Course descriptions

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COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde013/22	Current reflection of art

Educational activities:
Type of activities: lecture
Number of hours:
per week: per level/semester: 12s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
12 hours per semester, in-person teaching and hybrid method
Workload of a course:
12 hours of lectures per semester, preparation of final work 50 hours per semester, study time outside of class (self-study) 40 hours per semester, individual consultations with lecturer 5 hours per semester, presentation of final work 5 hours. Total 112 hours per semester.
Educational methods:
Analysis and interpretation of literary works, discussion, brainstorming, problem-solving tasks, applying theory to real-world problems of contemporary culture and art, presentation.

Number of credits: 4

Recommended semester: 2., 4., 6.

Educational level: III.

Prerequisites:

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

Learning outcomes:
Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:
The 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:
Given the fact that the aim of the course is to depict and react on the current state of culture and art, the structure along with any further details of each topic will be modified based on their current state. In addition to that, they will be modified with regards to the updated scientific results focusing on the theory of current reflection of art in the given academic year.
Main topics:
The main features of the literary work of art, the ontological status of the literary work of art, artistic expression, the status of the literary work of art in culture, function of art, understanding work of art, the methods aesthetic art reflection.
All the topics make up one unit, each topic mutually complementing the other. Moreover, they facilitate the development of interpretative and analytical skills of students. When it comes to the analyses and interpretations of the works of art and their theoretical aesthetic reflection, the students are able to step back and look at the current state of culture from a different perspective. Each topic, in context with the other, develops a critical stance on culture and art.

Recommended literature:
HADRAVOVÁ, T. 2016 Co je nového v estetice. Praha: Nová beseda, 2016.
MISTRÍK, E. 2013-2021. Estetický slovník. Bratislava: Album, 2013-2021. URL: <www.estetickyslovnik.sk>.
NELSON, R. S./SHIFF, R.2004. Kritické pojmy dejín umenia. Bratislava: Nadácia – Centrum súčasného umenia, 2004.
PERNIOLA, M. 2000. Estetika 20. století. Praha: Karolinum, 2000.
SOURIAU, É. 1994. Encyklopedie estetiky. Praha: Victoria, 1994.
ZÁHRADKA, P (ed.). 2010. Estetika na přelomu milénia. Vybrané problémy současné estetiky. Brno: Barrister & Principal, 2010.
The students are advised to look for additional literature based on the topic and state of their final thesis.

Languages necessary to complete the course:
Slovak and Czech

Notes:

Past grade distribution
Total number of evaluated students: 9

A	ABS	B	C	D	E	FX	NEABS
55,56	0,0	33,33	11,11	0,0	0,0	0,0	0,0

Lecturers:

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde013/22	Current reflection of art

Educational activities:
Type of activities: lecture
Number of hours:
per week: per level/semester: 12s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
12 hours per semester, in-person teaching and hybrid method
Workload of a course:
12 hours of lectures per semester, preparation of final work 50 hours per semester, study time outside of class (self-study) 40 hours per semester, individual consultations with lecturer 5 hours per semester, presentation of final work 5 hours. Total 112 hours per semester.
Educational methods:
Analysis and interpretation of literary works, discussion, brainstorming, problem-solving tasks, applying theory to real-world problems of contemporary culture and art, presentation.

Number of credits: 4

Recommended semester: 1., 3., 5.

Educational level: III.

Prerequisites:

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

Learning outcomes:
Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:
The 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:
Given the fact that the aim of the course is to depict and react on the current state of culture and art, the structure along with any further details of each topic will be modified based on their current state. In addition to that, they will be modified with regards to the updated scientific results focusing on the theory of current reflection of art in the given academic year.
Main topics:
The main features of the literary work of art, the ontological status of the literary work of art, artistic expression, the status of the literary work of art in culture, function of art, understanding work of art, the methods aesthetic art reflection.
All the topics make up one unit, each topic mutually complementing the other. Moreover, they facilitate the development of interpretative and analytical skills of students. When it comes to the analyses and interpretations of the works of art and their theoretical aesthetic reflection, the students are able to step back and look at the current state of culture from a different perspective. Each topic, in context with the other, develops a critical stance on culture and art.

Recommended literature:
HADRAVOVÁ, T. 2016 Co je nového v estetice. Praha: Nová beseda, 2016.
MISTRÍK, E. 2013-2021. Estetický slovník. Bratislava: Album, 2013-2021. URL: <www.estetickyslovnik.sk>.
NELSON, R. S./SHIFF, R.2004. Kritické pojmy dejín umenia. Bratislava: Nadácia – Centrum súčasného umenia, 2004.
PERNIOLA, M. 2000. Estetika 20. století. Praha: Karolinum, 2000.
SOURIAU, É. 1994. Encyklopedie estetiky. Praha: Victoria, 1994.
ZÁHRADKA, P (ed.). 2010. Estetika na přelomu milénia. Vybrané problémy současné estetiky. Brno: Barrister & Principal, 2010.
The students are advised to look for additional literature based on the topic and state of their final thesis.

Languages necessary to complete the course:
Slovak and Czech

Notes:

Past grade distribution
Total number of evaluated students: 9

A	ABS	B	C	D	E	FX	NEABS
55,56	0,0	33,33	11,11	0,0	0,0	0,0	0,0

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-PEPde101/22	Current trends in pre-primary pedagogy

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: **per level/semester:** 4s / 8s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
8 hours per semester lecture + 4 hours per semester seminar; together per semester 12 hours, combined form; (primarily attendance).
Student workload: 8sP + 4sS (6 credits): 8x 1 hour of direct teaching = 8 hours; 4x 1 hour seminar = 4 hours; 40 hours preparation for discussion during seminars; 45 hours preparation for mid-term evaluation; 48 hours preparation of individual written work; 35 hours preparation for the oral exam. A total of 180 hours of student work.
Methods of learning: discussion of the topic covered; argumentative discourse; independent student work; e-learning.

Number of credits: 6

Recommended semester: 2., 4., 6.

Educational level: III.

Prerequisites:

Course requirements:
During the semester, there will be three forms of assessment (active participation in discussions during the course for 30 points; elaboration of an individual written work for 40 points and verbal defense of an independent written work for 30 points).
It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. Credits will not be awarded to a student who obtains less than 20 points from any form of assessment. To successfully complete the course, it is necessary to obtain at least 60% of points
Continuous assessment: active participation in discussions (the student should be able to discuss a specific topic defined by the teacher at a professional level).
Final assessment: individual written work (the student has to prepare an individual work of a conceptual nature on the specific topic of the teacher and submit it in electronic form, which will contain carefully selected evidence of how the student develops scientific knowledge and competencies related to current trends in pre-primary pedagogy, the student defends the individual work in the form of an oral exam, for which he prepares a presentation)
Final grades are awarded based on the scale:
A (100 - 91 %, excellent – outstanding results) – the student presents excellent theoretical knowledge and he/she is able to apply it creatively and in an original way into the written work and its oral defense.

B (90 - 81 %, very good – above the average standard) – the student presents theoretical knowledge at a very good level and is able to apply it creatively to the written work and its oral defense.
C (80 – 73 %, good – normal reliable work) – the student presents theoretical knowledge at an average level and is able to apply it appropriately to the written work and its oral defense.
D (72 – 66 %, satisfactory –acceptable results) – the student presents theoretical knowledge at a satisfactory level and is able to apply it appropriately to the written work and its oral defense.
E (65 – 60 %, sufficient – performance meets the minimum criteria) - the student presents theoretical knowledge at a low level and has shortcomings in their application to the written work and its oral defense.
Fx (59 - 0 %, fail – further work required) – the student has significant shortcomings in the field of theoretical knowledge and / or in their application to the written work and its oral defense.

Learning outcomes:
The aim of the course is to acquire scientific knowledge about pre-primary education. The student will understand the differences between the individual selected models applied worldwide in pre-primary education, can explain the concept of individual models and their ways of implementation in pre-primary education and upbringing. The student is able to scientifically explain the importance of didactic use of digital technologies, robotics and robots in pre-primary education. The student is able to understand and argue the reasons for changes in the mission, goals and contents of the current kindergarten. The student is able to take a professional position in solving pedagogical and didactic problems and the consequences of the crisis of values, family and the concept of the child in pre-primary education. The student will be able to orientate in individual concepts of didactic support of child learning and able to analyze the differences in them. The student will be able to understand the individual strategies of teaching and education to develop the competencies of the child in pre-primary education and able to interpret them. By completing the course, the student will be able to continue to develop scientific knowledge and skills within the study program Preschool and Elementary Pedagogy with a focus on preschool children. As part of completing the course, the student will develop the following transferable skills: communication, organizational, digital, interpersonal, as well as creativity and productiveness, readiness to learn and think in context.

Class syllabus:
The content of the course contributes to the goals and outcomes of education (graduate profile) with the following topics:
Current teaching models applied worldwide in pre-primary education. The aim of the topic is to acquaint students with individual selected models applied worldwide in the process of teaching and education of pre-primary education. The student should understand the differences among the individual selected models applied worldwide in the current conditions of teaching and education in kindergarten, can explain their concept and methods of implementation in pre-primary teaching and education.
Use of digital technologies, robotics and robots in pre-primary education. The aim of the topic is to acquaint students with the importance of didactic use of digital technologies, robotics and robots in pre-primary teaching. The student should be able to scientifically explain the importance of didactic use of digital technologies, robotics and robots in the process of teaching and education of pre-primary education.
Changes in the mission and goals of the current kindergarten. The aim of the topic is to acquaint the student with the mission, goals and content of the current kindergarten. The student should understand and argue the reasons for changes in the mission, goals and contents of the current kindergarten.
Child acculturation transposed in the contents of pre-primary education. The aim of the topic is to acquaint the student with the issue of child acculturation in the contents of pre-primary education.

The student should be able to orientate in individual concepts of didactic support of the child's learning and be able to analyze the differences in them within the acculturation of the child by transposition in the contents of pre-primary education.
The crisis of the family and values in the postmodern and their impact on pre-primary education. The aim of the topic is to acquaint the student with the consequences of the crisis of the family, values and conception of the child in the current pre-primary education. The student should be able to take a professional position in solving pedagogical and didactic problems and the consequences of the crisis of values, family and the concept of the child in pre-primary education and upbringing.
Postmodern conception of the child versus modern teaching models. The aim of the topic is to acquaint the student with new forms of literacy and cognitive prostheses, which are an integral part of a child's life in the 21st century. The student should be able to understand the individual strategies of teaching and education to develop the child's competencies in pre-primary education and should be able to interpret them

Recommended literature:

COHEN E. L., WAITE-STUPIANSKY, S. (2017). Theories of Early Childhood Education : Developmental, Behaviorist, and Critical. London, UK: Routledge.
KOSTRUB, D. (2021). Robotika v dosahu (naj)mladšej generácie = Robotics within the reach of the youngest generation. In: Dieťa ako užívateľ digitálnych technológií. Šaľa: Materská škola, s. 8-12.
KOSTRUB, D., SEVERINI, E., REHÚŠ, M. (2012). Proces výučby a digitálne technológie. Prešov: Rokus.
KURUC, M., TOMÁNEK, P. (2017). Korene nepokoja. Brno: Tribun.
POPKEWITZ, S. T. (2008). Cosmopolitanism and the Age of School Reform. Science, Education and Making Society by Making the Child. London, UK: Routledge.
POTOČÁROVÁ, M. (2020). The importance of philosophical-anthropological knowledge in the culture and practice of verbal communication in the formation of family relationships. Czestochova: Wydawnictwo Naukowe UJD, s. 35-45.
POTOČÁROVÁ, M. (2018). Etika v rodinných vzťahoch. Bratislava: UKv Bratislave.
POTOČÁROVÁ, M. (2016). Aspects of active cooperation between family and school. Brescia: La scuola.
SYSLOVÁ, Z. a kol. (2019). Didaktika mateřské školy. Wolters Kluwer ČR
TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. (2017). Žiak, učiteľ a výučba : (všeobecná didaktika pre študentov učiteľstva). Prešov : Rokus.

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

Notes:

Past grade distribution
Total number of evaluated students: 6

A	ABS	B	C	D	E	FX	NEABS
33,33	0,0	66,67	0,0	0,0	0,0	0,0	0,0

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

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-PEPde101/22	Current trends in pre-primary pedagogy

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: **per level/semester:** 4s / 8s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
8 hours per semester lecture + 4 hours per semester seminar; together per semester 12 hours, combined form; (primarily attendance).
Student workload: 8sP + 4sS (6 credits): 8x 1 hour of direct teaching = 8 hours; 4x 1 hour seminar = 4 hours; 40 hours preparation for discussion during seminars; 45 hours preparation for mid-term evaluation; 48 hours preparation of individual written work; 35 hours preparation for the oral exam. A total of 180 hours of student work.
Methods of learning: discussion of the topic covered; argumentative discourse; independent student work; e-learning.

Number of credits: 6

Recommended semester: 1., 3., 5.

Educational level: III.

Prerequisites:

Course requirements:
During the semester, there will be three forms of assessment (active participation in discussions during the course for 30 points; elaboration of an individual written work for 40 points and verbal defense of an independent written work for 30 points).
It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. Credits will not be awarded to a student who obtains less than 20 points from any form of assessment. To successfully complete the course, it is necessary to obtain at least 60% of points
Continuous assessment: active participation in discussions (the student should be able to discuss a specific topic defined by the teacher at a professional level).
Final assessment: individual written work (the student has to prepare an individual work of a conceptual nature on the specific topic of the teacher and submit it in electronic form, which will contain carefully selected evidence of how the student develops scientific knowledge and competencies related to current trends in pre-primary pedagogy, the student defends the individual work in the form of an oral exam, for which he prepares a presentation)
Final grades are awarded based on the scale:
A (100 - 91 %, excellent – outstanding results) – the student presents excellent theoretical knowledge and he/she is able to apply it creatively and in an original way into the written work and its oral defense.

B (90 - 81 %, very good – above the average standard) – the student presents theoretical knowledge at a very good level and is able to apply it creatively to the written work and its oral defense.
C (80 – 73 %, good – normal reliable work) – the student presents theoretical knowledge at an average level and is able to apply it appropriately to the written work and its oral defense.
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E (65 – 60 %, sufficient – performance meets the minimum criteria) - the student presents theoretical knowledge at a low level and has shortcomings in their application to the written work and its oral defense.
Fx (59 - 0 %, fail – further work required) – the student has significant shortcomings in the field of theoretical knowledge and / or in their application to the written work and its oral defense.

Learning outcomes:
The aim of the course is to acquire scientific knowledge about pre-primary education. The student will understand the differences between the individual selected models applied worldwide in pre-primary education, can explain the concept of individual models and their ways of implementation in pre-primary education and upbringing. The student is able to scientifically explain the importance of didactic use of digital technologies, robotics and robots in pre-primary education. The student is able to understand and argue the reasons for changes in the mission, goals and contents of the current kindergarten. The student is able to take a professional position in solving pedagogical and didactic problems and the consequences of the crisis of values, family and the concept of the child in pre-primary education. The student will be able to orientate in individual concepts of didactic support of child learning and able to analyze the differences in them. The student will be able to understand the individual strategies of teaching and education to develop the competencies of the child in pre-primary education and able to interpret them. By completing the course, the student will be able to continue to develop scientific knowledge and skills within the study program Preschool and Elementary Pedagogy with a focus on preschool children. As part of completing the course, the student will develop the following transferable skills: communication, organizational, digital, interpersonal, as well as creativity and productiveness, readiness to learn and think in context.

Class syllabus:
The content of the course contributes to the goals and outcomes of education (graduate profile) with the following topics:
Current teaching models applied worldwide in pre-primary education. The aim of the topic is to acquaint students with individual selected models applied worldwide in the process of teaching and education of pre-primary education. The student should understand the differences among the individual selected models applied worldwide in the current conditions of teaching and education in kindergarten, can explain their concept and methods of implementation in pre-primary teaching and education.
Use of digital technologies, robotics and robots in pre-primary education. The aim of the topic is to acquaint students with the importance of didactic use of digital technologies, robotics and robots in pre-primary teaching. The student should be able to scientifically explain the importance of didactic use of digital technologies, robotics and robots in the process of teaching and education of pre-primary education.
Changes in the mission and goals of the current kindergarten. The aim of the topic is to acquaint the student with the mission, goals and content of the current kindergarten. The student should understand and argue the reasons for changes in the mission, goals and contents of the current kindergarten.
Child acculturation transposed in the contents of pre-primary education. The aim of the topic is to acquaint the student with the issue of child acculturation in the contents of pre-primary education.

The student should be able to orientate in individual concepts of didactic support of the child's learning and be able to analyze the differences in them within the acculturation of the child by transposition in the contents of pre-primary education.
The crisis of the family and values in the postmodern and their impact on pre-primary education. The aim of the topic is to acquaint the student with the consequences of the crisis of the family, values and conception of the child in the current pre-primary education. The student should be able to take a professional position in solving pedagogical and didactic problems and the consequences of the crisis of values, family and the concept of the child in pre-primary education and upbringing.
Postmodern conception of the child versus modern teaching models. The aim of the topic is to acquaint the student with new forms of literacy and cognitive prostheses, which are an integral part of a child's life in the 21st century. The student should be able to understand the individual strategies of teaching and education to develop the child's competencies in pre-primary education and should be able to interpret them

Recommended literature:

COHEN E. L., WAITE-STUPIANSKY, S. (2017). Theories of Early Childhood Education : Developmental, Behaviorist, and Critical. London, UK: Routledge.
KOSTRUB, D. (2021). Robotika v dosahu (naj)mladšej generácie = Robotics within the reach of the youngest generation. In: Dieťa ako užívateľ digitálnych technológií. Šaľa: Materská škola, s. 8-12.
KOSTRUB, D., SEVERINI, E., REHÚŠ, M. (2012). Proces výučby a digitálne technológie. Prešov: Rokus.
KURUC, M., TOMÁNEK, P. (2017). Korene nepokoja. Brno: Tribun.
POPKEWITZ, S. T. (2008). Cosmopolitanism and the Age of School Reform. Science, Education and Making Society by Making the Child. London, UK: Routledge.
POTOČÁROVÁ, M. (2020). The importance of philosophical-anthropological knowledge in the culture and practice of verbal communication in the formation of family relationships. Czestochova: Wydawnictwo Naukowe UJD, s. 35-45.
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Languages necessary to complete the course:
Slovak, English, Czech

Notes:

Past grade distribution
Total number of evaluated students: 6

A	ABS	B	C	D	E	FX	NEABS
33,33	0,0	66,67	0,0	0,0	0,0	0,0	0,0

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

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VZDde002/22	Current trends in the research of preschool and elementary pedagogy

Educational activities:
Type of activities: lecture
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Number of credits: 6

Recommended semester: 1., 3.

Educational level: III.

