

## Course descriptions

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## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KL/D-VDZde009a/22	<b>Course title:</b> Current reflection on art (group B)
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 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.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b>	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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. Evaluation: A (100 – 91 %), excellent – outstanding results), the student is able to interpret the designated problem of the current cultural processes at a very high level, whilst making use of aesthetic terminology,	

B (90 – 81%), very good – above the average standard), the student is capable to creatively interpret 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.

The ratio of in-semester assessment and final evaluation: 0/100.

### **Learning outcomes:**

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 skills

### **Class syllabus:**

### **Recommended literature:**

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](http://www.estetickyslovník.sk)>.

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

PERNIOLA, M. 2000. Estetika 20. stoločí. 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:**

Languages necessary to complete the course: Slovak and Czech

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 0

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

### **Lecturers:**

**Last change:** 02.01.2023

**Approved by:** prof. PaedDr. Zsolt Cséfalvay, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KL/D-VDZde009a/22	<b>Course title:</b> Current reflection on art (group B)
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 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.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b>	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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. Evaluation: A (100 – 91 %), excellent – outstanding results), the student is able to interpret the designated problem of the current cultural processes at a very high level, whilst making use of aesthetic terminology,	

B (90 – 81%), very good – above the average standard), the student is capable to creatively interpret 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.

The ratio of in-semester assessment and final evaluation: 0/100.

### **Learning outcomes:**

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 skills

### **Class syllabus:**

### **Recommended literature:**

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](http://www.estetickyslovník.sk)>.

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

PERNIOLA, M. 2000. Estetika 20. stoločí. 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:**

Languages necessary to complete the course: Slovak and Czech

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 0

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

### **Lecturers:**

**Last change:** 02.01.2023

**Approved by:** prof. PaedDr. Zsolt Cséfalvay, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KL/D-VDZde003a/22	<b>Course title:</b> Development of research project
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 4 hours, 3 times per semester, total 12 hours per semester, seminar Form of the course: combined, (primarily in-person teaching) Number of hours: 12 S (6 credits): <ul style="list-style-type: none"> <li>• 3x 4 hours of classes - 12 hours;</li> <li>• Work on assignments – 80 hours;</li> <li>• Completion of the project proposal and preparation for the presentation – 25 hours;</li> <li>• Literature study, independent preparation for seminars – 63 hours.</li> </ul> A total of 180 hours of work. Teaching methods: dialogical methods (interview, debate, polemic, discussion), group work, guided self-study (literature study, solving assignments, e-learning)	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Active participation in seminars is expected to complete the course. The assessment includes the elaboration of the following interim assignments: <ul style="list-style-type: none"> <li>• Critical analysis of foreign and domestic studies - 20 points</li> <li>• Work with reference styles - 10 points</li> <li>• Formulation of partial parts of a project (goal, abstract, introduction/current state of the knowledge, research methodology) - 50 points</li> <li>• Complete project design and presentation - 20 points</li> </ul> To complete the course, the student needs to obtain at least 60% of the points. Final grades are awarded based on the scale: A (100 - 91 %, excellent – outstanding results) – the student masters the topic at an excellent level, demonstrates independent analytical and critical thinking, can independently create a research project at an excellent level, demonstrates their metacognitive skills.	

B (90 - 81 %, very good – above the average standard) – the student masters the topic at a very good level (only with minor inaccuracies), demonstrates independent analytical and critical thinking, can independently create a research project at a very good level, demonstrates evaluative and procedural cognitive skills.

C (80 – 73 %, good – generally sound work) – the student masters the topic at a good level (with several errors or inaccuracies), demonstrates independent analytical and critical thinking, can independently create a research project at a good level, can apply procedures of scientific work in project creation.

D (72 – 66 %, satisfactory – fair but with significant shortcomings) – the student masters the topic at the average level (with more significant errors), can independently create a research project at the average level, demonstrates conceptual knowledge and the ability to think analytically, can provide arguments at the average level.

E (65 – 60 %, sufficient – performance meets the minimum criteria) – the student masters the topic at an acceptable level (with more fundamental errors); can independently create a research project, the quality of which is at a low but acceptable level; demonstrates conceptual knowledge, demonstrates argumentation skills at a low level.

Fx (59 - 0 %, fail – further work required) – the student is not able to apply the acquired knowledge, creates a project at an insufficient level, does not demonstrate a sufficient level of critical thinking, has not mastered the basic concepts and procedures of scientific work, or does not demonstrate the signs of independent study and motivation for it.

#### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

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.

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.

#### **Class syllabus:**

#### **Recommended literature:**

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](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.

