-site learning | |
| Type, volume, methods and workload of the student - additional information Type of activities: lecture/seminar Number of hours: Block teaching together 12 hours, 6 hours of lectures/ 6hours of seminars per week: per level/semester: 12s Form of the course: in-person teaching, combined Student workload: 1 credit = 25 hours, total 100 hours: of which 12 hours of direct teaching, 24 hours of home preparation for teaching, 64 hours divided according to the study plan (50:50) as 32 hours during the semester for preparation for tests from each of the three parts of the course + 32 hours preparation of seminar work for the final assessment Teaching methods: interactive lecture, seminar, discussion of the topic, presentation of seminar work in the form of a paper, work in small groups; problem-solving, tests. | |
| Number of credits: 4 | |
| Recommended semester: 4. | |
| Educational level: III. | |
| Prerequisites: | |
| Course requirements: Course requirements: Completion of the course ends with an assessment. Active participation in seminars, in-semester tests for each of the three parts of the course, and elaboration of a seminar paper are assessed. Method of assessment and completion of the course: In-semester assessment will take place in the form of tests (2x25 points) and completion of the course will be in the form of a final seminar paper (50 points). Scale of assessment (preliminary/final): Completion of the course ends with an assessment. Active participation in seminars, in-semester tests for each of the three parts of the course, and elaboration of a seminar paper are assessed. Method of assessment and completion of the course: In-semester assessment will take place in the form of tests (2x25 points) and completion of the course will be in the form of a final seminar paper (50 points). The assessment is given on a scale: A (100 – 95 %, excellent – outstanding results), B (94 – 90%, very good – above the average standard), C (89 – 85%, good – generally sound work), D (84 – 80%, satisfactory – fair but with significant shortcomings), E (79 – 75%, sufficient – performance meets the minimum criteria), Fx (74 – 0%, fail – further work required). Differentiated final assessment according to individual levels: Excellent: precise formulation of the intention of the work plan and excellent knowledge of the current state of research, consideration of the scientific context, | |

clear and logical argumentation, justification of the chosen research method, consideration of all aspects needed to process the topic, significant proportion of own arguments and own results of work, including pointing to open questions (desiderates), differentiated language, correct use of terminology, easy-to-read style, grammatically, orthographically and stylistically minimal number of errors, taking into account a large amount of literature, formally correct adjustment (adherence to the citation standard, etc.), excellent ability to present work results independently and incorporate comments, active participation in discussions about the analysed linguistic phenomena during the semester. Very good: solid elaboration of the topic concerning the objectives, very good knowledge of the scientific context, logical division of the work aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, taking into account a reasonable amount of literature, formally correct adjustment (adherence to the citation standard, etc.), very good ability to present the results independently and incorporate comments on the oral presentation, active participation in discussions about the analysed linguistic phenomena during the semester. Good: average elaboration of the topic concerning the objectives, superficial connection with the current state of research issues, mostly logical argumentation, mostly correct mediation of arguments from secondary literature, mostly correct use of terminology, grammatically, orthographically, stylistically at a good level, taking into account a reasonable amount of literature, formally correct adjustment (adherence to the citation standard, etc.), good ability to present the results of the work independently and incorporate comments. Satisfactory: only a rough outline of the problem, superficial knowledge of the scientific context, inaccurate mediation of arguments taken from the literature, largely correct use of terminology, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, more grammatical, orthographic, and stylistic errors, use of a small amount of literature, minimal incorporation of comments. Sufficient: superficial processing of the topic and without own contribution by mechanical adoption from various sources, inaccurate use of terminology, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to present theoretical knowledge independently in connection with practical applications. Fail: insufficient elaboration of the topic, minimal or no knowledge of the scientific context, weak, resp. no argumentation, large number of orthographic, stylistic errors, large formal shortcomings.