Prerequisites:

Course requirements:
The course ends with a colloquial exam on the acquired scientific knowledge.
Active participation in discussions during teaching (10 b), elaboration of individual work on a colloquial exam on a given topic by the teacher (45 b), successful completion of a colloquial exam - defense of individual work on an exam (45 b).
It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. To successfully complete the course, it is necessary to obtain at least 60% of points
Continuous assessment: active participation in discussions (the student should be able to discuss a specific topic defined by the teacher at a professional level).
Final assessment: individual written work (the student has to develop an independent work of a conceptual nature on a specific topic by the teacher and submit it in electronic form, which will contain carefully selected evidence of how the student develops scientific knowledge and competencies related to current trends in preschool research and elementary pedagogy, the student defends the independent work in the form of an oral exam, for which he prepares a presentation).
The rating is given on a scale:
A (100-91%, excellent - excellent results): the student excellently presents theoretical knowledge and is able to apply it creatively and in an original way in their own overview critical study and its oral defense;
B (90-81%, very good - above average standard): the student presents theoretical knowledge at a very good level and is able to apply it creatively to their own overview critical study and its oral defense with minimal inaccuracies;
C (80-73%, good - common reliable work): the student presents theoretical knowledge at an average level and is able to apply it appropriately to their own review critical study and its oral defense;
D (72-66%, satisfactory - acceptable results): the student presents theoretical knowledge at a satisfactory level and is able to apply it appropriately to their own review critical study and its oral defense;

E (65-60%, sufficient - the results meet the minimum criteria): the student presents theoretical knowledge at a low level and has shortcomings in their application to their own review critical study and its oral defense;
Fx (59-0%, insufficient - additional work required): the student has significant shortcomings in the field of theoretical knowledge and / or in their application to their own review critical study and its oral defense

Learning outcomes:
the aim of the course is to acquire current scientific knowledge about pre-primary and primary education. The student will understand the methodological knowledge about the implementation of research projects in the school and out-of-school educational context in relation to the appropriate scientific competence potential. The student is able to define aspects of the research problem, design of the research project, the contribution of socially significant results and evaluate them. Due to the developed conceptual thinking, the student is able to predict the consequences of educational phenomena, assume and evaluate their interrelationships. The student will be able to analyze partial foreign research studies mapping various differences and specifics in organizing diverse levels of preschool and elementary pedagogy from an international and comparative perspective and synthesize relevant knowledge from the presented analyzes. By completing the course, the student will be able to continue to develop scientific knowledge and skills within the study program Preschool and Elementary Pedagogy with a focus on children in preschool and early school age. As part of completing the course, the student will develop the following transferable skills: communication, organizational, digital, interpersonal, as well as creativity and creativity, readiness to learn and think in context.

Class syllabus:
the content of the course contributes to the goals and outcomes of education (graduate profile) with the following topics:
Current state of research topics in the field of pre-primary and primary education. The aim of the topic is to acquaint the student with the current state of development of research topics in various areas of education. The student should understand the differences and specifics of individual areas of education in the current conditions of teaching and education in kindergarten and primary school, can scientifically explain their concept and methods of implementation with respect to current research topics.
Research studies in the field of pre-primary and primary pedagogy. The aim of the topic is to obtain an overview of relevant current research studies in the field, to critically evaluate them and to be able to create summary critical review studies of a metacognitive nature related to the topic of the dissertation. The student will be able to work with research studies, use their results, process a suitable research design and design their own research study based on relevant argumentation.
Research on the effectiveness of teaching at the primary level. The student will gain an overview of research from available domestic and foreign scientific studies focused on the effectiveness of teaching in primary education. The aim of the topic is to develop the student's ability to analyze methods of determining the effectiveness of teaching in primary education and to assess research from a methodological point of view. The student will be able to take a competent position on the application of methodological possibilities of research in teaching from the aspect of pedagogical science with a focus on increasing the level of critical, evaluative, contextual thinking and metacognitive skills.
Subjects of research in the field of pre-primary and primary pedagogy. Teacher-centered research (pedeutelogy), child / student research (pedagogy), teaching process research (didactics). The aim of the topic is to obtain an overview of current research trends, which focuses on the subjects of the educational process of pre-primary and primary education. The student will be able to research

and evaluate didactic approaches in pre-primary and primary education. The student will be able to identify, assess and design research in the field of pre-primary and primary pedagogy.
Current methodological inspirations and reflections - selection and analysis of current methodological approaches in scientific research. The aim of the topic is to reflect the current social and educational needs of pre-primary and primary education from a methodological point of view. The student will be able to analyze partial foreign research studies in the field of pre-primary and primary education from an international and comparative perspective and synthesize relevant knowledge from the presented analyzes with an emphasis on methodological elements.
Standardized research procedures and techniques. R. F. Bales social interaction observational research model. Flanders Observation System - FIAS. Bellack's method of microanalysis. Method of didactic information analysis specially created for art education and others. The aim of the topic is to acquaint the student with current methodological procedures that are proven and to be able to use them in practice.
Evaluation in methodology. Barriers in evaluation. The aim of the topic is to acquaint the student with the evaluation and assessment of research results. The student will be able to take a competent position on the application of methodology in research. Within it, he will be able to lead a discussion and argumentation with reasonable scientific demands. The student will be able to consider and evaluate (evaluate and assess) the appropriateness of the use of research results in the teaching of pre-primary and primary education, as well as in pedagogical sciences

Recommended literature:

CSÁMPAI, O. (2013). Elementárium kvantitatívneho výskumu. Trnava: Oliva.
JANÍKOVÁ, M., VLČKOVÁ, K. a kol. (2009). Výzkum výuky: Tematické oblasti, výzkumné přístupy a metody. Brno: Paido.
KOSTRUB, D. (2022). Učiteľ výskumník – Profesia založená na výskume. Dizajny výskumu a premeny výučby. Bratislava: Veda. (vyjde v I. Q. 2022).
KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Keď interpretované významy znamenajú viac ako vysoké čísla. Bratislava: Univerzita Komenského.
KOŽUCHOVÁ, M., KURUC, M. 2020. Development of students' self-regulation of learning with a focus on technical education: Theory and research. Ste-con, GmbH, Karlsruhe, Germany.
KURUC, M. a kol. 2020. Sebaregulácia učenia sa študentov predprimárneho a primárneho vzdelávania. Bratislava: Univerzita Komenského v Bratislave.
TOMŠÍK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodolópgie a štatistického spracovania. Nitra: Univerzita Konštantína Filozofa v Nitre, Pedagogická fakulta.
Periodics and scientic databases: Pedagogika, Pedagogická orientace, Studia Paedagogica, E-Pedagogium, International Journal of Pedagogy and Teacher Education, Orbis Scholae, International Education Studies, Canadian Center of Science and Education, The New Educational Review, Journal of Pedagogy, Pedagogika a vzdelávanie, Komenský, American Jurnal of Educational Research a others.

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

Notes:

Past grade distribution
Total number of evaluated students: 8

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

Lecturers: prof. PhDr. Mária Kožuchová, CSc.

Last change: 15.11.2022
Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VZDde002/22	Current trends in the research of preschool and elementary pedagogy

Educational activities:
Type of activities: lecture
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Number of credits: 6

Recommended semester: 2., 4.

Educational level: III.

Prerequisites:

Course requirements:
The course ends with a colloquial exam on the acquired scientific knowledge.
Active participation in discussions during teaching (10 b), elaboration of individual work on a colloquial exam on a given topic by the teacher (45 b), successful completion of a colloquial exam - defense of individual work on an exam (45 b).
It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. To successfully complete the course, it is necessary to obtain at least 60% of points
Continuous assessment: active participation in discussions (the student should be able to discuss a specific topic defined by the teacher at a professional level).
Final assessment: individual written work (the student has to develop an independent work of a conceptual nature on a specific topic by the teacher and submit it in electronic form, which will contain carefully selected evidence of how the student develops scientific knowledge and competencies related to current trends in preschool research and elementary pedagogy, the student defends the independent work in the form of an oral exam, for which he prepares a presentation).
The rating is given on a scale:
A (100-91%, excellent - excellent results): the student excellently presents theoretical knowledge and is able to apply it creatively and in an original way in their own overview critical study and its oral defense;
B (90-81%, very good - above average standard): the student presents theoretical knowledge at a very good level and is able to apply it creatively to their own overview critical study and its oral defense with minimal inaccuracies;
C (80-73%, good - common reliable work): the student presents theoretical knowledge at an average level and is able to apply it appropriately to their own review critical study and its oral defense;
D (72-66%, satisfactory - acceptable results): the student presents theoretical knowledge at a satisfactory level and is able to apply it appropriately to their own review critical study and its oral defense;

E (65-60%, sufficient - the results meet the minimum criteria): the student presents theoretical knowledge at a low level and has shortcomings in their application to their own review critical study and its oral defense;
Fx (59-0%, insufficient - additional work required): the student has significant shortcomings in the field of theoretical knowledge and / or in their application to their own review critical study and its oral defense

Learning outcomes:
the aim of the course is to acquire current scientific knowledge about pre-primary and primary education. The student will understand the methodological knowledge about the implementation of research projects in the school and out-of-school educational context in relation to the appropriate scientific competence potential. The student is able to define aspects of the research problem, design of the research project, the contribution of socially significant results and evaluate them. Due to the developed conceptual thinking, the student is able to predict the consequences of educational phenomena, assume and evaluate their interrelationships. The student will be able to analyze partial foreign research studies mapping various differences and specifics in organizing diverse levels of preschool and elementary pedagogy from an international and comparative perspective and synthesize relevant knowledge from the presented analyzes. By completing the course, the student will be able to continue to develop scientific knowledge and skills within the study program Preschool and Elementary Pedagogy with a focus on children in preschool and early school age. As part of completing the course, the student will develop the following transferable skills: communication, organizational, digital, interpersonal, as well as creativity and creativity, readiness to learn and think in context.

Class syllabus:
the content of the course contributes to the goals and outcomes of education (graduate profile) with the following topics:
Current state of research topics in the field of pre-primary and primary education. The aim of the topic is to acquaint the student with the current state of development of research topics in various areas of education. The student should understand the differences and specifics of individual areas of education in the current conditions of teaching and education in kindergarten and primary school, can scientifically explain their concept and methods of implementation with respect to current research topics.
Research studies in the field of pre-primary and primary pedagogy. The aim of the topic is to obtain an overview of relevant current research studies in the field, to critically evaluate them and to be able to create summary critical review studies of a metacognitive nature related to the topic of the dissertation. The student will be able to work with research studies, use their results, process a suitable research design and design their own research study based on relevant argumentation.
Research on the effectiveness of teaching at the primary level. The student will gain an overview of research from available domestic and foreign scientific studies focused on the effectiveness of teaching in primary education. The aim of the topic is to develop the student's ability to analyze methods of determining the effectiveness of teaching in primary education and to assess research from a methodological point of view. The student will be able to take a competent position on the application of methodological possibilities of research in teaching from the aspect of pedagogical science with a focus on increasing the level of critical, evaluative, contextual thinking and metacognitive skills.
Subjects of research in the field of pre-primary and primary pedagogy. Teacher-centered research (pedeutelogy), child / student research (pedagogy), teaching process research (didactics). The aim of the topic is to obtain an overview of current research trends, which focuses on the subjects of the educational process of pre-primary and primary education. The student will be able to research

and evaluate didactic approaches in pre-primary and primary education. The student will be able to identify, assess and design research in the field of pre-primary and primary pedagogy.
Current methodological inspirations and reflections - selection and analysis of current methodological approaches in scientific research. The aim of the topic is to reflect the current social and educational needs of pre-primary and primary education from a methodological point of view. The student will be able to analyze partial foreign research studies in the field of pre-primary and primary education from an international and comparative perspective and synthesize relevant knowledge from the presented analyzes with an emphasis on methodological elements.
Standardized research procedures and techniques. R. F. Bales social interaction observational research model. Flanders Observation System - FIAS. Bellack's method of microanalysis. Method of didactic information analysis specially created for art education and others. The aim of the topic is to acquaint the student with current methodological procedures that are proven and to be able to use them in practice.
Evaluation in methodology. Barriers in evaluation. The aim of the topic is to acquaint the student with the evaluation and assessment of research results. The student will be able to take a competent position on the application of methodology in research. Within it, he will be able to lead a discussion and argumentation with reasonable scientific demands. The student will be able to consider and evaluate (evaluate and assess) the appropriateness of the use of research results in the teaching of pre-primary and primary education, as well as in pedagogical sciences

Recommended literature:

CSÁMPAI, O. (2013). Elementárium kvantitatívneho výskumu. Trnava: Oliva.
JANÍKOVÁ, M., VLČKOVÁ, K. a kol. (2009). Výzkum výuky: Tematické oblasti, výzkumné přístupy a metody. Brno: Paido.
KOSTRUB, D. (2022). Učiteľ výskumník – Profesia založená na výskume. Dizajny výskumu a premeny výučby. Bratislava: Veda. (vyjde v I. Q. 2022).
KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Keď interpretované významy znamenajú viac ako vysoké čísla. Bratislava: Univerzita Komenského.
KOŽUCHOVÁ, M., KURUC, M. 2020. Development of students' self-regulation of learning with a focus on technical education: Theory and research. Ste-con, GmbH, Karlsruhe, Germany.
KURUC, M. a kol. 2020. Sebaregulácia učenia sa študentov predprimárneho a primárneho vzdelávania. Bratislava: Univerzita Komenského v Bratislave.
TOMŠÍK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodolópgie a štatistického spracovania. Nitra: Univerzita Konštantína Filozofa v Nitre, Pedagogická fakulta.
Periodics and scientic databases: Pedagogika, Pedagogická orientace, Studia Paedagogica, E-Pedagogium, International Journal of Pedagogy and Teacher Education, Orbis Scholae, International Education Studies, Canadian Center of Science and Education, The New Educational Review, Journal of Pedagogy, Pedagogika a vzdelávanie, Komenský, American Jurnal of Educational Research a others.

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

Notes:

Past grade distribution
Total number of evaluated students: 8

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

Lecturers: prof. PhDr. Mária Kožuchová, CSc., prof. PaedDr. Dušan Kostrub, PhD.

Last change: 15.11.2022
Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde007/22	Developing a research project

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: **per level/semester:** 6s / 6s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, number of hours, form of the course:
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):
• 3x 4 hours of classes - 12 hours;
• Work on assignments - 80 hours;
• Completion of the project proposal and preparation for the presentation - 25 hours;
• Literature study, independent preparation for seminars - 63 hours.
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)

Number of credits: 6

Recommended semester: 1., 3.

Educational level: III.

Prerequisites:

Course requirements:
Course requirements:
Active participation in seminars is expected to complete the course. The assessment includes the elaboration of the following interim assignments:
• Critical analysis of foreign and domestic studies - 20 points
• Work with reference styles - 10 points
• Formulation of partial parts of a project (goal, abstract, introduction/current state of the knowledge, research methodology) - 50 points
• Complete project design and presentation - 20 points
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:

Course overview:
• Scientific research and its importance. Research methodology vs. research design. Types of research designs. A research project, significance, creation, general structure of projects, project evaluation criteria, an overview of current project schemes. Scientific (academic) text, conventions and characteristics, principles of creating a scientific text.
• The student understands the importance of scientific research; knows the principles of scientific knowledge, principles of creating academic texts, research projects and studies; is well-oriented in current grant schemes. Can analyze and critically assess scientific texts in terms of their compliance with academic conventions. Can actively communicate about methodological issues, think about creating their own research considering the topic of their dissertation.

• Practical and ethical issues in research and research project planning - specification of the research problem, formulation of research objectives, research questions, selection of appropriate research methods and planning their use, validity and reliability of research tools, work with literature and access to relevant literature, reference styles and their use.
• The student understands the issues of ethics in research, knows the ethical principles of scientific work and accepts them. Knows the principles of working with the professional literature, can apply a reference style. Is well-oriented in professional sources, can create a content analysis, based on which they can formulate a research problem, questions or hypotheses. The student considers the appropriate method of their research, can create a research design, including the use of research tools. Can use their metacognition in terms of planning their dissertation project.
• Structure of the research project/research study and its components (abstract/annotation - types of abstracts and their structure, introduction/overview of the topic and its structure, description of research methodology, results and their processing, interpretation of results and its relevance, writing discussion, research limits, conclusion).
The student is able to analyze and critically assess the formal and content aspects of scientific studies, knows the partial structure of scientific projects/studies and can apply it. The student can justify the quality of a scientific project/study or identify their weaknesses and strengths. Can justify the choice of research methodology, knows the data processing methods and understands them in context. Understands the importance of interpretation of results and their objectification, considers the limitations of the research and can formulate them. Can create their own scientific text to the extent necessary to set up a research project.

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

Languages necessary to complete the course:
Slovak, English

Notes:

Past grade distribution
Total number of evaluated students: 11

A	ABS	B	C	D	E	FX	NEABS
27,27	0,0	54,55	18,18	0,0	0,0	0,0	0,0

Lecturers: prof. PaedDr. Katarína Žilková, PhD.

Last change: 26.09.2023
Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde007/22	Developing a research project

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: **per level/semester:** 6s / 6s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, number of hours, form of the course:
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):
• 3x 4 hours of classes - 12 hours;
• Work on assignments - 80 hours;
• Completion of the project proposal and preparation for the presentation - 25 hours;
• Literature study, independent preparation for seminars - 63 hours.
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)

Number of credits: 6

Recommended semester: 2., 4.

Educational level: III.

Prerequisites:

Course requirements:
Course requirements:
Active participation in seminars is expected to complete the course. The assessment includes the elaboration of the following interim assignments:
• Critical analysis of foreign and domestic studies - 20 points
• Work with reference styles - 10 points
• Formulation of partial parts of a project (goal, abstract, introduction/current state of the knowledge, research methodology) - 50 points
• Complete project design and presentation - 20 points
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:

Course overview:
• Scientific research and its importance. Research methodology vs. research design. Types of research designs. A research project, significance, creation, general structure of projects, project evaluation criteria, an overview of current project schemes. Scientific (academic) text, conventions and characteristics, principles of creating a scientific text.
• The student understands the importance of scientific research; knows the principles of scientific knowledge, principles of creating academic texts, research projects and studies; is well-oriented in current grant schemes. Can analyze and critically assess scientific texts in terms of their compliance with academic conventions. Can actively communicate about methodological issues, think about creating their own research considering the topic of their dissertation.

• Practical and ethical issues in research and research project planning - specification of the research problem, formulation of research objectives, research questions, selection of appropriate research methods and planning their use, validity and reliability of research tools, work with literature and access to relevant literature, reference styles and their use.
• The student understands the issues of ethics in research, knows the ethical principles of scientific work and accepts them. Knows the principles of working with the professional literature, can apply a reference style. Is well-oriented in professional sources, can create a content analysis, based on which they can formulate a research problem, questions or hypotheses. The student considers the appropriate method of their research, can create a research design, including the use of research tools. Can use their metacognition in terms of planning their dissertation project.
• Structure of the research project/research study and its components (abstract/annotation - types of abstracts and their structure, introduction/overview of the topic and its structure, description of research methodology, results and their processing, interpretation of results and its relevance, writing discussion, research limits, conclusion).
The student is able to analyze and critically assess the formal and content aspects of scientific studies, knows the partial structure of scientific projects/studies and can apply it. The student can justify the quality of a scientific project/study or identify their weaknesses and strengths. Can justify the choice of research methodology, knows the data processing methods and understands them in context. Understands the importance of interpretation of results and their objectification, considers the limitations of the research and can formulate them. Can create their own scientific text to the extent necessary to set up a research project.