<ul style="list-style-type: none"> <li>• Organizing Academic Research Papers: Purpose of Guide, dostupné na: <a href="https://library.sacredheart.edu/c.php?g=29803&amp;p=185901">https://library.sacredheart.edu/c.php?g=29803&amp;p=185901</a></li> <li>• The British Psychological Society, (2014). Code of Human Research Ethics. St Andrews, Scotland: The British Psychological Society. Retrieved from: <a href="https://www.ed.ac.uk/files/atoms/files/bps_code_of_human_research_ethics.pdf">https://www.ed.ac.uk/files/atoms/files/bps_code_of_human_research_ethics.pdf</a></li> <li>• 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</li> </ul>							
<p><b>Languages necessary to complete the course:</b>  Languages necessary to complete the course: Slovak, English</p>							
<p><b>Notes:</b></p>							
<p><b>Past grade distribution</b>  Total number of evaluated students: 0</p>							
A	ABS	B	C	D	E	FX	NEABS
0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0
<p><b>Lecturers:</b></p>							
<p><b>Last change:</b> 02.01.2023</p>							
<p><b>Approved by:</b> prof. PaedDr. Zsolt Cséfalvay, PhD.</p>							

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KL/D-VDZde003a/22	<b>Course title:</b> Development of research project
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<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 4 hours, 3 times per semester, total 12 hours per semester, seminar Form of the course: combined, (primarily in-person teaching) Number of hours: 12 S (6 credits): <ul style="list-style-type: none"> <li>• 3x 4 hours of classes - 12 hours;</li> <li>• Work on assignments – 80 hours;</li> <li>• Completion of the project proposal and preparation for the presentation – 25 hours;</li> <li>• Literature study, independent preparation for seminars – 63 hours.</li> </ul> A total of 180 hours of work. Teaching methods: dialogical methods (interview, debate, polemic, discussion), group work, guided self-study (literature study, solving assignments, e-learning)	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> III.	
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<b>Course requirements:</b> Course requirements: Active participation in seminars is expected to complete the course. The assessment includes the elaboration of the following interim assignments: <ul style="list-style-type: none"> <li>• Critical analysis of foreign and domestic studies - 20 points</li> <li>• Work with reference styles - 10 points</li> <li>• Formulation of partial parts of a project (goal, abstract, introduction/current state of the knowledge, research methodology) - 50 points</li> <li>• Complete project design and presentation - 20 points</li> </ul> To complete the course, the student needs to obtain at least 60% of the points. Final grades are awarded based on the scale: A (100 - 91 %, excellent – outstanding results) – the student masters the topic at an excellent level, demonstrates independent analytical and critical thinking, can independently create a research project at an excellent level, demonstrates their metacognitive skills.	

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D (72 – 66 %, satisfactory – fair but with significant shortcomings) – the student masters the topic at the average level (with more significant errors), can independently create a research project at the average level, demonstrates conceptual knowledge and the ability to think analytically, can provide arguments at the average level.

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#### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

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.

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.

#### **Class syllabus:**

#### **Recommended literature:**

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](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](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:**

Languages necessary to complete the course: Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:**

**Last change:** 02.01.2023

**Approved by:** prof. PaedDr. Zsolt Cséfalvay, PhD.

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KL/D-VDZde004a/22	<b>Course title:</b> Doctoral examination
<b>Number of credits:</b> 20	
<b>Educational level:</b> III.	
<b>Course requirements:</b> Prerequisites: The doctoral student can apply for the Doctoral examination if he/she has obtained at least 60 credits, of which 40 credits for studies. He/she must register for the exam no later than 18 months after the start of his/her studies in the three-year full-time doctoral programme or 24 months after the start of his/her studies in the four-year full-time doctoral programme. The conditions for applying for the state exam are defined by the currently valid Study Regulations of the Faculty of Education, Comenius University in Bratislava. The essentials of the written work/thesis are contained in the currently valid Directive of the Rector of Comenius University on final theses.	
<b>Learning outcomes:</b> Learning outcomes and objectives: Learning objectives: To verify the acquired knowledge of the methodology and research methodology in the field of didactics. Learning outcomes: Graduates understand the essential facts, concepts, principles, and theories related to research and teaching practice and its educational system context. They can creatively use relevant knowledge to identify, analyze and solve subject-didactic problem situations, especially creatively apply concepts, principles, and procedures associated with planning, organizing, and evaluating teaching, especially student teaching of teacher adepts, self-reflecting subject-didactic work and competently assess its quality and effectiveness, scientifically examine the systemic relationships between the phenomena of teaching and training, especially the dependence of educational and educational-training effects on their programmatic, procedural and contextual determinants. Graduates demonstrate the skills of metacognition, self-education, and postdoctoral studies as well as the ability to cooperate with faculty teachers, teachers of secondary or primary training school as well as with employees of related professions. The graduate of the dissertation will be able to acquire, analyze, interpret and apply new scientific knowledge in the field in which he/she carries out his/her research. He/she can demonstrate professional and methodological knowledge in the areas of the dissertation exam determined by the doctoral programme. He/she can evaluate the theories, concepts, and innovations that are needed to grasp and solve the scientific problem that is the subject of his/her research.	
<b>State exam syllabus:</b>	
<b>Recommended literature:</b> Compulsory literature: DOLNÍK, J. 2013. Všeobecná jazykoveda: opis a vysvetľovanie jazyka, Bratislava: Veda, 2013. FINDRA, J. 1989. Stavba a prednes rečníckeho prejavu. Martin: Vydavateľstvo Osveta, 1989. KOŠKA, J. 2003. Recepcia ako tvorba. Bratislava: Veda, 2003. LOJOVÁ, G. 2004. Teória a prax vyučovania gramatiky cudzích jazykov. Bratislava: Monitor Promotion, 2004.	