Learning outcomes:

Learning objectives and outcomes:

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

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

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

Class syllabus:

I. Word in structural, semantic, and textual contexts

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

- How does the word in the text work?
- II. A word in confrontation
 - What's the equivalent?
 - Does each word have an equivalent in another language?
 - How does translation compensate for "translation losses"?
 - Realities as so-called non-equivalent lexical units
- III. Word in databases and corpora
 - Linguistics as an exact science
 - Technologies used in language research
 - Methods of corpus linguistics
 - Work with linguistic corpora

Recommended literature:

ČERMÁK, F. 2017. Korpus a korpusová lingvistika. Praha: Univerzita Karlova, nakladatelství Karolinum, 2017. DITTMANN, J., SCHMIDT, C. 2011. Úvahy o slove. Základy lingvistiky. Prešov: Vydavateľstvo Prešovskej univerzity, 2011. GROMOVÁ, E. 2009. Úvod do translatológie. Nitra: UKF v Nitre, 2009. HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Vydavateľstvo IRIS, 2006. MASÁR, I. 2000. Ako pomenúvame v slovenčine. Kapitoly z terminologickej teórie a praxe. Bratislava: Slovenská jazykovedná spoločnosť pri SAV, 2000. MÜGLOVÁ, D. 2013. Komunikace, tlumočení, překlad aneb Proč spadla babylonská věž?. Nitra: Enigma, 2013. RAKŠÁNYIOVÁ, J. 2005. Preklad ako interkultúrna komunikácia. Bratislava: AnaPress, 2005. ŠIMON, L. 2005. Úvod do teórie a praxe prekladu (nielen) pre nemčinárov. Prešov: Náuka, 2005. Recommended literature: APRILE, M. 2016. Dalle parole ai dizionari. Bologna: Il Mulino, 2016. BUBENHOFER, N. (2006-2018): Einführung in die Korpuslinguistik: Praktische Grundlagen und Werkzeuge. Elektronische Ressource: <<http://www.bubenhofer.com/korpuslinguistik/>>. User Guide to Sketch Engine URL: <<https://www.sketchengine.co.uk/user-guide/>>. CASADO VELARDE, M. 2017. La innovación léxica en el español actual, Madrid: Ed. Síntesis, 2017. CASADO VELARDE, M. 2021. Curso de semántica léxica del español. Pamplona: EUNSA, 2021. ČEŇKOVÁ, I. a kol. 2001. Teorie a didaktika tlumočení I. UK FF Praha: Desktop Publishing, 2001. ČONOSOVÁ, E., MARKOVÁ, V., ŠEMELÍK, M. 2010. Substantiva ve Velkém německo-českém akademickém slovníku a nové korpusové nástroje. In: Ročenka Kruhu moderních filologů, 2010. ÉLUERD, R. 2000. La lexicologie. Paris: PUF, 2000. GREISCH, J. 1995. Rozumět a interpretovat. FILOSOFIA, Praha: nakladatelství Filosofického ústavu AV ČR. HEYER, G., QUASTHOFF, U., WITTIG, Th. 2006. Text Mining: Wissensrohstoff Text: Konzepte, Algorithmen, Ergebnisse. Bochum: W3L, 2006. JANÍK, T., MAŇÁK, J., & KNECHT, P. 2009. Cíle a obsahy školního vzdělávání a metodologie jejich utváření. Brno: Paido, 2009. JEŽEK, E. 2011. Lessico. Bologna: Il Mulino 2011. SCHWARZE, CH., WUNDERLICH, D. 1985. Handbuch der Lexikologie. Königstein/Ts.: Athenäum Verlag GmbH, 1985. KÁŇA, T. 2014. Sprachkorpora in Unterricht und Forschung. Brno: Masyrykova univerzita 2014. KLIEME, E., MAAG-MERKI, K., HARTIG, J. 2010. Pojem kompetence a význam kompetencí ve vzdělávání. Pedagogická orientace, Roč. 20, č. 4 (2010), 104–119. KOCEK, J., KOPŘIVOVÁ, M., KUČERA, K. 2000. Český národní korpus. Úvod a příručka uživatele. FF UK Praha 2000. KOLLER, W. 2004. Einführung in die Übersetzungswissenschaft. Wiesbaden: Quelle & Meyer, 2004. KRÁLOVÁ, J. 2009. Překlad jako téma k diskusi aneb Historia magistra vitae. Svět literatury. XIX, 40 (2009), 191–193. KRÁLOVÁ, J. 2010. Od výuky jazyka k didaktice překladu a tlumočení aneb historia magistra vitae. Translatologica ostraviensia. 1. vyd. Ostrava: Ostravská Univerzita v Ostravě, 2010. KRÁLOVÁ, J. 2012. A nemůže se (o překladu) říci nic, co by už dříve řečeno nebylo. Santoyo, Julio César. Sobre la traducción: textos clásico y medievales. León: Universidad de León, Instituto de Estudios Medievales, 2012. KRÁLOVÁ, J. 2013. Překlad jako kulturní (sebe)reflexe.

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