Recommended literature:

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• Kumar, R. (2011). Research methodology: a step-by-step guide for beginners. London: SAGE. Retrieved from: http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf
• Morling, B. (2012). Research methods in psychology: Evaluating a world of information. New York, NY: Norton.
• Organizing Academic Research Papers: Purpose of Guide. Available on: https://library.sacredheart.edu/c.php?g=29803&p=185901
• The British Psychological Society, (2014). Code of Human Research Ethics. St Andrews, Scotland: The British Psychological Society. Retrieved from: https://www.ed.ac.uk/files/atoms/files/bps_code_of_human_research_ethics.pdf

• Further study text will be available to students and made available in electronic form at a regular basis via the university LMS Moodle - the course title: Creation of research project

Languages necessary to complete the course:

Slovak, English

Notes:

Past grade distribution

Total number of evaluated students: 11

A	ABS	B	C	D	E	FX	NEABS
27,27	0,0	54,55	18,18	0,0	0,0	0,0	0,0

Lecturers:

Last change: 26.09.2023
Approved by: prof. PaedDr. Katarína Žilková, PhD.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty:	
Course ID: PdF.KPEP/V-VDZde009/22	**Course title:** Doctoral examination
Number of credits: 20	
Educational level: III.	

Course requirements:

A doctoral examination consists of a written work (assessed by a reviewer and an examination commission) and an oral exam (assessed by an examination commission). At the doctoral examination, the doctoral student presents an overview of the theoretical and methodological background and the state of solving a scientific problem, which he/she solves within the dissertation project. At the oral exam, he/she presents theoretical readiness in the areas of subjects of this exam defined in the given doctoral programme. The assessment is "passed or failed" following the Study Regulations of the Faculty of Education, Comenius University in Bratislava.

Learning outcomes:

Learning objectives: To verify the acquired knowledge of the methodology and research methodology in the field of preschool and elementary education.

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 problem situations within of preschool and elementary education. Graduates demonstrate the skills of metacognition, self-education, and postdoctoral studies.

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.

Class syllabus:

The subject of the dissertation exam is preschool and elementary education. Topics of doctoral examination

• Preschool and elementary pedagogy as a specific part of pedagogical sciences, goals, theoretical background, and research opportunities

• Psychological contexts of the development processes of preschool and younger school children in the context of teaching concepts

• Research challenges from the social dimension of childhood and education in preschool and elementary pedagogy

• Qualitative and quantitative methodological approaches in pedagogical research in the field of preschool and elementary pedagogy

• Didactic context of access to the content of pre-primary and primary education

• Pedagogical diagnostics and its importance in the educational process of pre-primary and primary education

• Evaluation of the educational process in pre-primary and primary education

• Research methods in the educational process of pre-primary and primary education

• Alternative pedagogical strategies and research methods in the educational process with emphasis on children / pupils with special educational needs
• Ethical principles of research in preschool and elementary pedagogy
• Current issues of educational policy in the context of changes in pre-primary and primary education

State exam syllabus:

Recommended literature:

- Relevant scientific studies thematically focused on the area of dissertation research
- BAČÍKOVÁ, M., JANOVSKÁ, M. (2018). Základy metodológie pedagogicko-psychologického výskumu. Prešov: ŠafárikPress.
- COHEN, L., MANION, L., MORRISON, K. (2007). Research Methods in Education. Routlege.
- COHEN E. L., WAITE-STUPIANSKY, S. (2017). Theories of Early Childhood Education: Developmental, Behaviorist, and Critical. London, UK: Routledge.
- KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Keď interpretované významy znamenajú viac ako vysoké čísla. Bratislava: Univerzita Komenského.
- KOŽUCHOVÁ, M., KURUC, M. 2020. Development of students' self-regulation of learning with a focus on technical education: Theory and research. Ste-con, GmbH, Karlsruhe, Germany.
- 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

Languages necessary to complete the course:
Slovak and English

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-PEPde102/22	Elective departmental didactics in primary education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Range: 4 hours 3x per semester, together 12 hours/semester
Form: combined (primary attendance)
Student workload: 12 S (6 credits)
- 3x 4 hours of direct teaching - 12 hours;
- theoretical conceptualization (study of theoretical concepts in departmental didactics in primary education, discussion of meanings) - 88 hours;
- practical assignment (creation of didactic case study or reflective tool for reflection on didactic practice in primary education in the context of doctoral student's dissertation) - 80 hours;
- systematization and preparation for the presentation - 25 hours.
A total of 180 hours of student work.
Teaching methods: argumentation discourse appropriate to the intellectual complexity of doctoral studies, active-productive teaching methodology (research and discovery, open practice, elaboration of information), interactive-productive teaching methodology (induction of principles, conceptualization of scientific knowledge)

Number of credits: 6

Recommended semester: 1., 3., 5.

Educational level: III.

Prerequisites:

Course requirements:
The course ends with an evaluation integrating the student's ongoing activity in discussions (10 points), the creation of didactic case studies or a reflective tool for reflection on didactic practice in primary education in the context of doctoral dissertation - the thesis will contain theoretical background and justification of choosing methodology of research, practical output of the application of research methodology in the form of case studies or reflection (70 points), presentation of the results of practical activities in which the student demonstrates theoretical knowledge and practical skills along with presentation competencies (20 points).
To successfully complete the course, it is necessary to obtain at least 60% of points.
The rating is given on a scale:
A (100-91%, excellent - excellent results) - the student masters the issue at an excellent level, demonstrates independent analytical and critical thinking, can independently solve practical assignments at an excellent level, demonstrates metacognitive skills. Overall (including the

presentation of the assignment) demonstrates expert competence at the level of knowledge and mastery.
B (90-81%, very good - above average standard) - the student masters the issue at an very good level (only minor inaccuracies), demonstrates independent analytical and critical thinking, can independently solve practical assignments at an excellent level, demonstrates evaluative aprocedural cognitive abilities. Overall (including the presentation of the assignment) demonstrates professional competence at the level of knowldege and management.
C (80-73%, good - normal reliable work) - the student masters the issue at a good level (multiple errors or inaccuracies), demonstrates independent analytical and critical thinking, can independently solve practical assignments at a good level, can apply the procedures of scientific work in practical task solution. Overall (including the presentation of the assignment) demonstrates reduced competence at the level of knowledge and management.
D (72-66%, satisfactory - acceptable results) - the student masters the problem at the average level (with significant errors), can independently solve practical assignments at the average level, demonstrates conceptual knowledge and the ability to think analytically, can argue at the average level. Overall (including the presentation of the assignment) demonstrates limited competence at the level of knowledge and management.
E (65-60%, sufficient - the results meet the minimum criteria) - the student masters the issue at an acceptable level (with more fundamental errors), can with significant help solve a practical task which quality is low but acceptable level, demonstrates conceptual knowledge, demonstrates low-level argumentation skills. Overall (including the presentation of the assignment) demonstrates competence at the level of knowledge and management at the lowest level of acceptability.
Fx (59-0%, insufficient - additional work required) - the student is not able to apply the acquired knowledge, solves the assignment at an insufficient level, does not demonstrate a sufficient level of critical thinking, does not have mastered the basic concepts of scientific work, or does not demonstrate the features of independent study amotivation to the priest. The student demonstrates a significantly unsatisfactory level in all evaluated items.

Learning outcomes:
The main goal of the course is to acquire the competencies necessary for the independent scientific work of a doctoral student in the field of selective didactics (related to the dissertation topic) in primary education. The student will know the theoretical background, concepts and tendencies of departmental didactics in primary education. He will learn the methodology of a content-oriented approach to research and improvement of teaching in primary education. Understands transdisciplinary didactics as a scientific discipline to examine the educational process, taking into account the specifics of professional didactics. He knows the methodological and methodical context of the transdidactic approach and can apply them. Can solve a specific research problem, reflects practical and ethical issues in research, understands the coherence of the assignment in terms of theoretical and methodological background. Can think critically and communicate scientific problems associated with departmental didactics in primary education, demonstrate the ability to plan activities related to the creation, implementation and presentation of assignments. He is able to think in context, demonstrates autonomy, competence and metacognitive abilities.

Class syllabus:
1. Theoretical basis of research focused on the quality of teaching in primary education in a vocational context. Didactics as a pedagogical scientific discipline, its subject, division. Basic didactic categories. Relation of general didactics to subject didactics in primary education. Relation of didactics to other pedagogical sciences.

2. Basic system-creating elements of the teaching process and their mutual conditionality: goals, content, teaching methods, material didactic means, organizational forms of teaching, conditions of teaching in the context of departmental didactics in primary education.
3. Theory and practice in departmental didactics and their relationship in the context of primary education. Didactic knowledge of content and units of content: psychodidactics-ontodidactics, didactic metalanguage, cyclical knowledge sharing as the basis of communication between practitioners and theoreticians-researchers in professional didactics.
4. Methodology of content-oriented approach to research and improvement of teaching in primary education. Transdisciplinary didactics - definition, goals, theoretical background, empirical research. Methodological and methodical context of the transdidactic approach.
5. Improving the quality of the teaching process through the development of constructs: reflective competencies and professional vision of teachers. Reflection of practice from the point of view of diversity of departmental didactics in primary education.

Recommended literature:

BERTRAND, Y. Soudobé teorie vzdělávání. Praha: Portál, 1998. ISBN 80-7178-216-5.
KALHOUS, Z., OBST, O. Školní didaktika. Praha: Portál, 2002. ISBN 80-7178-253-X.
KOSTRUB, D. Dieťa/žiak/študent – učivo – učiteľ, didaktický alebo bermudský trojuholník? Prešov: Rokus, 2008. ISBN 978-80-89055-87-6.
PETTY, G. Moderní vyučování. Praha: Portál, 1996. ISBN 80-7178-070-7.
SKALKOVÁ, J. Obecná didaktika. Praha: GRADA, 2007. ISBN 80-24718-21-7.
SLAVÍK, J., JANÍK, T., NAJVAR, P.,& KNECHT, P.: Transdisciplinární didaktika: o učitelském sdílení znalostí a zvyšování kvality výuky napříč obory. Brno: Masarykova univerzita, 2017.
Further literature according to the professional focus of the dissertation.

Languages necessary to complete the course:
slovak, czech

Notes:

Past grade distribution
Total number of evaluated students: 6

A	ABS	B	C	D	E	FX	NEABS
83,33	0,0	0,0	16,67	0,0	0,0	0,0	0,0

Lecturers: doc. Mgr. Martin Kuruc, PhD., doc. Mgr. Zlatica Zacharová, PhD.

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-PEPde102/22	Elective departmental didactics in primary education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Range: 4 hours 3x per semester, together 12 hours/semester
Form: combined (primary attendance)
Student workload: 12 S (6 credits)
- 3x 4 hours of direct teaching - 12 hours;
- theoretical conceptualization (study of theoretical concepts in departmental didactics in primary education, discussion of meanings) - 88 hours;
- practical assignment (creation of didactic case study or reflective tool for reflection on didactic practice in primary education in the context of doctoral student's dissertation) - 80 hours;
- systematization and preparation for the presentation - 25 hours.
A total of 180 hours of student work.
Teaching methods: argumentation discourse appropriate to the intellectual complexity of doctoral studies, active-productive teaching methodology (research and discovery, open practice, elaboration of information), interactive-productive teaching methodology (induction of principles, conceptualization of scientific knowledge)

Number of credits: 6

Recommended semester: 2., 4., 6.

Educational level: III.

Prerequisites:

Course requirements:
The course ends with an evaluation integrating the student's ongoing activity in discussions (10 points), the creation of didactic case studies or a reflective tool for reflection on didactic practice in primary education in the context of doctoral dissertation - the thesis will contain theoretical background and justification of choosing methodology of research, practical output of the application of research methodology in the form of case studies or reflection (70 points), presentation of the results of practical activities in which the student demonstrates theoretical knowledge and practical skills along with presentation competencies (20 points).
To successfully complete the course, it is necessary to obtain at least 60% of points.
The rating is given on a scale:
A (100-91%, excellent - excellent results) - the student masters the issue at an excellent level, demonstrates independent analytical and critical thinking, can independently solve practical assignments at an excellent level, demonstrates metacognitive skills. Overall (including the

presentation of the assignment) demonstrates expert competence at the level of knowledge and mastery.
B (90-81%, very good - above average standard) - the student masters the issue at an very good level (only minor inaccuracies), demonstrates independent analytical and critical thinking, can independently solve practical assignments at an excellent level, demonstrates evaluative aprocedural cognitive abilities. Overall (including the presentation of the assignment) demonstrates professional competence at the level of knowldege and management.
C (80-73%, good - normal reliable work) - the student masters the issue at a good level (multiple errors or inaccuracies), demonstrates independent analytical and critical thinking, can independently solve practical assignments at a good level, can apply the procedures of scientific work in practical task solution. Overall (including the presentation of the assignment) demonstrates reduced competence at the level of knowledge and management.
D (72-66%, satisfactory - acceptable results) - the student masters the problem at the average level (with significant errors), can independently solve practical assignments at the average level, demonstrates conceptual knowledge and the ability to think analytically, can argue at the average level. Overall (including the presentation of the assignment) demonstrates limited competence at the level of knowledge and management.
E (65-60%, sufficient - the results meet the minimum criteria) - the student masters the issue at an acceptable level (with more fundamental errors), can with significant help solve a practical task which quality is low but acceptable level, demonstrates conceptual knowledge, demonstrates low-level argumentation skills. Overall (including the presentation of the assignment) demonstrates competence at the level of knowledge and management at the lowest level of acceptability.
Fx (59-0%, insufficient - additional work required) - the student is not able to apply the acquired knowledge, solves the assignment at an insufficient level, does not demonstrate a sufficient level of critical thinking, does not have mastered the basic concepts of scientific work, or does not demonstrate the features of independent study amotivation to the priest. The student demonstrates a significantly unsatisfactory level in all evaluated items.

Learning outcomes:
The main goal of the course is to acquire the competencies necessary for the independent scientific work of a doctoral student in the field of selective didactics (related to the dissertation topic) in primary education. The student will know the theoretical background, concepts and tendencies of departmental didactics in primary education. He will learn the methodology of a content-oriented approach to research and improvement of teaching in primary education. Understands transdisciplinary didactics as a scientific discipline to examine the educational process, taking into account the specifics of professional didactics. He knows the methodological and methodical context of the transdidactic approach and can apply them. Can solve a specific research problem, reflects practical and ethical issues in research, understands the coherence of the assignment in terms of theoretical and methodological background. Can think critically and communicate scientific problems associated with departmental didactics in primary education, demonstrate the ability to plan activities related to the creation, implementation and presentation of assignments. He is able to think in context, demonstrates autonomy, competence and metacognitive abilities.

Class syllabus:
1. Theoretical basis of research focused on the quality of teaching in primary education in a vocational context. Didactics as a pedagogical scientific discipline, its subject, division. Basic didactic categories. Relation of general didactics to subject didactics in primary education. Relation of didactics to other pedagogical sciences.

2. Basic system-creating elements of the teaching process and their mutual conditionality: goals, content, teaching methods, material didactic means, organizational forms of teaching, conditions of teaching in the context of departmental didactics in primary education.
3. Theory and practice in departmental didactics and their relationship in the context of primary education. Didactic knowledge of content and units of content: psychodidactics-ontodidactics, didactic metalanguage, cyclical knowledge sharing as the basis of communication between practitioners and theoreticians-researchers in professional didactics.
4. Methodology of content-oriented approach to research and improvement of teaching in primary education. Transdisciplinary didactics - definition, goals, theoretical background, empirical research. Methodological and methodical context of the transdidactic approach.
5. Improving the quality of the teaching process through the development of constructs: reflective competencies and professional vision of teachers. Reflection of practice from the point of view of diversity of departmental didactics in primary education.

Recommended literature:

BERTRAND, Y. Soudobé teorie vzdělávání. Praha: Portál, 1998. ISBN 80-7178-216-5.
KALHOUS, Z., OBST, O. Školní didaktika. Praha: Portál, 2002. ISBN 80-7178-253-X.
KOSTRUB, D. Dieťa/žiak/študent – učivo – učiteľ, didaktický alebo bermudský trojuholník? Prešov: Rokus, 2008. ISBN 978-80-89055-87-6.
PETTY, G. Moderní vyučování. Praha: Portál, 1996. ISBN 80-7178-070-7.
SKALKOVÁ, J. Obecná didaktika. Praha: GRADA, 2007. ISBN 80-24718-21-7.
SLAVÍK, J., JANÍK, T., NAJVAR, P.,& KNECHT, P.: Transdisciplinární didaktika: o učitelském sdílení znalostí a zvyšování kvality výuky napříč obory. Brno: Masarykova univerzita, 2017.
Further literature according to the professional focus of the dissertation.

Languages necessary to complete the course:
slovak, czech

Notes:

Past grade distribution
Total number of evaluated students: 6

A	ABS	B	C	D	E	FX	NEABS
83,33	0,0	0,0	16,67	0,0	0,0	0,0	0,0

Lecturers:

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-PEPde201/22	Evaluation in primary education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 10s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
10 hours per semester in the form of lectures and seminars, self-study and individual work.

Number of credits: 5

Recommended semester: 2., 4., 6.

Educational level: III.