- LOJOVÁ, G. 2005. Individuálne osobitosti pri učení sa cudzích jazykov I. Bratislava: Univerzita Komenského, 2005.
- LOJOVÁ, G./VLČKOVÁ, K. 1987. Styly a stratégie vo výuce cizích jazyku. Praha: Portál, 2011.
- MISTRÍK, J. 1987. Rétorika. 3. vyd. Bratislava: Slovenské pedagogické nakladateľstvo, 1987.
- MISTRÍK, J., ŠKVARENINOVÁ, O. 1992. Štylistika a rétorika. Bratislava: Právnická fakulta Univerzity Komenského, 1992.
- ONDREJOVIČ, S. 2008. Jazyk, veda o jazyku, societa. Bratislava: VEDA, 2008.
- SLANČOVÁ, D. a kol. 2001. Základy praktickej rétoriky. Prešov: Náuka, 2001.
- Recommended literature:
- AITCHISON, J. 1972. Linguistics. London: Teach Yourself Books, 1972.
- BAASNER, R. 2001. Methoden und Modelle der Literaturwissenschaft. Eine Einführung. Berlin: Erich Schmidt, 2001.
- BESTE, G. (ed.) 2007. Fachmethodik: Deutsch-Methodik: Handbuch für die Sekundarstufe I und II. Berlin: Cornelsen, 2007.
- BRACKERT, H./STÜCKRATH, J. 2004. Literaturwissenschaft. Ein Grundkurs. Reinbek bei Hamburg: Rowohlt Taschenbuch, 2004.
- BROWN, D. H. 2000. Principles of Language Learning and Teaching. Prentice Hall, 2000.
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WODE, H. 1998. Psycholinguistik. Eine Einführung in die Lehr- und Lernbarkeit von Sprachen. Ismaning: Max Hueber Verlag, 1998.

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak and English or German or French or Spanish or Italian

**Last change:** 02.01.2023

**Approved by:** prof. PaedDr. Zsolt Cséfalvay, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026							
<b>University:</b> Comenius University Bratislava							
<b>Faculty:</b>							
<b>Course ID:</b> PdF.KL/D-VDZde011a/22				<b>Course title:</b> External literal sources			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning							
<b>Number of credits:</b> 3							
<b>Recommended semester:</b>							
<b>Educational level:</b> III.							
<b>Prerequisites:</b>							
<b>Course requirements:</b>							
<b>Learning outcomes:</b>							
<b>Class syllabus:</b>							
<b>Recommended literature:</b>							
<b>Languages necessary to complete the course:</b>							
<b>Notes:</b>							
<b>Past grade distribution</b> Total number of evaluated students: 0							
A	ABS	B	C	D	E	FX	NEABS
0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>							
<b>Last change:</b>							
<b>Approved by:</b> prof. PaedDr. Zsolt Cséfalvay, PhD.							

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026							
<b>University:</b> Comenius University Bratislava							
<b>Faculty:</b>							
<b>Course ID:</b> PdF.KL/D-VDZde011a/22				<b>Course title:</b> External literal sources			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning							
<b>Number of credits:</b> 3							
<b>Recommended semester:</b>							
<b>Educational level:</b> III.							
<b>Prerequisites:</b>							
<b>Course requirements:</b>							
<b>Learning outcomes:</b>							
<b>Class syllabus:</b>							
<b>Recommended literature:</b>							
<b>Languages necessary to complete the course:</b>							
<b>Notes:</b>							
<b>Past grade distribution</b> Total number of evaluated students: 0							
A	ABS	B	C	D	E	FX	NEABS
0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>							
<b>Last change:</b>							
<b>Approved by:</b> prof. PaedDr. Zsolt Cséfalvay, PhD.							

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KL/D-VDZde001a/22	<b>Course title:</b> Methodology of qualitative research
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 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	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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:**

**Recommended literature:**

Compulsory 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:**

Languages necessary to complete the course: Slovak and Czech

**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:**

**Last change:** 02.01.2023

**Approved by:** prof. PaedDr. Zsolt Cséfalvay, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KL/D-VDZde001a/22	<b>Course title:</b> Methodology of qualitative research
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 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	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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.

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  - # 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:**

**Recommended literature:**

Compulsory 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:**

Languages necessary to complete the course: Slovak and Czech

**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:**

**Last change:** 02.01.2023

**Approved by:** prof. PaedDr. Zsolt Cséfalvay, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KL/D-VDZde002a/22	<b>Course title:</b> Methodology of quantitative research
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 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.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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:**

Learning outcomes:

Learning objectives and 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:**

#### **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:**

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

**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:**

**Last change:** 02.01.2023

**Approved by:** prof. PaedDr. Zsolt Cséfalvay, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KL/D-VDZde002a/22	<b>Course title:</b> Methodology of quantitative research
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 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.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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:**

Learning outcomes:

Learning objectives and 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:**

#### **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/>  
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 IŠVEC, Š. (1998). Metodológia vied o výchove. Bratislava: IRIS.

**Languages necessary to complete the course:**

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

**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:**

**Last change:** 02.01.2023

**Approved by:** prof. PaedDr. Zsolt Cséfalvay, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KL/D-VDZde016a/22	<b>Course title:</b> New approaches in therapeutic-educational intervention
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: type of activities, number of hours and form of the course: 12 hours per semester, primarily in-person teaching Student workload: 12 S (6 credits): 3 x 4 hours direct lessons in the form of scientific discourse with teachers (12 hours), study of literature and independent preparation (80 hours), scholarly manuscript/literature review on an agreed topic in a selected area of speech therapy/therapeutic education and presentation of key aspects (60 hours). Teaching methods: Group discussion, problem-solving, processing information resources, critical analysis of case studies in the field of speech therapy and therapeutic education.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Participation in three 4-hour teaching blocks is mandatory. The students will be evaluated based on written work (literature review manuscript on a specific topic), which they will submit no later than one month after the completion of the block of lectures and at the same time will present at a joint professional seminar of the Department of Communication Disorders and the Department of Therapeutic Education. The written work is intended to reflect an up-to-date view of a scientific problem in a specific field of research focus in Speech therapy and Therapeutic Education. The evaluation is done based on a scale of: A (excellent – excellent results): excellent readiness for discussions during seminar meetings (study of the latest literature, critical reflection, excellent reasoning of the strengths and weaknesses of research), excellently crafted manuscript of scientific research (review article). B (very good – above average standard): quality readiness for discussions during seminar meetings (study of the latest literature, critical reflection, very good reasoning of the strengths and weaknesses of a research), the well-crafted manuscript of a scientific research (review article). C (good – regular, reliable work): average readiness for discussions during seminar meetings (study of the latest literature, sound reflection, and argumentation of the strengths and weaknesses of research), reliably processed handwriting of a scientific research (review article).	

<p>D (satisfactory – acceptable results): satisfactory preparedness for discussions during seminar meetings (study of available literature, adequate reflection on the strengths and weaknesses of the research problem), adequately processed manuscript of scientific research (review article), which still requires finalization based on the comments of the teachers.</p> <p>E (sufficiently – results meet the minimum criteria): sufficient readiness for discussions during seminar meetings (study of available literature, limits in reflection on the strengths and weaknesses of the research problem), the manuscript of the scientific research (review article) requires more actual finalization based on the comments of the teachers.</p> <p>Fx (insufficient) – lack of readiness for discussions (studying only a few sources), lack of understanding of the scientific problem, and minimal reflection.</p>																	
<p><b>Learning outcomes:</b>  Learning outcomes:  The aim is to deepen the knowledge of the theoretical frameworks for intervention models in the context of a holistic and systemic approach and new research in the field of neuroscience.  The student will be able to collect, analyse in depth and interpret current theoretical-methodological problems focused on research in the field and will be able to contextualise disorders (in terms of the circumstances of their origin, deterioration and treatment) and care opportunities. Based on the study of literature, the student will be able to process relevant information and formulate key scientific problems in the field. The student will be able to write a literature review (research study), which summarises the latest results of research carried out at home and abroad and published in prestigious scientific journals.</p>																	
<p><b>Class syllabus:</b></p>																	
<p><b>Recommended literature:</b>  Recommended literature:  Scientific articles published in domestic and foreign journals:  Logopaedica  Československá psychologie  Psychológia a patopsychológia dieťaťa  Revue Liečebnej pedagogiky  Topics in Child Language  Journal of Neuropsychological Rehabilitation  DOIDGE, N. 2017. Váš mozek se dokáže uzdravit. Brno: Cerebrum, 2017.  GRAWE, K. 2007. Neuropsychoterapie. Praha: Portál, 2007.</p>																	
<p><b>Languages necessary to complete the course:</b>  Language necessary to complete the course: Slovak, English</p>																	
<p><b>Notes:</b></p>																	
<p><b>Past grade distribution</b>  Total number of evaluated students: 0</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>0,0</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> </tr> </tbody> </table>						A	B	C	D	E	FX	0,0	0,0	0,0	0,0	0,0	0,0
A	B	C	D	E	FX												
0,0	0,0	0,0	0,0	0,0	0,0												
<p><b>Lecturers:</b></p>																	
<p><b>Last change:</b> 02.01.2023</p>																	
<p><b>Approved by:</b> prof. PaedDr. Zsolt Cséfalvay, PhD.</p>																	