Prerequisites:

Course requirements:
The student's workload is 150 hours. Of which continuous teaching 10 hours, preparation for lessons 40 hours, self-study and individual work 50 hours, preparation for continuous test 50 hours.
Teaching methods: lecture, discussion, interpretation of measurement data, presentation and defense of opinions, model situations, analysis and correction of errors.
Conditions for passing the course:
The student will be evaluated continuously in the form of elaboration of assignments (25 points) and test 25 (points)

Learning outcomes:
To acquaint students with the latest knowledge in the field of measuring the achieved educational goals in primary education, methods of creating tests in accordance with the taxonomy of educational goals, forms of tests depending on the goal of testing, gaining experience with their creation and evaluation, mastering the principles of testing, non-text forms of measurement outputs of primary and pre-primary education, analysis of the results of international measurements.
Learning outcomes:
knowledge
knowledge and determination of learning outcomes,
taxonomy of educational goals,
representation theory,
methods and techniques of diagnosis and evaluation,
test theory,
verbal assessment method.
skills
creation of tasks to verify the specific goal of education,
analysis and interpretation of student’s solutions,
analysis, interpretation of the results of national and international measurements,
creation of forms of verbal evaluation,

use of electronic data processing tools,
reading chart.
transferable competences
problem solving methods, didactic use of wrong solutions, acceptance of students' diversity, differentiated approach to student evaluation
The scale of evaluation:
A is more than 94%
the student has knowledge of measuring learning outcomes, knows the taxonomy of educational goals, methods and techniques of diagnosis and evaluation, can create tasks to verify a specific learning goal, can choose the appropriate type of task or evaluation activity with respect to goals and form of evaluation for specific educational goals, can analyze and interpret student solutions, can analyze and interpret the results of national and international measurements. can use electronic data processing tools, can read and interpret different types of graphs, knows different problem solving strategies and can evaluate them, can analyze mistakes, use them for didactic purposes, accepts the diversity of students, and can apply a differentiated approach to their evaluation, he is ready for teaching and he is active, presents the right solutions.
B is more than 84% and less than 94%
the student has knowledge of measuring learning outcomes, knows the best known taxonomies of educational goals, methods and techniques of diagnosis and evaluation, can create tasks to verify a specific learning goal, can choose the appropriate type of task or evaluation activity with respect to the goal and form of evaluation for specific educational goals, can analyze and interpret student solutions, can analyze and interpret the results of national and international measurements, can use electronic tools for data processing, can read and interpret different types of graphs, can detect errors in student solutions, accepts the diversity of students, and can apply a differentiated approach to their evaluation, he is ready and active during lessons.
C is more than 74% and less than 84%
the student has knowledge of measuring educational outcomes, knows at least one taxonomy of educational goals, knows methods and techniques of diagnosis and evaluation, can create tasks to verify a specific learning goal, can choose the appropriate type of task or evaluation activity with respect to the goal and form of evaluation for specific educational goals, can analyze and interpret student solutions, can analyze and usually correctly interpret the results of national and international measurements, can use at least the simplest electronic data processing tools, can read and interpret different types of graphs, can detect errors in student solutions, accepts the diversity of students and tries to apply a differentiated approach to their evaluation at least at two levels, it is less active during lessons.
D is more than 66% and less than 74%
the student has gaps in knowledge about measuring educational outcomes, knows at least one taxonomy of educational goals, knows the methods of at least the most used techniques of diagnosis and evaluation, can design a form of evaluation for specific educational goals, can analyze student solutions but has gaps at interpretation, can analyze and usually correctly interpret the results of national and international measurements, can use at least the simplest electronic tools for data processing, can read and interpret different types of graphs, can detect errors in student solutions, accepts diversity of students but has a problem with differentiated assessment, is rather passive.
E is more than 60% and less than 66%
the student knows at least one taxonomy of educational goals, knows the methods of at least the most used techniques of diagnosis and evaluation, can design a form of evaluation for specific educational goals, can analyze student solutions but has gaps in their interpretation, can analyze and usually interpret the results of national and international measurements, can use at least the simplest electronic tools for data processing, can read and interpret different types of graphs, can

not detect the errors of students' solutions, accepts the diversity of students but has a problem with differentiated assessment, is passive during lessons.
FX - the student does not meet even the minimum requirements.

Class syllabus:

1. Principles and reasons for measuring educational results.
2. Different taxonomies of educational goals and their application in evaluation and measurement of educational outcomes.
3. Objectives of evaluation and measurement of educational results - social goals, feedback, individual needs for self-evaluation, classification of pupils / students, progression to the next level of education, criteria evaluation, formative evaluation, continuous and summative evaluation.
4. Types of evaluation, verbal evaluation, marks, percentage, percentile, scoring, order.
5. Forms of evaluation - tests, types of tests, essays, projects, dictation, product, competition, etc.
6. Principles of test creation, piloting, standardization.
7. National and international measurements and their analysis, interpretation of outputs from national and international measurements, the advantage of individual indicators in terms of feedback.

Recommended literature:

ANDERSON, L. W., KRATHWOHL, D. R. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom´s Taxonomy of Educational Objectives. New York: Longman, 2001. ISBN 80-200-0524-2.
HARLEN, W. The Role of Assessement in the Implementation of Science into Primary School. In: Science and Primary School. Amsterdam: University of Amsterdam, 2005.
CHRÁSKA, M. Didaktické testy. Příručka pro učitele a studenty. Brno: Paido, 1999. ISBN 80-85931-68-0.
LAPITKA, M. Tvorba a použitie didaktických testov. Bratislava: SPN, 1990. ISBN 80-08-00782-6.
NIEMIERKO, B. Rozwój teorii pomiaru dydakticznego na świecie w latach 1960 – 1980. In: Kwartalnik Pedagogiczny. 1981, č. 1.
TUREK, I. Kapitoly z didaktiky. Didaktické testy. Bratislava: Metodicko-pedagogické centrum, 1995. ISBN 80-85185-96-2.

Languages necessary to complete the course:

Slovak, Czech and English

Notes:

Past grade distribution

Total number of evaluated students: 8

A	ABS	B	C	D	E	FX	NEABS
87,5	0,0	12,5	0,0	0,0	0,0	0,0	0,0

Lecturers: prof. PaedDr. Katarína Žilková, PhD., doc. PaedDr. Lilla Koreňová, PhD.

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-PEPde201/22	Evaluation in primary education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 10s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
10 hours per semester in the form of lectures and seminars, self-study and individual work.

Number of credits: 5

Recommended semester: 1., 3., 5.

Educational level: III.

Prerequisites:

Course requirements:
The student's workload is 150 hours. Of which continuous teaching 10 hours, preparation for lessons 40 hours, self-study and individual work 50 hours, preparation for continuous test 50 hours.
Teaching methods: lecture, discussion, interpretation of measurement data, presentation and defense of opinions, model situations, analysis and correction of errors.
Conditions for passing the course:
The student will be evaluated continuously in the form of elaboration of assignments (25 points) and test 25 (points)

Learning outcomes:
To acquaint students with the latest knowledge in the field of measuring the achieved educational goals in primary education, methods of creating tests in accordance with the taxonomy of educational goals, forms of tests depending on the goal of testing, gaining experience with their creation and evaluation, mastering the principles of testing, non-text forms of measurement outputs of primary and pre-primary education, analysis of the results of international measurements.
Learning outcomes:
knowledge
knowledge and determination of learning outcomes,
taxonomy of educational goals,
representation theory,
methods and techniques of diagnosis and evaluation,
test theory,
verbal assessment method.
skills
creation of tasks to verify the specific goal of education,
analysis and interpretation of student’s solutions,
analysis, interpretation of the results of national and international measurements,
creation of forms of verbal evaluation,

use of electronic data processing tools,
reading chart.
transferable competences
problem solving methods, didactic use of wrong solutions, acceptance of students' diversity, differentiated approach to student evaluation
The scale of evaluation:
A is more than 94%
the student has knowledge of measuring learning outcomes, knows the taxonomy of educational goals, methods and techniques of diagnosis and evaluation, can create tasks to verify a specific learning goal, can choose the appropriate type of task or evaluation activity with respect to goals and form of evaluation for specific educational goals, can analyze and interpret student solutions, can analyze and interpret the results of national and international measurements. can use electronic data processing tools, can read and interpret different types of graphs, knows different problem solving strategies and can evaluate them, can analyze mistakes, use them for didactic purposes, accepts the diversity of students, and can apply a differentiated approach to their evaluation, he is ready for teaching and he is active, presents the right solutions.
B is more than 84% and less than 94%
the student has knowledge of measuring learning outcomes, knows the best known taxonomies of educational goals, methods and techniques of diagnosis and evaluation, can create tasks to verify a specific learning goal, can choose the appropriate type of task or evaluation activity with respect to the goal and form of evaluation for specific educational goals, can analyze and interpret student solutions, can analyze and interpret the results of national and international measurements, can use electronic tools for data processing, can read and interpret different types of graphs, can detect errors in student solutions, accepts the diversity of students, and can apply a differentiated approach to their evaluation, he is ready and active during lessons.
C is more than 74% and less than 84%
the student has knowledge of measuring educational outcomes, knows at least one taxonomy of educational goals, knows methods and techniques of diagnosis and evaluation, can create tasks to verify a specific learning goal, can choose the appropriate type of task or evaluation activity with respect to the goal and form of evaluation for specific educational goals, can analyze and interpret student solutions, can analyze and usually correctly interpret the results of national and international measurements, can use at least the simplest electronic data processing tools, can read and interpret different types of graphs, can detect errors in student solutions, accepts the diversity of students and tries to apply a differentiated approach to their evaluation at least at two levels, it is less active during lessons.
D is more than 66% and less than 74%
the student has gaps in knowledge about measuring educational outcomes, knows at least one taxonomy of educational goals, knows the methods of at least the most used techniques of diagnosis and evaluation, can design a form of evaluation for specific educational goals, can analyze student solutions but has gaps at interpretation, can analyze and usually correctly interpret the results of national and international measurements, can use at least the simplest electronic tools for data processing, can read and interpret different types of graphs, can detect errors in student solutions, accepts diversity of students but has a problem with differentiated assessment, is rather passive.
E is more than 60% and less than 66%
the student knows at least one taxonomy of educational goals, knows the methods of at least the most used techniques of diagnosis and evaluation, can design a form of evaluation for specific educational goals, can analyze student solutions but has gaps in their interpretation, can analyze and usually interpret the results of national and international measurements, can use at least the simplest electronic tools for data processing, can read and interpret different types of graphs, can

not detect the errors of students' solutions, accepts the diversity of students but has a problem with differentiated assessment, is passive during lessons.
FX - the student does not meet even the minimum requirements.

Class syllabus:

1. Principles and reasons for measuring educational results.
2. Different taxonomies of educational goals and their application in evaluation and measurement of educational outcomes.
3. Objectives of evaluation and measurement of educational results - social goals, feedback, individual needs for self-evaluation, classification of pupils / students, progression to the next level of education, criteria evaluation, formative evaluation, continuous and summative evaluation.
4. Types of evaluation, verbal evaluation, marks, percentage, percentile, scoring, order.
5. Forms of evaluation - tests, types of tests, essays, projects, dictation, product, competition, etc.
6. Principles of test creation, piloting, standardization.
7. National and international measurements and their analysis, interpretation of outputs from national and international measurements, the advantage of individual indicators in terms of feedback.

Recommended literature:

ANDERSON, L. W., KRATHWOHL, D. R. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom´s Taxonomy of Educational Objectives. New York: Longman, 2001. ISBN 80-200-0524-2.
HARLEN, W. The Role of Assessement in the Implementation of Science into Primary School. In: Science and Primary School. Amsterdam: University of Amsterdam, 2005.
CHRÁSKA, M. Didaktické testy. Příručka pro učitele a studenty. Brno: Paido, 1999. ISBN 80-85931-68-0.
LAPITKA, M. Tvorba a použitie didaktických testov. Bratislava: SPN, 1990. ISBN 80-08-00782-6.
NIEMIERKO, B. Rozwój teorii pomiaru dydakticznego na świecie w latach 1960 – 1980. In: Kwartalnik Pedagogiczny. 1981, č. 1.
TUREK, I. Kapitoly z didaktiky. Didaktické testy. Bratislava: Metodicko-pedagogické centrum, 1995. ISBN 80-85185-96-2.

Languages necessary to complete the course:

Slovak, Czech and English

Notes:

Past grade distribution

Total number of evaluated students: 8

A	ABS	B	C	D	E	FX	NEABS
87,5	0,0	12,5	0,0	0,0	0,0	0,0	0,0

Lecturers:

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde017/22	Inclusive pedagogy

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: **per level/semester:** 6s / 6s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
12 hours per semester in the form of lectures and seminars, combined form, primarily attendance.
Student workload: 12 hours of direct education; 30 hours preparation of semester work; 17 hours preparation for mid-term evaluation; 30 hours preparation for the final evaluation; TOTAL: 89 hours
Educational methods:
curriculum interpretation, lecture, discussion, work in small groups, self-study, problem solving and model situations.

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: III.

Prerequisites:

Course requirements:
During the semester, the student prepares a semester work on a topic assigned by the teacher, from which he can obtain a maximum of 20 points. As part of the consultations, he will present a model case of material-technical and organizational measures necessary for the successful inclusion of a model pupil with SVP. A student who does not obtain at least 20 points or does not meet one of the evaluation criteria will not be admitted to the final evaluation. In the final written test, the student can get a maximum of 60 points.
The rating is given on a scale:
A (100-91%, excellent - excellent results),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - additional work required).
It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. Credits will not be awarded to a student who obtains less than 50% of any of the assignments. To successfully complete the course, it is necessary to obtain at least 60% of points.
A - excellent performance, the student masters the basic concepts of pre-primary education, learned to apply in a theoretical level to practice; the semester work meets all the set criteria; evaluates critically;

B – very good performance, the student masters the basic concepts, but in the application of knowledge in practice there are observable slight shortcomings - solving model situations solves with minor hesitations; slight shortcomings are observable in the semester work; critical thinking is borderline;
C - good performance, the student has mastered the knowledge, but learnt can apply in practice only partially; has problems with complex problem solving, semester work has shortcomings;
D - acceptable performance, the student has mastered the knowledge only partially, there are significant shortcomings in learnt knowledge, learned can not apply in practice, model situations are solved with problems; his semester work meets the minimum criteria;
E - minimally acceptable performance, the student has mastered the knowledge minimally, is unable to adequately transfer it into practice;
FX - unacceptable performance, the student has not sufficiently mastered the content of education, resp. did not meet the conditions specified by the teacher during the semester
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student will expand knowledge in the field of special pedagogy with a focus on inclusion, inclusive education and social inclusion, learn the scope of pedagogy as field and pedagogy as a whole, in historical and current broader contexts and at the current state of knowledge and in comparison with other countries. Emphasis will be placed on the development of philosophical thinking in the context of education and the social status of people with "otherness".
They will acquire the ability to plan an inclusive educational process within pre-primary and primary education and the ability to plan educational activities. Gain an overview of basic documents and documentation related to inclusive education.
During the semester, the student develops communication competencies, creativity, critical thinking, thinking in context.

Class syllabus:
Components of inclusive education. Basic determinants related to inclusive and non-formal education; Inclusive education versus inclusive culture; Inclusion Index - inclusive policy, inclusive culture, inclusive practice; Individual support for students, reflection on their learning progress. Inclusive didactics, work with a heterogeneous class and group of students, teaching strategies, differentiation and individualization in the teaching process; Individual support for students, reflection on their learning progress; The role of educator / special educator and assistant educator in inclusive practice; Legislative support and inclusive conditions in education; Collaboration with parents of pupils with special educational needs and other entities in an inclusive environment; Promoting inclusion through digital technologies; Declaration of the rights of the disabled and other international and legislative documents.

Recommended literature:
AINSCOW, M., BOOTH, T., DYSON, A. (2006) Improwing schools, developing inclusion. New Yourk: Routledge.
BARTOŇOVÁ, M. (2017) Inkluzivní didaktika v základní škole se zřetelem na edukaci žáků s lehkým mentálním postižením. Brno: MU.
BARTOŇOVÁ, M. (2014) Approaches to Students with Learning Disorders in Inclusive School Environment. Brno: MU.
BARTOŇOVÁ, M., VÍTKOVÁ, M. et al., 2016. Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. 2013-2015 Brno: Masarykova univerzita. 2016. ISBN: 978-80-2106-678-6.

BARTOŇOVÁ, M., VÍTKOVÁ , M. a kol. 2017. Support Measures for Students with Special Education Needs in Mainstream Schools in the Czech Republic and Abroad. 1. vyd. Brno: Masarykova univerzita, 2017. 198 s. ISBN 978-80-210-8504-6.
BOOTH, T., AINSCOW, M., 2016. Index inklúzie. Fuller Davies. 4. vydanie. 2016. 244s. Dostupné na: < https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf> ISBN: 978-80-89403-19-6.
LECHTA, V. (ed), 2016. Inkluzívna pedagogika. Praha: Portál. 2016. 463s. ISBN: 978-80-262-1123-5.
SCHMIDTOVÁ, M., 2012. Koncepcia inkluzívneho vzdelávania zdravotne znevýhodnených. Bratislava: Úrad vlády, 2012.
SCHMIDTOVÁ, M., 2013. Inkluzívna škola-ako na to? Možnosti transformácie škôl smerom k inklúzii. In. HAPALOVÁ, M., KRIGLEROVÁ, E., 2013. O krok bližšie k inklúzii. Bratislava: Centrum pre výskum etnicity a kultúry, 2013. ISBN 978-80-971343-0-3.
VAŠEK, Š. (2011). Základy špeciálnej pedagogiky. Bratislava: Sapientia, 2011. ISBN 978-80-89229-21-5.
https://www.european-agency.org/
Recommended literature:
BARTOŇOVÁ, M. (2020) Přístupy a intervence k jedincům se specifickými poruchami učení. Bratislava. Iris. UK
BARTOŇOVÁ, M., VÍTKOVÁ, M. (2020) Efektivní vyučování v heterogenní třídě se zřetelem na metody a učební strategie. Brno: Masarykova univerzita. Dostupné na https://munispace.muni.cz/library/catalog/book/1973
BARTOŇOVÁ, M. (2014) Students with Intelectual Disability in Inclusive Education Settings. Brno: MU.
BARTOŇOVÁ, M., VÍTKOVÁ, M. et al., 2016. Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. 2013-2015 Brno: Masarykova univerzita. 2016. ISBN: 978-80-2106-678-6.
VÍTKOVÁ, M., BARTOŇOVÁ,M., 2019. Inkluzivní pedagogika: Distanční studijní text. 1. vyd. Opava, 2019. 179 s. ISBN 978-80-7510-334-5.
Laws, decrees and methodical instructions as amended.

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

Notes:

Past grade distribution
Total number of evaluated students: 4

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

Lecturers:

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde017/22	Inclusive pedagogy

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: **per level/semester:** 6s / 6s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
12 hours per semester in the form of lectures and seminars, combined form, primarily attendance.
Student workload: 12 hours of direct education; 30 hours preparation of semester work; 17 hours preparation for mid-term evaluation; 30 hours preparation for the final evaluation; TOTAL: 89 hours
Educational methods:
curriculum interpretation, lecture, discussion, work in small groups, self-study, problem solving and model situations.

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: III.

Prerequisites:

Course requirements:
During the semester, the student prepares a semester work on a topic assigned by the teacher, from which he can obtain a maximum of 20 points. As part of the consultations, he will present a model case of material-technical and organizational measures necessary for the successful inclusion of a model pupil with SVP. A student who does not obtain at least 20 points or does not meet one of the evaluation criteria will not be admitted to the final evaluation. In the final written test, the student can get a maximum of 60 points.
The rating is given on a scale:
A (100-91%, excellent - excellent results),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - additional work required).
It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. Credits will not be awarded to a student who obtains less than 50% of any of the assignments. To successfully complete the course, it is necessary to obtain at least 60% of points.
A - excellent performance, the student masters the basic concepts of pre-primary education, learned to apply in a theoretical level to practice; the semester work meets all the set criteria; evaluates critically;

B – very good performance, the student masters the basic concepts, but in the application of knowledge in practice there are observable slight shortcomings - solving model situations solves with minor hesitations; slight shortcomings are observable in the semester work; critical thinking is borderline;
C - good performance, the student has mastered the knowledge, but learnt can apply in practice only partially; has problems with complex problem solving, semester work has shortcomings;
D - acceptable performance, the student has mastered the knowledge only partially, there are significant shortcomings in learnt knowledge, learned can not apply in practice, model situations are solved with problems; his semester work meets the minimum criteria;
E - minimally acceptable performance, the student has mastered the knowledge minimally, is unable to adequately transfer it into practice;
FX - unacceptable performance, the student has not sufficiently mastered the content of education, resp. did not meet the conditions specified by the teacher during the semester
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student will expand knowledge in the field of special pedagogy with a focus on inclusion, inclusive education and social inclusion, learn the scope of pedagogy as field and pedagogy as a whole, in historical and current broader contexts and at the current state of knowledge and in comparison with other countries. Emphasis will be placed on the development of philosophical thinking in the context of education and the social status of people with "otherness".
They will acquire the ability to plan an inclusive educational process within pre-primary and primary education and the ability to plan educational activities. Gain an overview of basic documents and documentation related to inclusive education.
During the semester, the student develops communication competencies, creativity, critical thinking, thinking in context.

Class syllabus:
Components of inclusive education. Basic determinants related to inclusive and non-formal education; Inclusive education versus inclusive culture; Inclusion Index - inclusive policy, inclusive culture, inclusive practice; Individual support for students, reflection on their learning progress. Inclusive didactics, work with a heterogeneous class and group of students, teaching strategies, differentiation and individualization in the teaching process; Individual support for students, reflection on their learning progress; The role of educator / special educator and assistant educator in inclusive practice; Legislative support and inclusive conditions in education; Collaboration with parents of pupils with special educational needs and other entities in an inclusive environment; Promoting inclusion through digital technologies; Declaration of the rights of the disabled and other international and legislative documents.

Recommended literature:
AINSCOW, M., BOOTH, T., DYSON, A. (2006) Improwing schools, developing inclusion. New Yourk: Routledge.
BARTOŇOVÁ, M. (2017) Inkluzivní didaktika v základní škole se zřetelem na edukaci žáků s lehkým mentálním postižením. Brno: MU.
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BARTOŇOVÁ, M., VÍTKOVÁ, M. et al., 2016. Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. 2013-2015 Brno: Masarykova univerzita. 2016. ISBN: 978-80-2106-678-6.

BARTOŇOVÁ, M., VÍTKOVÁ , M. a kol. 2017. Support Measures for Students with Special Education Needs in Mainstream Schools in the Czech Republic and Abroad. 1. vyd. Brno: Masarykova univerzita, 2017. 198 s. ISBN 978-80-210-8504-6.
BOOTH, T., AINSCOW, M., 2016. Index inklúzie. Fuller Davies. 4. vydanie. 2016. 244s. Dostupné na: < https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf> ISBN: 978-80-89403-19-6.
LECHTA, V. (ed), 2016. Inkluzívna pedagogika. Praha: Portál. 2016. 463s. ISBN: 978-80-262-1123-5.
SCHMIDTOVÁ, M., 2012. Koncepcia inkluzívneho vzdelávania zdravotne znevýhodnených. Bratislava: Úrad vlády, 2012.
SCHMIDTOVÁ, M., 2013. Inkluzívna škola-ako na to? Možnosti transformácie škôl smerom k inklúzii. In. HAPALOVÁ, M., KRIGLEROVÁ, E., 2013. O krok bližšie k inklúzii. Bratislava: Centrum pre výskum etnicity a kultúry, 2013. ISBN 978-80-971343-0-3.
VAŠEK, Š. (2011). Základy špeciálnej pedagogiky. Bratislava: Sapientia, 2011. ISBN 978-80-89229-21-5.
https://www.european-agency.org/
Recommended literature:
BARTOŇOVÁ, M. (2020) Přístupy a intervence k jedincům se specifickými poruchami učení. Bratislava. Iris. UK
BARTOŇOVÁ, M., VÍTKOVÁ, M. (2020) Efektivní vyučování v heterogenní třídě se zřetelem na metody a učební strategie. Brno: Masarykova univerzita. Dostupné na https://munispace.muni.cz/library/catalog/book/1973
BARTOŇOVÁ, M. (2014) Students with Intelectual Disability in Inclusive Education Settings. Brno: MU.
BARTOŇOVÁ, M., VÍTKOVÁ, M. et al., 2016. Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. 2013-2015 Brno: Masarykova univerzita. 2016. ISBN: 978-80-2106-678-6.
VÍTKOVÁ, M., BARTOŇOVÁ,M., 2019. Inkluzivní pedagogika: Distanční studijní text. 1. vyd. Opava, 2019. 179 s. ISBN 978-80-7510-334-5.
Laws, decrees and methodical instructions as amended.

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

Notes:

Past grade distribution
Total number of evaluated students: 4

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

Lecturers: prof. PaedDr. Miroslava Bartoňová, PhD.

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde015/22	Mathematical-statistical methods

Educational activities:
Type of activities: seminar
Number of hours:
per week: per level/semester: 12s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
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; 38 hours for preparation of in-semester tasks; 40 hours of seminar work preparation, and 30 hours of final test preparation. A total of 120 hours of student work.
Teaching methods: lecture, discussion of the topic; small group work; problem-solving, guided self-study – processing of partial tasks according to the lecturer's assignment during the semester and their submission in electronic form within a specified period, which the teacher continuously checks and evaluates

Number of credits: 4

Recommended semester: 1., 3., 5.

Educational level: III.

Prerequisites:

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:

The student is able to design the collection of quantitative data, implement their processing, find out and be able to interpret basic mathematical statistics; can create simple graphical representations of data distribution using suitable graphs, can interpret graphical representations of frequency distribution, can correctly interpret the basic characteristics of a statistical data set, can formulate statistical hypotheses, can design a way to test them and is able to test hypotheses using appropriate statistical tests, can interpret simple statistical analysis, present data and interpret the test result. After completing the course, the student will be able to choose the appropriate statistical method in

their quantitative research. He will gain skills in data processing and evaluation and will be able to use software tools for data processing. He will understand the meaning of the obtained statistical data and will be able to evaluate and interpret the obtained statistical results of quantitative research. The student will be able to think critically about the selection of statistical procedures, data presentation and interpretation and will be able to discuss and argue ways to solve problems related to mathematical and statistical processing of quantitative data of various types.

Class syllabus:

Descriptive statistics – description of the statistical file, statistical elements - types, sorting and ordering of statistical data, statistical characteristics of one - dimensional sample (position characteristics and variability characteristics), data visualization of frequency distribution. Basic statistics of a two-dimensional sample. Statistical dependence of data. Correlation and regression analysis, Probability. Random variables – probability distribution. Estimates of basic set characteristics. Hypothesis testing, Hypothesis testing – parametric one-sample hypothesis tests, Hypothesis testing – parametric two-sample hypothesis tests, Hypothesis testing – nonparametric tests, Presentation of the semester project.

Recommended literature:

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

Languages necessary to complete the course:

Slovak and English – study of foreign literature

Notes:

Past grade distribution

Total number of evaluated students: 3

A	ABS	B	C	D	E	FX	NEABS
33,33	0,0	33,33	0,0	0,0	33,33	0,0	0,0

Lecturers:

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde015/22	Mathematical-statistical methods

Educational activities:
Type of activities: seminar
Number of hours:
per week: per level/semester: 12s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
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; 38 hours for preparation of in-semester tasks; 40 hours of seminar work preparation, and 30 hours of final test preparation. A total of 120 hours of student work.
Teaching methods: lecture, discussion of the topic; small group work; problem-solving, guided self-study – processing of partial tasks according to the lecturer's assignment during the semester and their submission in electronic form within a specified period, which the teacher continuously checks and evaluates

Number of credits: 4

Recommended semester: 2., 4., 6.

Educational level: III.

Prerequisites:

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:

The student is able to design the collection of quantitative data, implement their processing, find out and be able to interpret basic mathematical statistics; can create simple graphical representations of data distribution using suitable graphs, can interpret graphical representations of frequency distribution, can correctly interpret the basic characteristics of a statistical data set, can formulate statistical hypotheses, can design a way to test them and is able to test hypotheses using appropriate statistical tests, can interpret simple statistical analysis, present data and interpret the test result. After completing the course, the student will be able to choose the appropriate statistical method in

their quantitative research. He will gain skills in data processing and evaluation and will be able to use software tools for data processing. He will understand the meaning of the obtained statistical data and will be able to evaluate and interpret the obtained statistical results of quantitative research. The student will be able to think critically about the selection of statistical procedures, data presentation and interpretation and will be able to discuss and argue ways to solve problems related to mathematical and statistical processing of quantitative data of various types.

Class syllabus:

Descriptive statistics – description of the statistical file, statistical elements - types, sorting and ordering of statistical data, statistical characteristics of one - dimensional sample (position characteristics and variability characteristics), data visualization of frequency distribution. Basic statistics of a two-dimensional sample. Statistical dependence of data. Correlation and regression analysis, Probability. Random variables – probability distribution. Estimates of basic set characteristics. Hypothesis testing, Hypothesis testing – parametric one-sample hypothesis tests, Hypothesis testing – parametric two-sample hypothesis tests, Hypothesis testing – nonparametric tests, Presentation of the semester project.

Recommended literature:

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

Languages necessary to complete the course:

Slovak and English – study of foreign literature

Notes:

Past grade distribution

Total number of evaluated students: 3

A	ABS	B	C	D	E	FX	NEABS
33,33	0,0	33,33	0,0	0,0	33,33	0,0	0,0

Lecturers: doc. PaedDr. Lilla Koreňová, PhD., RNDr. Ľubomír Rybanský, PhD.

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde005/22	Methodology of qualitative research

Educational activities:
Type of activities: lecture
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, number of hours, form of the course:
12 hours of lectures and seminars per semester, combined form (primarily in-person teaching)
Number of hours: total: 12 hours – 6 credits – 180 hours (student workload)
Classes – 12 hours;
50 hours of theoretical conceptualization (study of theoretical concepts in application to argumentation discourse, individual conceptualization of knowledge, mutual discussion of meanings);
80 hours of practical activities (designing and conducting research in collaboration with research subjects, evidence gathering, interpretation, self/reflection, portfolio management, self-evaluation).
38 hours of preparation for the exam in the form of e/portfolio defense.
Teaching methods
Active-productive teaching methodology:
Research and discovery, open practice, elaboration of information.
Interactive-productive teaching methodology
Induction of principles, conceptualization of scientific knowledge.
Argumentative discourse at an appropriate level of intellectual complexity of doctoral studies.
Form:
In-person teaching
Combined
Online

Number of credits: 6

Recommended semester: 2., 4.

Educational level: III.

Prerequisites:

Course requirements:
Course requirements:
Interim assessment involves:
1) Continuous elaboration and registration of documents in the e/portfolio and their presentation to the teacher.
2) Active participation in courses, which means engaging in argumentative discourse, inducing meanings and knowledge conceptualization. Argumentative discourses will always be thematic with the aim of constructing socially shared knowledge by students.

Final assessment:
1) The course ends with a defense - co/evaluation of an e/portfolio related to the course in the form of an oral exam. During the semester, the student works on an e/portfolio related to the subject containing carefully selected evidence of how he/she develops their scientific knowledge and competencies related to the design of research as a tool of science. The E /portfolio concept is a proof of autonomy, competence, scientific integrity, student identity, creativity and self-presentation.
In general, the doctoral student's e/portfolio should include (unless specified otherwise by the teacher) the following items:
1. An overview of the student's selected research problem at a general level and the reason why he/she considers it an important challenge, including some recommendations on what the student has done to solve the problem. The student should make this introduction engaging and include photographs, graphics and possibly a video or audio introduction.
2. A description of the researched problem and the action to be taken.
3. A detailed description of the student's area of activity (activity context).
4. A literature review as a part of the process of planning the student's own research (research context) and references to authoritative sources.
5. Research question(s) reflecting constructional features typical for formulating research questions.
6. A brief but concise description of the research process (its sequence of steps).
7. Records of the organization, process, conditions of the student's research documenting the activity within several steps of his/her research, including the details of the collected data and the performed analysis.
8. The student's final essay ("How I become a researcher") about what he/she has learned/acquired in the individual steps, namely about himself/herself, his/her own actions, the context and the research process performed.
9. A collection of any artifacts: images, concept maps, records, interpretations, statements, notes, forms of self/reflections and videos, or other recordings or research blogs that the student wants to include in his/her e/portfolio.
10. Professional curriculum vitae of the student focused on highlighting practical experience related to the position and achieved competencies.
This e/portfolio overview will provide a defining context for the evidence to examine the tasks defined by the teacher. By elaborating, managing and defending the e/portfolio, the student will demonstrate his/her ability to critically evaluate the suitability of qualitative research in teaching, pedagogical sciences and related fields, including justification of the application of the principles of qualitative methodology.
To get an A, the student needs to obtain at least 91 points; at least 81 points to get a B; at least 73 points to get a C, at least 66 points to get a D and at least 60 points to get an E. To complete the course successfully, it is necessary to obtain at least 60% of the points.
Final grades are awarded based on the scale:
A (100 - 91 %, excellent – outstanding results). The student shows outstanding results in terms of understanding and applying the principles of qualitative methodology, can analyze and think critically, is active in classes, engages in discussions through expert arguments, questions and logical considerations. His/her knowledge is at an excellent level. Overall (including e/portfolio management and defense), the student demonstrates an expert competence at the level of mastery and management.
B (90 - 81 %, very good – above the average standard). The student shows very good results in terms of understanding and applying the principles of qualitative methodology, can analyze and think critically, is active in classes, engages in discussions through proficient arguments, answers and logical considerations. His/her knowledge is at a very good level. Overall (including e/portfolio

management and defense), the student demonstrates proficient competence at the level of mastery and management.
C (80 – 73 %, good – generally sound work). The student shows adequate results in terms of understanding and applying the principles of qualitative methodology. He/she is sporadically active in classes, engages in discussions through knowledgeable considerations, his/her knowledge is at an average level. Overall (including e / portfolio management and defense), the student demonstrates a reduced competence at the level of mastery and management.
D (72 – 66 %, satisfactory – fair but with significant shortcomings). The student shows satisfactory results in terms of understanding and applying the principles of qualitative methodology, presents reflections only upon request, engages in discussions occasionally, is less active in classes. His/her knowledge is at a satisfactory level, which corresponds to his/her typical answers. Overall (including e/portfolio management and defence), the student demonstrates a limited competence at the level of mastery and management.
E (65 – 60 %, sufficient – performance meets the minimum criteria). The student shows the minimum necessary results in terms of understanding and applying the principles of qualitative methodology, is passive in s, typically presents learned answers. Overall (including e/portfolio management and defense), the student's mastery and management competences are at the lowest acceptable level.
Fx (59 - 0 %, fail – further work required). The student demonstrates a significantly unsatisfactory level in all evaluated areas. This grade is given to a student who obtains less than 60 points out of the total number of points.
Defense of the subject portfolio 50%; active participation in thematic argumentation discourses 20%; interim tasks related to practical activities 20%; content, terminological, stylistic, graphic and grammatical structure of the written scientific text 10% of the total 100% evaluation. Credits will not be awarded to a student who does not complete any of the assigned topics and tasks. Within the provision of feedback, the co/evaluation will include recommendations and guidelines.

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim of the course is to introduce students to the concept of qualitative methodology in connection with teaching and pedagogical sciences (including related sciences) with a focus on the level of critical, evaluative, contextual thinking in terms of justifying the importance of the principles of qualitative methodology. This doctoral study course as a form of science education is focused on the students' readiness not only to design, manage, evaluate qualitatively oriented research, but also to consider and evaluate the suitability of its use in teaching and pedagogical sciences.
After completing the course, the student:
• Has a relevant overview of the principles of qualitative methodology and their application based on the understanding of the theoretical background.
• Can identify the importance, regularities, conditions of application of qualitative research when considering its use. The student is aware that research is a tool of science.
• Can critically consider and justify the suitability of the inventory of research tools, methods, techniques for specific groups of subjects, research phenomena, research problems and objectives.
• Will be able to take a competent stand on the application of terminology of science methodology (qualitative methodology). Within it, he/she will be able to lead a discussion and argumentation in a reasonable atmosphere of scientific demands.
• Will be able to take a competent stand on the rationale (justification) for his/her research.
The course is primarily focused on emerging transferable competencies that are consistent with both the research methodology as well as other complementary courses within the study plan.

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

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

Recommended literature:
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: Univerzita Komenského.

Languages necessary to complete the course:
Slovak and Czech

Notes:

Past grade distribution
Total number of evaluated students: 7

A	ABS	B	C	D	E	FX	NEABS
85,71	0,0	0,0	14,29	0,0	0,0	0,0	0,0

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

Last change: 26.09.2023

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde005/22	Methodology of qualitative research

Educational activities:
Type of activities: lecture
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, number of hours, form of the course:
12 hours of lectures and seminars per semester, combined form (primarily in-person teaching)
Number of hours: total: 12 hours – 6 credits – 180 hours (student workload)
Classes – 12 hours;
50 hours of theoretical conceptualization (study of theoretical concepts in application to argumentation discourse, individual conceptualization of knowledge, mutual discussion of meanings);
80 hours of practical activities (designing and conducting research in collaboration with research subjects, evidence gathering, interpretation, self/reflection, portfolio management, self-evaluation).
38 hours of preparation for the exam in the form of e/portfolio defense.
Teaching methods
Active-productive teaching methodology:
Research and discovery, open practice, elaboration of information.
Interactive-productive teaching methodology
Induction of principles, conceptualization of scientific knowledge.
Argumentative discourse at an appropriate level of intellectual complexity of doctoral studies.
Form:
In-person teaching
Combined
Online

Number of credits: 6

Recommended semester: 1., 3.

Educational level: III.

Prerequisites:

Course requirements:
Course requirements:
Interim assessment involves:
1) Continuous elaboration and registration of documents in the e/portfolio and their presentation to the teacher.
2) Active participation in courses, which means engaging in argumentative discourse, inducing meanings and knowledge conceptualization. Argumentative discourses will always be thematic with the aim of constructing socially shared knowledge by students.