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KL/D-VDZde016a/22	<b>Course title:</b> New approaches in therapeutic-educational intervention
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: type of activities, number of hours and form of the course: 12 hours per semester, primarily in-person teaching Student workload: 12 S (6 credits): 3 x 4 hours direct lessons in the form of scientific discourse with teachers (12 hours), study of literature and independent preparation (80 hours), scholarly manuscript/literature review on an agreed topic in a selected area of speech therapy/therapeutic education and presentation of key aspects (60 hours). Teaching methods: Group discussion, problem-solving, processing information resources, critical analysis of case studies in the field of speech therapy and therapeutic education.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Participation in three 4-hour teaching blocks is mandatory. The students will be evaluated based on written work (literature review manuscript on a specific topic), which they will submit no later than one month after the completion of the block of lectures and at the same time will present at a joint professional seminar of the Department of Communication Disorders and the Department of Therapeutic Education. The written work is intended to reflect an up-to-date view of a scientific problem in a specific field of research focus in Speech therapy and Therapeutic Education. The evaluation is done based on a scale of: A (excellent – excellent results): excellent readiness for discussions during seminar meetings (study of the latest literature, critical reflection, excellent reasoning of the strengths and weaknesses of research), excellently crafted manuscript of scientific research (review article). B (very good – above average standard): quality readiness for discussions during seminar meetings (study of the latest literature, critical reflection, very good reasoning of the strengths and weaknesses of a research), the well-crafted manuscript of a scientific research (review article). C (good – regular, reliable work): average readiness for discussions during seminar meetings (study of the latest literature, sound reflection, and argumentation of the strengths and weaknesses of research), reliably processed handwriting of a scientific research (review article).	

<p>D (satisfactory – acceptable results): satisfactory preparedness for discussions during seminar meetings (study of available literature, adequate reflection on the strengths and weaknesses of the research problem), adequately processed manuscript of scientific research (review article), which still requires finalization based on the comments of the teachers.</p> <p>E (sufficiently – results meet the minimum criteria): sufficient readiness for discussions during seminar meetings (study of available literature, limits in reflection on the strengths and weaknesses of the research problem), the manuscript of the scientific research (review article) requires more actual finalization based on the comments of the teachers.</p> <p>Fx (insufficient) – lack of readiness for discussions (studying only a few sources), lack of understanding of the scientific problem, and minimal reflection.</p>																	
<p><b>Learning outcomes:</b> Learning outcomes: The aim is to deepen the knowledge of the theoretical frameworks for intervention models in the context of a holistic and systemic approach and new research in the field of neuroscience. The student will be able to collect, analyse in depth and interpret current theoretical-methodological problems focused on research in the field and will be able to contextualise disorders (in terms of the circumstances of their origin, deterioration and treatment) and care opportunities. Based on the study of literature, the student will be able to process relevant information and formulate key scientific problems in the field. The student will be able to write a literature review (research study), which summarises the latest results of research carried out at home and abroad and published in prestigious scientific journals.</p>																	
<p><b>Class syllabus:</b></p>																	
<p><b>Recommended literature:</b> Recommended literature: Scientific articles published in domestic and foreign journals: Logopaedica Československá psychologie Psychológia a patopsychológia dieťaťa Revue Liečebnej pedagogiky Topics in Child Language Journal of Neuropsychological Rehabilitation DOIDGE, N. 2017. Váš mozek se dokáže uzdravit. Brno: Cerebrum, 2017. GRAWE, K. 2007. Neuropsychoterapie. Praha: Portál, 2007.</p>																	
<p><b>Languages necessary to complete the course:</b> Language necessary to complete the course: Slovak, English</p>																	
<p><b>Notes:</b></p>																	
<p><b>Past grade distribution</b> Total number of evaluated students: 0</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>0,0</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> </tr> </tbody> </table>						A	B	C	D	E	FX	0,0	0,0	0,0	0,0	0,0	0,0
A	B	C	D	E	FX												
0,0	0,0	0,0	0,0	0,0	0,0												
<p><b>Lecturers:</b></p>																	
<p><b>Last change:</b> 02.01.2023</p>																	
<p><b>Approved by:</b> prof. PaedDr. Zsolt Cséfalvay, PhD.</p>																	

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KL/D-VDZde007a/22	<b>Course title:</b> New trends in psychological theory and praxis (group A)
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 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.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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 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:**

### **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:**

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

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:**

**Last change:** 02.01.2023

**Approved by:** prof. PaedDr. Zsolt Cséfalvay, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KL/D-VDZde007a/22	<b>Course title:</b> New trends in psychological theory and praxis (group A)
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 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.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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 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:**