Final assessment:
1) The course ends with a defense - co/evaluation of an e/portfolio related to the course in the form of an oral exam. During the semester, the student works on an e/portfolio related to the subject containing carefully selected evidence of how he/she develops their scientific knowledge and competencies related to the design of research as a tool of science. The E /portfolio concept is a proof of autonomy, competence, scientific integrity, student identity, creativity and self-presentation.
In general, the doctoral student's e/portfolio should include (unless specified otherwise by the teacher) the following items:
1. An overview of the student's selected research problem at a general level and the reason why he/she considers it an important challenge, including some recommendations on what the student has done to solve the problem. The student should make this introduction engaging and include photographs, graphics and possibly a video or audio introduction.
2. A description of the researched problem and the action to be taken.
3. A detailed description of the student's area of activity (activity context).
4. A literature review as a part of the process of planning the student's own research (research context) and references to authoritative sources.
5. Research question(s) reflecting constructional features typical for formulating research questions.
6. A brief but concise description of the research process (its sequence of steps).
7. Records of the organization, process, conditions of the student's research documenting the activity within several steps of his/her research, including the details of the collected data and the performed analysis.
8. The student's final essay ("How I become a researcher") about what he/she has learned/acquired in the individual steps, namely about himself/herself, his/her own actions, the context and the research process performed.
9. A collection of any artifacts: images, concept maps, records, interpretations, statements, notes, forms of self/reflections and videos, or other recordings or research blogs that the student wants to include in his/her e/portfolio.
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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.
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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 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:
Course overview:
1. Qualitative methodology construct. Qualitative methodology and its principles. Construct of qualitative research. Reflection on conducting qualitative research.
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3. Genres (designs) of qualitative methodology. Types of qualitative research.
4. Subjects and objects of qualitative research. Qualitative researcher.
5. Design of qualitative research.
6. Instrumentation, inventory of qualitative research (tools, methods, research techniques).
7. Acquisition of research material/data (approximation and extraction of research data).
8. Conditions for the implementation of qualitative research. Selected risks associated with the study of didactic reality.
9. Analysis, interpretation (elaboration) of research material.
10. Validation (validity), reliability, triangulation, credibility of qualitative research.
11. Teacher research (research of didactic reality by teachers).
12. Action research (transforming didactic reality by introducing a new element into teaching).

Recommended literature:
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: Univerzita Komenského.

Languages necessary to complete the course:
Slovak and Czech

Notes:

Past grade distribution
Total number of evaluated students: 7

A	ABS	B	C	D	E	FX	NEABS
85,71	0,0	0,0	14,29	0,0	0,0	0,0	0,0

Lecturers:

Last change: 26.09.2023

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde006/22	Methodology of quantitative research

Educational activities:
Type of activities: lecture
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, number of hours, form of the course:
Type of activities: lecture + seminar
Number of hours: 4 hours 3 times per semester, total: 12 hours, combined form
12 hours of direct teaching; 48 hours of self-study, 30 hours of work on a seminar paper, 30 hours of work on a research plan, 30 hours of preparation for the final test. Total: 150 hours
Teaching methods:
Explanation of individual topics and discussions, demonstration of examples of current research paradigms, modeling of research plans, modeling of examples of research methods application, discussions on current problems and open questions within quantitative research, critical consideration of research tools selection, making use of original research design solutions, application of critical methodological thinking in evaluating pluses and minuses of research plans.

Number of credits: 6

Recommended semester: 2., 4.

Educational level: III.

Prerequisites:

Course requirements:
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.
Scale of assessment (preliminary/final): 50/50

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:
Course overview:
The place of quantitative research in scientific disciplines.

- The student understands the importance of quantitative research and its application in social science disciplines, its place in the acquisition of new scientific knowledge. He/she understands quantitative research as a research strategy based on the collection, processing and interpretation of research data, which supports the objective empirical investigation of observable phenomena through a number of quantification methods and techniques.
Requirements, methods and tools in quantitative research. Selection of research tools and their application in research.
- The student understands the research requirements for the selection of research methods and tools in quantitative research. In the process of creating a research plan, he/she is able to adapt to the requirements of basic applied research. He/she can adequately use various research methods and tools (observation, questionnaire, assessment scales, test tools, experiment) and combine them appropriately. The student can assess the degree of reliability and validity of research tools, apply required conditions for their adaptation to the Slovak language.
Research plan structure. Formulation of research intentions, goals, hypotheses. Specifics of research samples. Low-number research samples.
- The student masters the creation of a research plan, understands its content and structure, understands the activities associated with the various stages of research, can correctly formulate research questions, research objectives and research hypotheses. Adequate to the research plan, the student can create a research sample, while aware of the limits of the selection of subjects. He/she can create a suitable research design even with a small number of subjects.
Quantitative tools in experimental and correlation studies, possibilities of data processing in experimental plans, variables in research and their causal and interference relations. Mathematical-statistical data processing and interpretation of research results.
- The student is familiar with the methods of mathematical-statistical processing of research data, is aware of the relationship between the nature of data and the possibilities (limits) of their mathematical-statistical processing. The student is aware of the specificity of measurement as a central element of quantitative research, as a basic connection between empirical observation and mathematical expression of quantitative relationships. The student masters and is able to use methods of descriptive data processing, understands the selection and rules of using appropriate tools of inferential statistics and appropriate statistical tests to verify the validity of research hypotheses.
Conceptual and interpretive shortcomings of quantitative research plans.
- The student can assess the advantages, disadvantages and limits of quantitative methodology, can compare the pluses and minuses of quantitative research methodology in relation to qualitative research, can use appropriate quantitative research in mixed research design.

Recommended literature:

Compulsory literature:
- TOMŠÍK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodolópgie 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. Routlege.
- BAČÍKOVÁ, M., JANOVSKÁ, M. (2018). Základy metodológie pedagogicko-psychologického výskumu. Prešov: ŠafárikPress.
- PROKŠA, M., HELD, Ľ. 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:
Slovak, Czech, English

Notes:

Past grade distribution
Total number of evaluated students: 11

A	ABS	B	C	D	E	FX	NEABS
54,55	0,0	36,36	9,09	0,0	0,0	0,0	0,0

Lecturers:

Last change: 26.09.2023

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde006/22	Methodology of quantitative research

Educational activities:
Type of activities: lecture
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, number of hours, form of the course:
Type of activities: lecture + seminar
Number of hours: 4 hours 3 times per semester, total: 12 hours, combined form
12 hours of direct teaching; 48 hours of self-study, 30 hours of work on a seminar paper, 30 hours of work on a research plan, 30 hours of preparation for the final test. Total: 150 hours
Teaching methods:
Explanation of individual topics and discussions, demonstration of examples of current research paradigms, modeling of research plans, modeling of examples of research methods application, discussions on current problems and open questions within quantitative research, critical consideration of research tools selection, making use of original research design solutions, application of critical methodological thinking in evaluating pluses and minuses of research plans.

Number of credits: 6

Recommended semester: 1., 3.

Educational level: III.

Prerequisites:

Course requirements:
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.
Scale of assessment (preliminary/final): 50/50

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:
Course overview:
The place of quantitative research in scientific disciplines.

- The student understands the importance of quantitative research and its application in social science disciplines, its place in the acquisition of new scientific knowledge. He/she understands quantitative research as a research strategy based on the collection, processing and interpretation of research data, which supports the objective empirical investigation of observable phenomena through a number of quantification methods and techniques.
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- The student understands the research requirements for the selection of research methods and tools in quantitative research. In the process of creating a research plan, he/she is able to adapt to the requirements of basic applied research. He/she can adequately use various research methods and tools (observation, questionnaire, assessment scales, test tools, experiment) and combine them appropriately. The student can assess the degree of reliability and validity of research tools, apply required conditions for their adaptation to the Slovak language.
Research plan structure. Formulation of research intentions, goals, hypotheses. Specifics of research samples. Low-number research samples.
- The student masters the creation of a research plan, understands its content and structure, understands the activities associated with the various stages of research, can correctly formulate research questions, research objectives and research hypotheses. Adequate to the research plan, the student can create a research sample, while aware of the limits of the selection of subjects. He/she can create a suitable research design even with a small number of subjects.
Quantitative tools in experimental and correlation studies, possibilities of data processing in experimental plans, variables in research and their causal and interference relations. Mathematical-statistical data processing and interpretation of research results.
- The student is familiar with the methods of mathematical-statistical processing of research data, is aware of the relationship between the nature of data and the possibilities (limits) of their mathematical-statistical processing. The student is aware of the specificity of measurement as a central element of quantitative research, as a basic connection between empirical observation and mathematical expression of quantitative relationships. The student masters and is able to use methods of descriptive data processing, understands the selection and rules of using appropriate tools of inferential statistics and appropriate statistical tests to verify the validity of research hypotheses.
Conceptual and interpretive shortcomings of quantitative research plans.
- The student can assess the advantages, disadvantages and limits of quantitative methodology, can compare the pluses and minuses of quantitative research methodology in relation to qualitative research, can use appropriate quantitative research in mixed research design.

Recommended literature:

Compulsory literature:
- TOMŠÍK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodolópgie 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. Routlege.
- BAČÍKOVÁ, M., JANOVSKÁ, M. (2018). Základy metodológie pedagogicko-psychologického výskumu. Prešov: ŠafárikPress.
- PROKŠA, M., HELD, Ľ. 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:
Slovak, Czech, English

Notes:

Past grade distribution
Total number of evaluated students: 11

A	ABS	B	C	D	E	FX	NEABS
54,55	0,0	36,36	9,09	0,0	0,0	0,0	0,0

Lecturers: RNDr. Ľubomír Rybanský, PhD., doc. PhDr. Marian Groma, PhD.

Last change: 26.09.2023

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde001/22	New trends in psychological theory and practice

Educational activities:
Type of activities: lecture
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
12 hours of lectures per semester, hybrid form (primarily in-person teaching)
Workload of a course:
12 hours of in-person teaching; preparation for classes (24 hours);
self-directed learning – working with scientific literature (36 hours); elaboration of seminar research paper (40 hours); preparation and elaboration of video-presentation (40 hours). Total 152 hours.
Teaching methods:
Lecture, group discussion, interview, directed discussion, problem solving, heuristic method, the elaboration of concept map, self-directed study, working with sources, critical analysis of research studies from psychology.

Number of credits: 6

Recommended semester: 1., 3., 5.

Educational level: III.

Prerequisites:

Course requirements:
In-semester assessment (100%).
The in-semester assessment comprises of elaboration and fulfilment of previously designated tasks: elaborating and presenting of selected research studies in a particular topic (50% of evaluation), written seminar paper which includes the revision and incorporation of amendments (50% of evaluation). To pass the course, it is required to obtain a minimum of 60% in overall evaluation.
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:
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:
1. Current development of scientific conceptualization and the research of health and mental health (operationalization, terms: diagnostics, intervention, and prevention).
2. Current trends and research in psychology (pathopsychology) of people with various disabilities.
3. New approaches in psychology and familiar sciences, integration of current knowledge and research of neuroscience and cognitive science (the basic and applied research in psychology and pedagogical science.
4. Current issues dealing with applied social psychology with the emphasis on media psychology, digitalization, psychology of media, psychology of violence and consumer psychology.
5. Current national and international research in the field of applied behavioural analysis.
6. Current national and international research in the field of interpersonal interaction and emotional regulation.

Recommended literature:

Pracana, C. & Wnag. M. (2025). Psychological application and trends 2025. https://inpact-psychologyconference.org/psychological-applications-and-trends-2025/
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 psychopatology. 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 faciltátorov 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.
APA: https://www.apa.org/monitor/2025/01/top-10-trends-to-watch

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

Notes:

Past grade distribution
Total number of evaluated students: 11

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

Lecturers: doc. Mgr. Zlatica Zacharová, PhD.

Last change: 29.10.2025

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde001/22	New trends in psychological theory and practice

Educational activities:
Type of activities: lecture
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
12 hours of lectures per semester, hybrid form (primarily in-person teaching)
Workload of a course:
12 hours of in-person teaching; preparation for classes (24 hours);
self-directed learning – working with scientific literature (36 hours); elaboration of seminar research paper (40 hours); preparation and elaboration of video-presentation (40 hours). Total 152 hours.
Teaching methods:
Lecture, group discussion, interview, directed discussion, problem solving, heuristic method, the elaboration of concept map, self-directed study, working with sources, critical analysis of research studies from psychology.

Number of credits: 6

Recommended semester: 2., 4., 6.

Educational level: III.

Prerequisites:

Course requirements:
In-semester assessment (100%).
The in-semester assessment comprises of elaboration and fulfilment of previously designated tasks: elaborating and presenting of selected research studies in a particular topic (50% of evaluation), written seminar paper which includes the revision and incorporation of amendments (50% of evaluation). To pass the course, it is required to obtain a minimum of 60% in overall evaluation.
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:
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:
1. Current development of scientific conceptualization and the research of health and mental health (operationalization, terms: diagnostics, intervention, and prevention).
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3. New approaches in psychology and familiar sciences, integration of current knowledge and research of neuroscience and cognitive science (the basic and applied research in psychology and pedagogical science.
4. Current issues dealing with applied social psychology with the emphasis on media psychology, digitalization, psychology of media, psychology of violence and consumer psychology.
5. Current national and international research in the field of applied behavioural analysis.
6. Current national and international research in the field of interpersonal interaction and emotional regulation.

Recommended literature:

Pracana, C. & Wnag. M. (2025). Psychological application and trends 2025. https://inpact-psychologyconference.org/psychological-applications-and-trends-2025/
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Fisher, W.W., Piazza, C. C., Roane, H. S. (2011). Handbook of Applied Behavioral Analysis. New York: Guilford Press.
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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.
APA: https://www.apa.org/monitor/2025/01/top-10-trends-to-watch

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

Notes:

Past grade distribution
Total number of evaluated students: 11

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

Lecturers:

Last change: 29.10.2025

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde012/22	New trends in school management

Educational activities:
Type of activities: lecture
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
12 hours per semester, lecture, hybrid form (primarily in-person teaching)
Workload of a course:
12 hours (6 credits):
3 x 4 hours of in-person teaching – 12 hours, literature study and independent preparation 38 hours, preparation for in-semester assessment 70 hours, preparation for final assessment 60 hours, total 180 hours
Teaching methods:
Dialogue methods – interview, group discussion, debate, polemic, problem-solving methods – brainwriting, brainstorming, monologic methods – lectures, instruction, project methods, self-directed learning – working with text, assessment and task solving, e-learning.

Number of credits: 4

Recommended semester: 2., 4., 6.

Educational level: III.

Prerequisites:

Course requirements:
The course is completed with an exam.
To complete the course, active participation is mandatory.
Evaluation:
In-semester evaluation:
- Critical analysis of national and international research studies – 20 points and the elaboration of partial elements of case study – 30 points,
Final evaluation:
- The completion of the proposed concept of a case study (based on previously designated structure) and its oral presentation – 50 points.
For successful completion of the course, the student must receive a minimum of 60% of overall evaluation:
A (100-91%, excellent – outstanding results) – the student is familiar with the topic at an excellent level, the student proves to have analytical and critical thinking, the student can create independently a concept of a case study at an excellent level, the student demonstrates metacognitive abilities.
B (90-81%, very good – above the average standard) – the student is familiar with the topic at a very good level (with minor inaccuracies), the student proves to have analytical and critical thinking, the

student is able to create independently a concept of a case study at a very good level, the student demonstrates evaluative and procedural cognitive abilities.
C (80-73%, good – generally sound work) – the student is familiar with the topic at a good level (with multiple mistakes or inaccuracies), the student demonstrates independent analytical and critical thinking, the student is able to create independently a concept of a case study at a good level, the student can apply the principles of scientific work when designing a project.
D (72-66%, satisfactory – fair but with significant shortcomings) – the student is familiar with the topic at a satisfactory level (with considerable mistakes), the student is able to create independently a concept of a case study at an average level, the student demonstrates conceptual knowledge and the ability to think analytically, the student can argue at a satisfactory level.
E (65-60%, sufficient – performance meets the minimum criteria) – the student is familiar with the topic at an acceptable level (with considerable mistakes), the student is able to create independently a very low-quality concept of a case study (but still acceptable), the student demonstrates conceptual knowledge and argumentative abilities at a low level.
Fx (59-0%, fail – further work required)- the student is unable to apply acquired knowledge, the student creates a concept of a case study at an unsatisfactory level, the student does not demonstrate sufficient knowledge of critical thinking, the student is not familiar with basic terms and methods in research work, the student does not demonstrate the ability and motivation for self-study.
Scale of assessment (preliminary/final): 20/30/20

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

Class syllabus:
- The theory of school management and its relation to pedagogical sciences. The definition of basic terms from the historical as well as current point of view. Functions and roles of school management in Slovakia and abroad. Theoretical models of school management. Current system of school management in Slovakia and current trends in school management abroad. Legal acts that modify the functioning of educational institutions at macro, mezzo and predominantly microlevel. The personality of the manager of educational staff – legal and personable requirements.
The student is familiar with the theory of school management and its relationship with pedagogical science. The student understands the terminology and can actively use it in communication and not only in the context of his dissertation thesis. The student is familiar with the roles and functions of school management in Slovakia and abroad. The student possesses a theoretical overview of school management models as well as the current school management system and trends in Slovakia and abroad. The student is familiar with law documents and can interpret their meaning. These

documents modify the functioning of kindergartens, primary and secondary schools, high schools and universities in Slovakia, educational institutions at macro, mezzo and predominantly microlevel with the emphasis on the requirements of educational worker. The student is able to characterize the personality of the manager of educational staff – from the point of view of legal and personable requirements.
- System of internal school management in context with management functions: process of planning in educational institution (with the emphasis on strategic planning). Decision making (the steps and methods of decision making). Organisation (the elaboration of organisational structures and principles of self-direction). Managing people (types of management, teamwork, delegation, coaching, ethical management). Trends in the application of motivational theories and strategies. Management communication (internal and external). Internal and external control. The differentiation between evaluation, evalvation and autoevalvation of school organisation. Marketing and marketing mix.
The student is familiar with the internal school management in context with management functions, planning, decision making, organisation, people management and control. The student understands the issue of marketing in school environment. The student is familiar with marketing mix – a set of tools, which are used to depict features of educational services offered to "customers"
- The elaboration of a concept of a case study and its elements (to determine and define research questions, select cases and methods of data collection and analysis, prepare for data collection in the field, analysis and evaluation, report preparation).
The student can determine and define research questions and the number of cases that he will deal with. The student can select adequate methods and tools for each case. The student can listen, question, interpret answer, seek relations, and make revelations from hidden context. The student can obtain and save multiple sources, which will subsequently be processed. The student can create databases etc. The student is familiar with various methods of data processing and understands them in context. The student is able to select a method with a particular aim, so that he can overcome an imposed limitation and secure high credibility. The student understands the meaning of result interpretation and its objectivization. The student can reflect on the matter of research and its procedure. The student must include an explanation of his case selection and describe the case in written form.

Recommended literature:

- PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 p. ISBN 978-80-223-3621-5. https://www.fedu.uniba.sk/uploads/media/Skolsky_manazment.pdf
- PISOŇOVÁ, M. a kol. 2017. Školský manažment terminologický a výkladový slovník. Bratislava : Wolters Kluwer, 2017, 1. vol., 167 p., ISBN 978-80-8168-660-3.
https://moodle.uniba.sk/mod/quiz/view.php?id=57866
- The students will be able to access additional study material in electronic form via LMS Moodle – Course title: New trends in school management
- The Constitution of the Slovak Republic
- Current legislative norms concerning the establishment and activities of kindergartens, primary and secondary schools, high schools and universities in Slovak Republic.
- Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
- Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov
- Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov
- Zákon č. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení

- Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.
- Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

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

Notes:

Past grade distribution
Total number of evaluated students: 7

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

Lecturers: PaedDr. Erika Drgoňová, PhD.

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde012/22	New trends in school management

Educational activities:
Type of activities: lecture
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
12 hours per semester, lecture, hybrid form (primarily in-person teaching)
Workload of a course:
12 hours (6 credits):
3 x 4 hours of in-person teaching – 12 hours, literature study and independent preparation 38 hours, preparation for in-semester assessment 70 hours, preparation for final assessment 60 hours, total 180 hours
Teaching methods:
Dialogue methods – interview, group discussion, debate, polemic, problem-solving methods – brainwriting, brainstorming, monologic methods – lectures, instruction, project methods, self-directed learning – working with text, assessment and task solving, e-learning.

Number of credits: 4

Recommended semester: 1., 3., 5.

Educational level: III.

Prerequisites:

Course requirements:
The course is completed with an exam.
To complete the course, active participation is mandatory.
Evaluation:
In-semester evaluation:
- Critical analysis of national and international research studies – 20 points and the elaboration of partial elements of case study – 30 points,
Final evaluation:
- The completion of the proposed concept of a case study (based on previously designated structure) and its oral presentation – 50 points.
For successful completion of the course, the student must receive a minimum of 60% of overall evaluation:
A (100-91%, excellent – outstanding results) – the student is familiar with the topic at an excellent level, the student proves to have analytical and critical thinking, the student can create independently a concept of a case study at an excellent level, the student demonstrates metacognitive abilities.
B (90-81%, very good – above the average standard) – the student is familiar with the topic at a very good level (with minor inaccuracies), the student proves to have analytical and critical thinking, the

student is able to create independently a concept of a case study at a very good level, the student demonstrates evaluative and procedural cognitive abilities.
C (80-73%, good – generally sound work) – the student is familiar with the topic at a good level (with multiple mistakes or inaccuracies), the student demonstrates independent analytical and critical thinking, the student is able to create independently a concept of a case study at a good level, the student can apply the principles of scientific work when designing a project.
D (72-66%, satisfactory – fair but with significant shortcomings) – the student is familiar with the topic at a satisfactory level (with considerable mistakes), the student is able to create independently a concept of a case study at an average level, the student demonstrates conceptual knowledge and the ability to think analytically, the student can argue at a satisfactory level.
E (65-60%, sufficient – performance meets the minimum criteria) – the student is familiar with the topic at an acceptable level (with considerable mistakes), the student is able to create independently a very low-quality concept of a case study (but still acceptable), the student demonstrates conceptual knowledge and argumentative abilities at a low level.
Fx (59-0%, fail – further work required)- the student is unable to apply acquired knowledge, the student creates a concept of a case study at an unsatisfactory level, the student does not demonstrate sufficient knowledge of critical thinking, the student is not familiar with basic terms and methods in research work, the student does not demonstrate the ability and motivation for self-study.
Scale of assessment (preliminary/final): 20/30/20

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

Class syllabus:
- The theory of school management and its relation to pedagogical sciences. The definition of basic terms from the historical as well as current point of view. Functions and roles of school management in Slovakia and abroad. Theoretical models of school management. Current system of school management in Slovakia and current trends in school management abroad. Legal acts that modify the functioning of educational institutions at macro, mezzo and predominantly microlevel. The personality of the manager of educational staff – legal and personable requirements.
The student is familiar with the theory of school management and its relationship with pedagogical science. The student understands the terminology and can actively use it in communication and not only in the context of his dissertation thesis. The student is familiar with the roles and functions of school management in Slovakia and abroad. The student possesses a theoretical overview of school management models as well as the current school management system and trends in Slovakia and abroad. The student is familiar with law documents and can interpret their meaning. These

documents modify the functioning of kindergartens, primary and secondary schools, high schools and universities in Slovakia, educational institutions at macro, mezzo and predominantly microlevel with the emphasis on the requirements of educational worker. The student is able to characterize the personality of the manager of educational staff – from the point of view of legal and personable requirements.
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- The elaboration of a concept of a case study and its elements (to determine and define research questions, select cases and methods of data collection and analysis, prepare for data collection in the field, analysis and evaluation, report preparation).
The student can determine and define research questions and the number of cases that he will deal with. The student can select adequate methods and tools for each case. The student can listen, question, interpret answer, seek relations, and make revelations from hidden context. The student can obtain and save multiple sources, which will subsequently be processed. The student can create databases etc. The student is familiar with various methods of data processing and understands them in context. The student is able to select a method with a particular aim, so that he can overcome an imposed limitation and secure high credibility. The student understands the meaning of result interpretation and its objectivization. The student can reflect on the matter of research and its procedure. The student must include an explanation of his case selection and describe the case in written form.

Recommended literature:

- PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 p. ISBN 978-80-223-3621-5. https://www.fedu.uniba.sk/uploads/media/Skolsky_manazment.pdf
- PISOŇOVÁ, M. a kol. 2017. Školský manažment terminologický a výkladový slovník. Bratislava : Wolters Kluwer, 2017, 1. vol., 167 p., ISBN 978-80-8168-660-3.
https://moodle.uniba.sk/mod/quiz/view.php?id=57866
- The students will be able to access additional study material in electronic form via LMS Moodle – Course title: New trends in school management
- The Constitution of the Slovak Republic
- Current legislative norms concerning the establishment and activities of kindergartens, primary and secondary schools, high schools and universities in Slovak Republic.
- Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
- Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov
- Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov
- Zákon č. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení

- Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.
- Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

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

Notes:

Past grade distribution
Total number of evaluated students: 7

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

Lecturers:

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty:	
Course ID: PdF.KPEP/D-VDZde010/22	**Course title:** PhD. Thesis defence
Number of credits: 30	
Educational level: III.	
Recommended 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.	
Course requirements: According to Sec. 51 § 3 of Act No. 131/2002, as amended, the study of each study programme at the doctoral level also includes the student's final thesis, which together with the defence of the final thesis forms one subject. The defence of the final thesis (dissertation) belongs to the state exams. The basic requirements for final theses are also regulated by the currently valid Directive of the Rector of Comenius University on final theses and the Study Regulations of the Faculty of Education, Comenius University in Bratislava. The directive regulates the formal requirements of the dissertation, its structure, method of citation, submission, and license agreement. The assessment is "passed or failed" following the Study Regulations of the Faculty of Education, Comenius University in Bratislava	
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.	
Class syllabus: The defence of the dissertation takes place before the Commission for the state examinations. University teachers working in the positions of professors and associate professors and other experts approved by the Scientific Board of the faculty have the right to take examinations for the defence of the dissertation. The chair and members of the examination commission are appointed by the Dean on the proposal of the departmental commission. At least one member of the examination commission is not from the training institution. The examination commission must have at least four members. The defence of the dissertation may take place only in the presence of at least two-thirds of all members of the examination commission and at least two opponents of the dissertation. Minutes are prepared on the defence of the dissertation. The minutes are signed by the chair and the members of the examination commission present at the defence of the dissertation.	

The decision of the examination commission on the result of the dissertation defence will be made at a closed meeting of the examination commission after the end of the defence in the presence of the dissertation opponents and the supervisor. The closed session will assess the course of the defence and the possibility of using the results of the dissertation in practice.
The defence consists of the following parts: introduction of the doctoral student by the chair of the examination commission, presentation of the dissertation by the author, presentation of opponents' opinions, author's reaction to the opinions, opinions of the opponents answering questions, general discussion, debate, The defence of the dissertation is assessed by the evaluation "passed or failed" (following the current Study Regulations).
Framework principles of objectives and organization of the dissertation are determined by the currently valid Directive of the Rector of Comenius University in Bratislava on the basic requirements of final theses, rigorous theses and habilitation theses, control of their originality, storage, and access to Comenius University in Bratislava, currently valid Study Regulations of the Faculty of Education, Comenius University in Bratislava.

State exam syllabus:

Recommended literature:
- study of professional literature according to the chosen topic

Languages necessary to complete the course:
Slovak and English

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-PEPde001/22	Philosophical and social background of education

Educational activities:
Type of activities: lecture
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, number of hours, form of the course:
Type of course: 1 hour lecture/ 1 hour seminar
Range of course: 12 hours/ semester, combined method (mainly attendance)
Student workload: 24 hours of direct teaching, 60 hours of elaboration of continuous assignments, 80 hours of elaboration of the final assignment, 136 hours of guided self-study. Total: 300 hours.
Methods of learning:
- In lectures: Problem interpretation.
- In seminars: Discussion on topics covered

Number of credits: 6

Recommended semester: 2., 4.

Educational level: III.

Prerequisites:

Course requirements:
Conditions for successful completion of the course:
The course ends with an exam. The continuous / final evaluation ratio is 50/50.
The continuous evaluation involves the elaboration of four interim tasks (50% of the evaluation). The aim of the continuously assigned tasks is for the student to be able to search for relevant information sources, work creatively with them and take qualified opinions and evaluation attitudes towards them.
The final evaluation includes the elaboration of a written work. Its aim will be the analysis and structured interpretation of a specific text from the arsenal of pedagogical sciences and the reconstruction of its implicit philosophical starting points as well as contemporary cultural and social preconditions of its origin. The evaluation will also include an oral defense of the above written output.
Final evaluation: To successfully complete the course, it is necessary to obtain at least 60% of the total score.
Final grades are awarded based on the scale:
A (100 - 91 %, excellent – outstanding results) – In the continuous and final tasks, the student demonstrated such a level and scope of acquired knowledge, competencies and skills in the creation of assigned outputs, which in points, resp. in percentage terms corresponds to an assessment of A.

B (90 - 81 %, very good – above the average standard) – In the continuous and final tasks, the student demonstrated such a level and scope of acquired knowledge, competencies and skills in the creation of assigned outputs, which in points, resp. in percentage terms corresponds to an assessment of B.
C (80 – 73 %, good – normal reliable work) – In the continuous and final tasks, the student demonstrated such a level and scope of acquired knowledge, competencies and skills in the creation of assigned outputs, which in points, resp. in percentage terms corresponds to an assessment of C.
D (72 – 66 %, satisfactory –acceptable results) – In the continuous and final tasks, the student demonstrated such a level and scope of acquired knowledge, competencies and skills in the creation of assigned outputs, which in points, resp. in percentage terms corresponds to an assessment of D.
E (65 – 60 %, sufficient) - In the continuous and final tasks, the student demonstrated such a level and scope of acquired knowledge, competencies and skills in the creation of assigned outputs, which in points, resp. in percentage terms corresponds to an assessment of E.
Fx (59 - 0 %, fail – further work required) – the student did not meet the required limits for passing the subject.

Learning outcomes:

Learning objectives and outcomes:
The aim of the course is to clarify the philosophical background and social background of various contemporary and cultural ideas about the process of schooling and its key components (education, school socialization). The aim of the course is to include the process of education and its theoretical reflections in broader philosophical, cultural-historical and social contexts. The most important philosophical concepts that influenced the issue of education in pedagogical sciences and the educational practice inspired by them will be presented. The expected outcome of the course is also that the discussions that will be opened in the program will cultivate critical thinking in students and support their argumentation and communication skills.
The student will be able to reflect the philosophical and value starting points of the relevant pedagogical concepts and educational practice based on them and will be able to confront their educational benefits with alternative pedagogical views based on different philosophical (ideological and value) positions. They will know the causes (and their cultural and social background) of fundamental changes in pedagogical thinking and its inspired educational practice in European history. He will also know the argumentative basis of the philosophical critique of some pedagogical concepts and approaches, as well as the critique of socio-political conditions questioning the humanistic setting of education in the context of different societies. He will also be able to defend the humanistic and democratic setting of education against the contemporary's cyclical socio-political influences entering the process of education and ideological influences contaminating its theoretical reflections.
The knowledge and skills that students acquire during the course will help them to develop their professional competencies, as after entering the profession they will allow them to reflect on their own opinion position as well as their theoretical and educational activities. It also helps to develop their professional competencies by contributing to the understanding of the importance of the socio-cultural environment for the development of the pupil's personality, resp. student, his schoolwork and its results.

Class syllabus:

Brief syllabus of the course:
The place of philosophy in human life, in the whole of human culture and in educational theory and practice.
Basic thematic shifts and changes in the logic of philosophical thinking and methods of philosophical acquisition of the world that have taken place throughout its history and their transcendence into other components of culture.

The relationship between philosophy and pedagogy.
Philosophical concepts that have recorded the widest reception in the pedagogical sciences.
The most famous emancipation projects in the history of philosophical thinking and their reception in relevant pedagogical concepts.
Articulation of the history of European pedagogical thinking through certain ideological and value configurations.
Key regulatory ideas influencing pedagogical thinking in the European area from antiquity to our present.
Cultural and social factors that are responsible for the variability of historical views on education generated in European history.
The key value correlates of education preserving its identity in its historical changes - the idea of humanity and the idea of human dignity.

Recommended literature:

Mandatory literature:

MALÍK, B. (2013) Pedagogická antropológia I. Antropologické pozadie výchovy. Bratislava: Iris, 128 s. ISBN 978-80-8153-006-7.
MALÍK, B. (2015) Pedagogická antropológia II. Antropologické pozadie vzdelávania, habitualizácie a kvalifikovania. Bratislava: Iris, 2015, 121 s. ISBN 978-80-8153-048-7.
MALÍK, B. (2010) Spoločensko-politický a axiologický kontext vo vzťahu k výchove. In: Európske pedagogické myslenie od antiky po modernu. Trnava: Trnavská univerzita, 2010, s. 162-189. ISBN 978-80-8082-336-8.
MALÍK, B. (2012) Školská politika, učiteľ a výchova. In: Európske pedagogické myslenie od moderny k postmoderne po súčasnosť. Trnava: Typi Universitatis Tyrnaviensis, 2012, s. 262-285. ISBN 978-80-8082-574-4.
STROUHAL, M. 2013. Teorie výchovy. K vybraným problémům a perspektivám jedné pedagogické disciplíny. Praha: Grada. ISBN 978-80-247-4212-0.

Recommended literature:

NOVOSÁD, F. 2016. Idey na trhovisku. Bratislava: Iris. ISBN 978-80-8153-066-1.
JASPERS, K. 2002. Malá škola filozofického myslenia. Bratislava: Kaligram. ISBN 80-7149-446-1.
LIESSMANN, K., ZENATY, G. 1994. O myšlení (Úvod do filosofie). Olomouc: Votobia. ISBN 80-85619-94-6.
BREZINKA, W. 1996. Filozofické základy výchovy. Praha: Zvon. ISBN: 80-7113-169-5.
MALÍK, B. 2021. Sociálna filozofia. Bratislava: Iris. ISBN 978-80-8200-089-7.

Languages necessary to complete the course:
Slovak, Czech

Notes:

Past grade distribution
Total number of evaluated students: 8

A	ABS	B	C	D	E	FX	NEABS
75,0	0,0	25,0	0,0	0,0	0,0	0,0	0,0

Lecturers:

Last change: 26.09.2023

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-PEPde001/22	Philosophical and social background of education

Educational activities:
Type of activities: lecture
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, number of hours, form of the course:
Type of course: 1 hour lecture/ 1 hour seminar
Range of course: 12 hours/ semester, combined method (mainly attendance)
Student workload: 24 hours of direct teaching, 60 hours of elaboration of continuous assignments, 80 hours of elaboration of the final assignment, 136 hours of guided self-study. Total: 300 hours.
Methods of learning:
- In lectures: Problem interpretation.
- In seminars: Discussion on topics covered

Number of credits: 6

Recommended semester: 1., 3.

Educational level: III.

Prerequisites:

Course requirements:
Conditions for successful completion of the course:
The course ends with an exam. The continuous / final evaluation ratio is 50/50.
The continuous evaluation involves the elaboration of four interim tasks (50% of the evaluation). The aim of the continuously assigned tasks is for the student to be able to search for relevant information sources, work creatively with them and take qualified opinions and evaluation attitudes towards them.
The final evaluation includes the elaboration of a written work. Its aim will be the analysis and structured interpretation of a specific text from the arsenal of pedagogical sciences and the reconstruction of its implicit philosophical starting points as well as contemporary cultural and social preconditions of its origin. The evaluation will also include an oral defense of the above written output.
Final evaluation: To successfully complete the course, it is necessary to obtain at least 60% of the total score.
Final grades are awarded based on the scale:
A (100 - 91 %, excellent – outstanding results) – In the continuous and final tasks, the student demonstrated such a level and scope of acquired knowledge, competencies and skills in the creation of assigned outputs, which in points, resp. in percentage terms corresponds to an assessment of A.

B (90 - 81 %, very good – above the average standard) – In the continuous and final tasks, the student demonstrated such a level and scope of acquired knowledge, competencies and skills in the creation of assigned outputs, which in points, resp. in percentage terms corresponds to an assessment of B.
C (80 – 73 %, good – normal reliable work) – In the continuous and final tasks, the student demonstrated such a level and scope of acquired knowledge, competencies and skills in the creation of assigned outputs, which in points, resp. in percentage terms corresponds to an assessment of C.
D (72 – 66 %, satisfactory –acceptable results) – In the continuous and final tasks, the student demonstrated such a level and scope of acquired knowledge, competencies and skills in the creation of assigned outputs, which in points, resp. in percentage terms corresponds to an assessment of D.
E (65 – 60 %, sufficient) - In the continuous and final tasks, the student demonstrated such a level and scope of acquired knowledge, competencies and skills in the creation of assigned outputs, which in points, resp. in percentage terms corresponds to an assessment of E.
Fx (59 - 0 %, fail – further work required) – the student did not meet the required limits for passing the subject.

Learning outcomes:

Learning objectives and outcomes:
The aim of the course is to clarify the philosophical background and social background of various contemporary and cultural ideas about the process of schooling and its key components (education, school socialization). The aim of the course is to include the process of education and its theoretical reflections in broader philosophical, cultural-historical and social contexts. The most important philosophical concepts that influenced the issue of education in pedagogical sciences and the educational practice inspired by them will be presented. The expected outcome of the course is also that the discussions that will be opened in the program will cultivate critical thinking in students and support their argumentation and communication skills.
The student will be able to reflect the philosophical and value starting points of the relevant pedagogical concepts and educational practice based on them and will be able to confront their educational benefits with alternative pedagogical views based on different philosophical (ideological and value) positions. They will know the causes (and their cultural and social background) of fundamental changes in pedagogical thinking and its inspired educational practice in European history. He will also know the argumentative basis of the philosophical critique of some pedagogical concepts and approaches, as well as the critique of socio-political conditions questioning the humanistic setting of education in the context of different societies. He will also be able to defend the humanistic and democratic setting of education against the contemporary's cyclical socio-political influences entering the process of education and ideological influences contaminating its theoretical reflections.
The knowledge and skills that students acquire during the course will help them to develop their professional competencies, as after entering the profession they will allow them to reflect on their own opinion position as well as their theoretical and educational activities. It also helps to develop their professional competencies by contributing to the understanding of the importance of the socio-cultural environment for the development of the pupil's personality, resp. student, his schoolwork and its results.

Class syllabus:

Brief syllabus of the course:
The place of philosophy in human life, in the whole of human culture and in educational theory and practice.
Basic thematic shifts and changes in the logic of philosophical thinking and methods of philosophical acquisition of the world that have taken place throughout its history and their transcendence into other components of culture.