### **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:**

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

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:**

**Last change:** 02.01.2023

**Approved by:** prof. PaedDr. Zsolt Cséfalvay, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KL/D-LOGde001a/22	<b>Course title:</b> New trends in speech and Language therapy research
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: type of activities, number of hours and form of the course: 12 hours per semester, primarily in-person teaching Student workload: 12 S (6 credits): 3 x 4 hours direct lessons in the form of scientific discourse with teachers (12 hours), study of literature and independent preparation (70 hours), processing of manuscript of scientific overview work to a selected area of communication disorders (80), preparation of presentation and presentation of lectures at the departmental professional seminar (18 hours). Teaching methods: Group discussion, problem-solving, information resources work, critical analysis in Communication Disorders research studies.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Participation in three 4-hour teaching blocks is mandatory. The students will be evaluated based on written work (manuscript of a scientific study, overview work on a specific topic in the field of Speech-Language Therapy research), which they will submit no later than one month after the completion of the block of lectures and at the same time will present at a joint professional seminar of the Department of Communication Disorders and the Department of Therapeutic Education. The written work is intended to reflect an up-to-date view of a scientific problem in a specific field of research focusing on speech and language development or some communication disorders in children and adults. The evaluation is done based on a scale of: A (excellent – excellent results): excellent readiness for discussions during seminar meetings (study of the latest literature, critical reflection, excellent reasoning of the strengths and weaknesses of research), excellently crafted manuscript of scientific research (review article), excellent presentation (form and content) of the topic at the expert seminar, quick answers to questions in the discussion. B (very well – above average standard): quality readiness for discussions during seminar meetings (study of the latest literature, critical reflection, sound reasoning of the strengths and weaknesses of a research), the well-crafted manuscript of a scientific research (review article), excellent presentation	

(form and content) of the given topic at the expert seminar, quick answers to questions in the discussion.

C (good – regular, reliable work): adequate readiness for discussions during seminar meetings (study of the latest literature, sound reflection, and argumentation of the strengths and weaknesses of research), reliably processed handwriting of a scientific research (review article), good presentation (form and content) of the given topic at a professional seminar, answers to questions in the discussion.

D (satisfactory – acceptable results): average preparedness for discussions during seminar meetings (study of available literature, adequate reflection on the strengths and weaknesses of the research problem), averagely processed manuscript of scientific research, which still requires finalization based on the comments of the teachers (review article), average presentation (both form and content) of the topic at the expert seminar, only partially managed responses to questions in the discussion.

E (sufficiently – results meet the minimum criteria): average readiness for discussions during seminar meetings (study of available literature, limits in reflection on the strengths and weaknesses of the research problem), the manuscript of the scientific research requires more actual finalization based on the comments of the teachers (review article), average presentation (both form and content) of the given topic at the expert seminar, only partially managed responses to questions in the discussion.

Fx (insufficient) - lack of readiness for discussions (studying only a few sources), lack of understanding of the scientific problem, and minimal reflection. Unacceptable presentation of the scientific problem and expert seminar of the Department.

#### **Learning outcomes:**

Learning outcomes:

After completing the subject, they will acquire, analyze, and interpret the latest theoretical-methodological questions focused on research into the development of speech and communication and its disorders and various types of impaired communication (both developmental and acquired). After the literature study, they will process relevant information and formulate critical scientific problems and questions related to individual types of impaired communication capability. The student will process a review article (scientific study), which summarizes the latest results of research carried out at home and abroad and published in prestigious scientific journals. Based on studying literature and preparing a scientific publication, the student will be able to present key points of selected research issues in the field of Speech and Language Therapy.

#### **Class syllabus:**

#### **Recommended literature:**

Recommended literature:

Scientific articles published in domestic and foreign journals:

Logopaedica

Listy klinické logopedie

Československá psychologie

Psychológia a patopsychológia dieťaťa

Aphasiology

Aging and Dementia

European Journal of Communication Disorders

Journal of Fluency Disorders

Journal of Child Language

First Language

Plos one

Applied Psycholinguistics

Bilingualism: Language and Cognition Cleft Palate Speech Neurology Voice Disorders Topics in Child Language Journal of Speech, Language and Hearing research Brain and Language, Dyslexia Reading and Writing Journal of Neuropsychological Rehabilitation					
<b>Languages necessary to complete the course:</b> Language necessary to complete the course: Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>					
<b>Last change:</b> 02.01.2023					
<b>Approved by:</b> prof. PaedDr. Zsolt Cséfalvay, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KL/D-LOGde001a/22	<b>Course title:</b> New trends in speech and Language therapy research
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: type of activities, number of hours and form of the course: 12 hours per semester, primarily in-person teaching Student workload: 12 S (6 credits): 3 x 4 hours direct lessons in the form of scientific discourse with teachers (12 hours), study of literature and independent preparation (70 hours), processing of manuscript of scientific overview work to a selected area of communication disorders (80), preparation of presentation and presentation of lectures at the departmental professional seminar (18 hours). Teaching methods: Group discussion, problem-solving, information resources work, critical analysis in Communication Disorders research studies.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Participation in three 4-hour teaching blocks is mandatory. The students will be evaluated based on written work (manuscript of a scientific study, overview work on a specific topic in the field of Speech-Language Therapy research), which they will submit no later than one month after the completion of the block of lectures and at the same time will present at a joint professional seminar of the Department of Communication Disorders and the Department of Therapeutic Education. The written work is intended to reflect an up-to-date view of a scientific problem in a specific field of research focusing on speech and language development or some communication disorders in children and adults. The evaluation is done based on a scale of: A (excellent – excellent results): excellent readiness for discussions during seminar meetings (study of the latest literature, critical reflection, excellent reasoning of the strengths and weaknesses of research), excellently crafted manuscript of scientific research (review article), excellent presentation (form and content) of the topic at the expert seminar, quick answers to questions in the discussion. B (very well – above average standard): quality readiness for discussions during seminar meetings (study of the latest literature, critical reflection, sound reasoning of the strengths and weaknesses of a research), the well-crafted manuscript of a scientific research (review article), excellent presentation	

(form and content) of the given topic at the expert seminar, quick answers to questions in the discussion.

C (good – regular, reliable work): adequate readiness for discussions during seminar meetings (study of the latest literature, sound reflection, and argumentation of the strengths and weaknesses of research), reliably processed handwriting of a scientific research (review article), good presentation (form and content) of the given topic at a professional seminar, answers to questions in the discussion.

D (satisfactory – acceptable results): average preparedness for discussions during seminar meetings (study of available literature, adequate reflection on the strengths and weaknesses of the research problem), averagely processed manuscript of scientific research, which still requires finalization based on the comments of the teachers (review article), average presentation (both form and content) of the topic at the expert seminar, only partially managed responses to questions in the discussion.

E (sufficiently – results meet the minimum criteria): average readiness for discussions during seminar meetings (study of available literature, limits in reflection on the strengths and weaknesses of the research problem), the manuscript of the scientific research requires more actual finalization based on the comments of the teachers (review article), average presentation (both form and content) of the given topic at the expert seminar, only partially managed responses to questions in the discussion.

Fx (insufficient) - lack of readiness for discussions (studying only a few sources), lack of understanding of the scientific problem, and minimal reflection. Unacceptable presentation of the scientific problem and expert seminar of the Department.

**Learning outcomes:**

Learning outcomes:

After completing the subject, they will acquire, analyze, and interpret the latest theoretical-methodological questions focused on research into the development of speech and communication and its disorders and various types of impaired communication (both developmental and acquired). After the literature study, they will process relevant information and formulate critical scientific problems and questions related to individual types of impaired communication capability. The student will process a review article (scientific study), which summarizes the latest results of research carried out at home and abroad and published in prestigious scientific journals. Based on studying literature and preparing a scientific publication, the student will be able to present key points of selected research issues in the field of Speech and Language Therapy.

**Class syllabus:**

**Recommended literature:**

Recommended literature:

Scientific articles published in domestic and foreign journals:

Logopaedica

Listy klinické logopedie

Československá psychologie

Psychológia a patopsychológia dieťaťa

Aphasiology

Aging and Dementia

European Journal of Communication Disorders

Journal of Fluency Disorders

Journal of Child Language

First Language

Plos one

Applied Psycholinguistics

Bilingualism: Language and Cognition Cleft Palate Speech Neurology Voice Disorders Topics in Child Language Journal of Speech, Language and Hearing research Brain and Language, Dyslexia Reading and Writing Journal of Neuropsychological Rehabilitation					
<b>Languages necessary to complete the course:</b> Language necessary to complete the course: Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>					
<b>Last change:</b> 02.01.2023					
<b>Approved by:</b> prof. PaedDr. Zsolt Cséfalvay, PhD.					

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KL/D-VDZde005a/22	<b>Course title:</b> PhD thesis defence
<b>Number of credits:</b> 30	
<b>Educational level:</b> III.	
<b>Course requirements:</b> Prerequisites: The conditions for applying for the Ph.D. thesis defence are defined in Art. 21 and Art. 30 to 34 of Internal Regulation No. 1/2020 of the currently valid Study Regulations of the Faculty of Education, Comenius University in Bratislava. The essentials of the written work/thesis are contained in the currently valid Directive of the Rector of Comenius University on final theses.	
<b>Learning outcomes:</b> Learning outcomes: By defending the PhD. theses (dissertation), the graduate has to prove readiness for independent scientific and creative activity. After successful defence of the dissertation, the student will be ready to define and analyze the current state of scientific research in the field related to the subject of research, in areas related to the doctoral programme, and other related disciplines. The graduate will be able to carry out scientific research, interpret the results and present them in scientific forums. He/she will be able to scientifically argue and defend and reflect the results of his/her research. He/she can apply and creatively improve and develop theories and research, development, and innovation practices in his/her field and create new ones.	
<b>State exam syllabus:</b>	
<b>Recommended literature:</b> Recommended literature: study of professional literature according to the chosen topic	
<b>Languages necessary to complete the course:</b> Languages necessary to complete the course: Slovak and English or German or French or Spanish or Italian	
<b>Last change:</b> 02.01.2023	
<b>Approved by:</b> prof. PaedDr. Zsolt Cséfalvay, PhD.	

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026							
<b>University:</b> Comenius University Bratislava							
<b>Faculty:</b>							
<b>Course ID:</b> PdF.KL/D-VDZde014a/22				<b>Course title:</b> Professional communication in English			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning							
<b>Number of credits:</b> 3							
<b>Recommended semester:</b>							
<b>Educational level:</b> III.							
<b>Prerequisites:</b>							
<b>Course requirements:</b>							
<b>Learning outcomes:</b>							
<b>Class syllabus:</b>							
<b>Recommended literature:</b>							
<b>Languages necessary to complete the course:</b>							
<b>Notes:</b>							
<b>Past grade distribution</b> Total number of evaluated students: 0							
A	ABS	B	C	D	E	FX	NEABS
0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>							
<b>Last change:</b>							
<b>Approved by:</b> prof. PaedDr. Zsolt Cséfalvay, PhD.							

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026							
<b>University:</b> Comenius University Bratislava							
<b>Faculty:</b>							
<b>Course ID:</b> PdF.KL/D-VDZde014a/22				<b>Course title:</b> Professional communication in English			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning							
<b>Number of credits:</b> 3							
<b>Recommended semester:</b>							
<b>Educational level:</b> III.							
<b>Prerequisites:</b>							
<b>Course requirements:</b>							
<b>Learning outcomes:</b>							
<b>Class syllabus:</b>							
<b>Recommended literature:</b>							
<b>Languages necessary to complete the course:</b>							
<b>Notes:</b>							
<b>Past grade distribution</b> Total number of evaluated students: 0							
A	ABS	B	C	D	E	FX	NEABS
0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>							
<b>Last change:</b>							
<b>Approved by:</b> prof. PaedDr. Zsolt Cséfalvay, PhD.							

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026							
<b>University:</b> Comenius University Bratislava							
<b>Faculty:</b>							
<b>Course ID:</b> PdF.KL/D-VDZde013a/22				<b>Course title:</b> Professional communication in German			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning							
<b>Number of credits:</b> 3							
<b>Recommended semester:</b>							
<b>Educational level:</b> III.							
<b>Prerequisites:</b>							
<b>Course requirements:</b>							
<b>Learning outcomes:</b>							
<b>Class syllabus:</b>							
<b>Recommended literature:</b>							
<b>Languages necessary to complete the course:</b>							
<b>Notes:</b>							
<b>Past grade distribution</b> Total number of evaluated students: 0							
A	ABS	B	C	D	E	FX	NEABS
0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>							
<b>Last change:</b>							
<b>Approved by:</b> prof. PaedDr. Zsolt Cséfalvay, PhD.							

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026							
<b>University:</b> Comenius University Bratislava							
<b>Faculty:</b>							
<b>Course ID:</b> PdF.KL/D-VDZde013a/22				<b>Course title:</b> Professional communication in German			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning							
<b>Number of credits:</b> 3							
<b>Recommended semester:</b>							
<b>Educational level:</b> III.							
<b>Prerequisites:</b>							
<b>Course requirements:</b>							
<b>Learning outcomes:</b>							
<b>Class syllabus:</b>							
<b>Recommended literature:</b>							
<b>Languages necessary to complete the course:</b>							
<b>Notes:</b>							
<b>Past grade distribution</b> Total number of evaluated students: 0							
A	ABS	B	C	D	E	FX	NEABS
0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>							
<b>Last change:</b>							
<b>Approved by:</b> prof. PaedDr. Zsolt Cséfalvay, PhD.							

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KL/D-VDZde006a/22	<b>Course title:</b> Statistical methods (group A)
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 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	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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:**

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 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:**

**Recommended literature:**

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 statistiky. Praha, Grada, 2016.

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

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak and English – study of foreign literature

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:**

**Last change:** 02.01.2023

**Approved by:** prof. PaedDr. Zsolt Cséfalvay, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KL/D-VDZde006a/22	<b>Course title:</b> Statistical methods (group A)
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 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	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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:**

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 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:**

**Recommended literature:**

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 statistiky. Praha, Grada, 2016.

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

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak and English – study of foreign literature

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:**

**Last change:** 02.01.2023

**Approved by:** prof. PaedDr. Zsolt Cséfalvay, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KL/D-VDZde010a/22	<b>Course title:</b> Word in context (group B)
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: 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.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b>	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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). 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 analyzed 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 analyzed 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 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:**

### **Recommended literature:**

Compulsory 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 translológie. 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:**

Languages necessary to complete the course: Slovak and English or German or French or Spanish or Italian

**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

<b>Lecturers:</b>
<b>Last change:</b> 02.01.2023
<b>Approved by:</b> prof. PaedDr. Zsolt Cséfalvay, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KL/D-VDZde010a/22	<b>Course title:</b> Word in context (group B)
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: 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.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b>	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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). 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 analyzed 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 analyzed 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 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:**

### **Recommended literature:**

Compulsory 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 translológie. 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.
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- 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:**

Languages necessary to complete the course: Slovak and English or German or French or Spanish or Italian

**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

<b>Lecturers:</b>
<b>Last change:</b> 02.01.2023
<b>Approved by:</b> prof. PaedDr. Zsolt Cséfalvay, PhD.