The relationship between philosophy and pedagogy.
Philosophical concepts that have recorded the widest reception in the pedagogical sciences.
The most famous emancipation projects in the history of philosophical thinking and their reception in relevant pedagogical concepts.
Articulation of the history of European pedagogical thinking through certain ideological and value configurations.
Key regulatory ideas influencing pedagogical thinking in the European area from antiquity to our present.
Cultural and social factors that are responsible for the variability of historical views on education generated in European history.
The key value correlates of education preserving its identity in its historical changes - the idea of humanity and the idea of human dignity.

Recommended literature:

Mandatory literature:
MALÍK, B. (2013) Pedagogická antropológia I. Antropologické pozadie výchovy. Bratislava: Iris, 128 s. ISBN 978-80-8153-006-7.
MALÍK, B. (2015) Pedagogická antropológia II. Antropologické pozadie vzdelávania, habitualizácie a kvalifikovania. Bratislava: Iris, 2015, 121 s. ISBN 978-80-8153-048-7.
MALÍK, B. (2010) Spoločensko-politický a axiologický kontext vo vzťahu k výchove. In: Európske pedagogické myslenie od antiky po modernu. Trnava: Trnavská univerzita, 2010, s. 162-189. ISBN 978-80-8082-336-8.
MALÍK, B. (2012) Školská politika, učiteľ a výchova. In: Európske pedagogické myslenie od moderny k postmoderne po súčasnosť. Trnava: Typi Universitatis Tyrnaviensis, 2012, s. 262-285. ISBN 978-80-8082-574-4.
STROUHAL, M. 2013. Teorie výchovy. K vybraným problémům a perspektivám jedné pedagogické disciplíny. Praha: Grada. ISBN 978-80-247-4212-0.
Recommended literature:
NOVOSÁD, F. 2016. Idey na trhovisku. Bratislava: Iris. ISBN 978-80-8153-066-1.
JASPERS, K. 2002. Malá škola filozofického myslenia. Bratislava: Kaligram. ISBN 80-7149-446-1.
LIESSMANN, K., ZENATY, G. 1994. O myšlení (Úvod do filosofie). Olomouc: Votobia. ISBN 80-85619-94-6.
BREZINKA, W. 1996. Filozofické základy výchovy. Praha: Zvon. ISBN: 80-7113-169-5.
MALÍK, B. 2021. Sociálna filozofia. Bratislava: Iris. ISBN 978-80-8200-089-7.

Languages necessary to complete the course:
Slovak, Czech

Notes:

Past grade distribution
Total number of evaluated students: 8

A	ABS	B	C	D	E	FX	NEABS
75,0	0,0	25,0	0,0	0,0	0,0	0,0	0,0

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 26.09.2023

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde020/22	Professional communication in English language

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
block – 12 hours, seminar
type of teaching – regular in-class teaching, blended
student's work, number of hours: 1 credit = 25 hours, total: 75 hours, classes – 12 hours, self-study, and home assignments – 48 hours, preparation for the final assignment – 15 hours
Teaching methods: presentation, brainstorming, discussion, analysis of professional and research texts, directed self-study, monologic methods (lecturing on reading comprehension strategies, vocabulary presentation and vocabulary practice

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: III.

Prerequisites:

Course requirements:
In-semester assessment (100%)
Presenting and analysing of professional texts of student's choice (based on student's study major and the study programme). Student will prepare a text in which he or she will identify the topic, the main problem, and the key ideas. Student will present these to the group. Student will identify the key vocabulary (at least 15 research and professional words) and will present their meaning to the group. Student will organize a discussion based on the text, using the presented vocabulary.
The minimum score for completion of the course is 70%
Grading 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)
Student may re-sit the exam only due to serious health problems or other serious unexpected circumstances. The attendance is compulsory.
A (100 – 95 %, (excellent – outstanding results), student can perform an excellent analysis and presentation of the text. He/she is able to prepare for the task and present the task independently, without any help (choose a suitable text, collect and select the information / data, identify key information in the text, understand the key idea and present these to the group). Student is able to

choose a suitable research / professional text, give reasonable argumentation and express his/her opinion in both oral and written form. Student is able to work independently with professional words and collocations at B2 CEFR level. Student is able to synthesize ideas, and use correct cohesive devices in spoken and written discourse.
B (94 – 90 %, (very good – above the average standard), student can perform an excellent analysis and presentation of the text with a minimal assistance. Student is able to prepare for the task and present the task with a minimal assistance from the teacher / the peers (choose a suitable text, collect and select the information / data, identify key information in the text, understand the key idea and present these to the group). With a minimal assistance, student is able to choose a suitable research / professional text, give reasonable argumentation and express his/her opinion in both oral and written form. Student is able to work independently or with a minimal assistance with professional words and collocations at B2 CEFR level. Student is able to synthesize ideas, and use correct cohesive devices in spoken and written discourse.
C (89 – 85 %, (good – generally sound work), student can perform an analysis and presentation of the text with an assistance, making less serios errors. Student is able to prepare for the task and present the task with an assistance from the teacher / the peers (choose a suitable text, collect and select the information / data, identify key information in the text, understand the key idea and present these to the group). With an assistance, student is able to choose a suitable research / professional text and being assisted by the teacher / peers he/she is able to give reasonable argumentation and express his/her opinion in both oral and written form. Student is able to work with professional words and collocations at B2 CEFR level, making less serious errors. Student is able to synthesize ideas, and use correct cohesive devices in spoken and written discourse.
D (84 – 80 %, (satisfactory – fair but with significant shortcomings), student can perform an analysis and presentation of the text with a more intensive assistance, however, with less serios errors. Student is able to prepare for the task and present the task with a more intensive assistance from the teacher / the peers (choose a suitable text, collect and select the information / data, identify key information in the text, understand the key idea and present these to the group). With a more intensive assistance, student is able to choose a suitable research / professional text and being assisted by the teacher / peers he/she is able to give reasonable argumentation and express his/her opinion in both oral and written form. Student is able to work with professional words and collocations at B2 CEFR level, however, he / she makes more serious errors. Student is able to synthesize ideas, and use cohesive devices in spoken and written discourse, however, he makes occasional mistakes.
E (79 – 75 %, (sufficient – performance meets the minimum criteria), student can partly perform an analysis and presentation of the text with a more intensive assistance, making more serios errors. Student is able to prepare for the task and present the task only with a more intensive assistance from the teacher / the peers (with an assistance, he/she is able to choose a suitable text, collect and select the information / data, identify key information in the text, understand the key idea and present these to the group). With a more intensive assistance, student is able to choose a suitable research / professional text and being assisted by the teacher / peers he/she is able to give mostly reasonable argumentation and express his/her opinion in both oral and written form. Student is able to work with professional words and collocations at B2 CEFR level, however, he / she makes more serious errors. Student is able to synthesize ideas, and use cohesive devices in spoken and written discourse, however, he makes more serious errors.
Fx (74 – 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 70% out of the total number of points.

Learning outcomes:

The aim of the course is to develop students' overall communicative competence at B2 CEFR level, particularly with respect to the professional language of a given study major.
Knowledge
Student is familiar with the techniques of text analysis and with presentation techniques, he/she understands the difference between a common language and a professional language of a given field. Student is familiar with a knowledge base of the given field, and he / she is aware of the specific rules and standards of interpretation of professional texts. Student is able to recognise the linguistic levels of language (grammar, lexis, stylistics) and he/she knows how to apply grammar, vocabulary and stylistics to the text analysis and the text interpretation. Student will acquire the principles of a successful presentation and successful communication. He will be aware of compensational strategies. Student will develop the vocabulary needed to get involved in more complex topics and more formal styles. Student will extend his / her vocabulary and will learn the correct pronunciation of individual words and word-groups.
Skills
Student will have developed communication skills at B2 level, he / she is able to analyse a professional text in English language. Student can understand the context and identify the main idea of the professional text. He / she is able to describe and compare the principal similarities and differences between the professional topics and argumentations. Student is able to present the text, its key ideas and initiate discussion on a given professional topic, using adequate vocabulary (individual words and collocations). Student will develop the skill to understand an authentic as well as graded text. Student is able to apply compensation mechanisms in communication. He / she is able to maintain conversations on more complex professional topics. Student is able to initiate and maintain the discussions which come to clear conclusions. Student can use digital technologies to facilitate foreign language education.
Competencies
Student is able to work with professional texts in a given field of science, research and research methodology. He / she is able to receive information and establish links, he / she is able to bring reasonable arguments, present and defend his / her opinions. Student is able to plan and organize his / her own work on the professional text. Student is able to understand longer texts and discriminate their implicit meanings. He / she is a competent B2 language user. He uses language fluently and efficiently for a variety of social, academic, and professional purposes. He / she is able to create a clear, well-structured spoken texts, displaying a good command of compositional strategies and cohesive devices. Student will have developed self-evaluative strategies leading to a significant level of metacognitive awareness.

Class syllabus:

Analysis of professional texts – formal, academic style
Vocabulary – professional language – lexical structures (individual words and collocations commonly used at academic texts), cohesive devices
Skills – an overview of skills needed for work with a professional text
Presentation skills
Having learnt and acquired the above-mentioned content, the student is ready to perform in research, scientific and educational fields. Student has thorough knowledge of the techniques and strategies used for analysing professional texts and presenting the outcomes. Student will have developed an overall foreign language competence at B2 level. He / she is able to articulate arguments, present and defend his / her opinions and views. Student will have developed communicative strategies including the compensation mechanisms.

Recommended literature:

Hewings, M. et al. (2012). Cambridge Academic English, Upper-intermediate. Cambridge: Cambridge University Press.
McCarthy, M., O'Dell, F. (2016). Academic Vocabulary in Use. Cambridge: Cambridge Cambridge University Press.
Powell, M. (2010). Dynamic Presentations. Cambridge: Cambridge University Press.
Recommended literature:
McCarthy, M., O'Dell, F. (2017). English Collocations in Use Advanced. Cambridge: CUP.
McCarthy, M., O'Dell, F. (2017). English Phrasal Verbs in Use Advanced. Cambridge: CUP.
McCarthy, M., O'Dell, F. (2017). English Idioms in Use Advanced. Cambridge. Cambridge: CUP.
The listed titles are available at Slovak libraries and bookshops

Languages necessary to complete the course:
English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 2

A	ABS	B	C	D	E	FX	NEABS
50,0	0,0	50,0	0,0	0,0	0,0	0,0	0,0

Lecturers: prof. PhDr. Gabriela Lojová, PhD., doc. PaedDr. Martina Šipošová Chochulová, PhD.

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty:	
Course ID: PdF.KPEP/D-VDZde020/22	**Course title:** Professional communication in English language
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** **per level/semester:** 12s **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information block – 12 hours, seminar type of teaching – regular in-class teaching, blended student's work, number of hours: 1 credit = 25 hours, total: 75 hours, classes – 12 hours, self-study, and home assignments – 48 hours, preparation for the final assignment – 15 hours Teaching methods: presentation, brainstorming, discussion, analysis of professional and research texts, directed self-study, monologic methods (lecturing on reading comprehension strategies, vocabulary presentation and vocabulary practice	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: III.	
Prerequisites:	
Course requirements: In-semester assessment (100%) Presenting and analysing of professional texts of student's choice (based on student's study major and the study programme). Student will prepare a text in which he or she will identify the topic, the main problem, and the key ideas. Student will present these to the group. Student will identify the key vocabulary (at least 15 research and professional words) and will present their meaning to the group. Student will organize a discussion based on the text, using the presented vocabulary. The minimum score for completion of the course is 70% Grading 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) Student may re-sit the exam only due to serious health problems or other serious unexpected circumstances. The attendance is compulsory. A (100 – 95 %, (excellent – outstanding results), student can perform an excellent analysis and presentation of the text. He/she is able to prepare for the task and present the task independently, without any help (choose a suitable text, collect and select the information / data, identify key information in the text, understand the key idea and present these to the group). Student is able to	

choose a suitable research / professional text, give reasonable argumentation and express his/her opinion in both oral and written form. Student is able to work independently with professional words and collocations at B2 CEFR level. Student is able to synthesize ideas, and use correct cohesive devices in spoken and written discourse.
B (94 – 90 %, (very good – above the average standard), student can perform an excellent analysis and presentation of the text with a minimal assistance. Student is able to prepare for the task and present the task with a minimal assistance from the teacher / the peers (choose a suitable text, collect and select the information / data, identify key information in the text, understand the key idea and present these to the group). With a minimal assistance, student is able to choose a suitable research / professional text, give reasonable argumentation and express his/her opinion in both oral and written form. Student is able to work independently or with a minimal assistance with professional words and collocations at B2 CEFR level. Student is able to synthesize ideas, and use correct cohesive devices in spoken and written discourse.
C (89 – 85 %, (good – generally sound work), student can perform an analysis and presentation of the text with an assistance, making less serios errors. Student is able to prepare for the task and present the task with an assistance from the teacher / the peers (choose a suitable text, collect and select the information / data, identify key information in the text, understand the key idea and present these to the group). With an assistance, student is able to choose a suitable research / professional text and being assisted by the teacher / peers he/she is able to give reasonable argumentation and express his/her opinion in both oral and written form. Student is able to work with professional words and collocations at B2 CEFR level, making less serious errors. Student is able to synthesize ideas, and use correct cohesive devices in spoken and written discourse.
D (84 – 80 %, (satisfactory – fair but with significant shortcomings), student can perform an analysis and presentation of the text with a more intensive assistance, however, with less serios errors. Student is able to prepare for the task and present the task with a more intensive assistance from the teacher / the peers (choose a suitable text, collect and select the information / data, identify key information in the text, understand the key idea and present these to the group). With a more intensive assistance, student is able to choose a suitable research / professional text and being assisted by the teacher / peers he/she is able to give reasonable argumentation and express his/her opinion in both oral and written form. Student is able to work with professional words and collocations at B2 CEFR level, however, he / she makes more serious errors. Student is able to synthesize ideas, and use cohesive devices in spoken and written discourse, however, he makes occasional mistakes.
E (79 – 75 %, (sufficient – performance meets the minimum criteria), student can partly perform an analysis and presentation of the text with a more intensive assistance, making more serios errors. Student is able to prepare for the task and present the task only with a more intensive assistance from the teacher / the peers (with an assistance, he/she is able to choose a suitable text, collect and select the information / data, identify key information in the text, understand the key idea and present these to the group). With a more intensive assistance, student is able to choose a suitable research / professional text and being assisted by the teacher / peers he/she is able to give mostly reasonable argumentation and express his/her opinion in both oral and written form. Student is able to work with professional words and collocations at B2 CEFR level, however, he / she makes more serious errors. Student is able to synthesize ideas, and use cohesive devices in spoken and written discourse, however, he makes more serious errors.
Fx (74 – 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 70% out of the total number of points.

Learning outcomes:

The aim of the course is to develop students' overall communicative competence at B2 CEFR level, particularly with respect to the professional language of a given study major.
Knowledge
Student is familiar with the techniques of text analysis and with presentation techniques, he/she understands the difference between a common language and a professional language of a given field. Student is familiar with a knowledge base of the given field, and he / she is aware of the specific rules and standards of interpretation of professional texts. Student is able to recognise the linguistic levels of language (grammar, lexis, stylistics) and he/she knows how to apply grammar, vocabulary and stylistics to the text analysis and the text interpretation. Student will acquire the principles of a successful presentation and successful communication. He will be aware of compensational strategies. Student will develop the vocabulary needed to get involved in more complex topics and more formal styles. Student will extend his / her vocabulary and will learn the correct pronunciation of individual words and word-groups.
Skills
Student will have developed communication skills at B2 level, he / she is able to analyse a professional text in English language. Student can understand the context and identify the main idea of the professional text. He / she is able to describe and compare the principal similarities and differences between the professional topics and argumentations. Student is able to present the text, its key ideas and initiate discussion on a given professional topic, using adequate vocabulary (individual words and collocations). Student will develop the skill to understand an authentic as well as graded text. Student is able to apply compensation mechanisms in communication. He / she is able to maintain conversations on more complex professional topics. Student is able to initiate and maintain the discussions which come to clear conclusions. Student can use digital technologies to facilitate foreign language education.
Competencies
Student is able to work with professional texts in a given field of science, research and research methodology. He / she is able to receive information and establish links, he / she is able to bring reasonable arguments, present and defend his / her opinions. Student is able to plan and organize his / her own work on the professional text. Student is able to understand longer texts and discriminate their implicit meanings. He / she is a competent B2 language user. He uses language fluently and efficiently for a variety of social, academic, and professional purposes. He / she is able to create a clear, well-structured spoken texts, displaying a good command of compositional strategies and cohesive devices. Student will have developed self-evaluative strategies leading to a significant level of metacognitive awareness.

Class syllabus:

Analysis of professional texts – formal, academic style
Vocabulary – professional language – lexical structures (individual words and collocations commonly used at academic texts), cohesive devices
Skills – an overview of skills needed for work with a professional text
Presentation skills
Having learnt and acquired the above-mentioned content, the student is ready to perform in research, scientific and educational fields. Student has thorough knowledge of the techniques and strategies used for analysing professional texts and presenting the outcomes. Student will have developed an overall foreign language competence at B2 level. He / she is able to articulate arguments, present and defend his / her opinions and views. Student will have developed communicative strategies including the compensation mechanisms.

Recommended literature:

Hewings, M. et al. (2012). Cambridge Academic English, Upper-intermediate. Cambridge: Cambridge University Press.
McCarthy, M., O'Dell, F. (2016). Academic Vocabulary in Use. Cambridge: Cambridge Cambridge University Press.
Powell, M. (2010). Dynamic Presentations. Cambridge: Cambridge University Press.
Recommended literature:
McCarthy, M., O'Dell, F. (2017). English Collocations in Use Advanced. Cambridge: CUP.
McCarthy, M., O'Dell, F. (2017). English Phrasal Verbs in Use Advanced. Cambridge: CUP.
McCarthy, M., O'Dell, F. (2017). English Idioms in Use Advanced. Cambridge. Cambridge: CUP.
The listed titles are available at Slovak libraries and bookshops

Languages necessary to complete the course:
English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 2

A	ABS	B	C	D	E	FX	NEABS
50,0	0,0	50,0	0,0	0,0	0,0	0,0	0,0

Lecturers:

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty:	
Course ID: PdF.KPEP/D-VDZde019/22	**Course title:** Professional communication in German language
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** **per level/semester:** 12s **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information block – 12 hours, seminar type of teaching – regular in-class teaching, blended student's work, number of hours: 1 credit = 25 hours, total: 75 hours, classes – 12 hours, self-study, home assignments and assignments for the test during the term – 48 hours, preparation for the final assignment – 15 hours Teaching methods: presentation, brainstorming, working od text for special purposes	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: III.	
Prerequisites:	
Course requirements: In-semester assessment (100%) Test during the term (50%) and the final test (50%). The test will focus on terms and typical collocations in professional texts. The minimum score for completion of the course is 70% Grading 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) Student may re-sit the exam only due to serious health problems or other serious unexpected circumstances. The attendance is compulsory. Grade A - excellent performance, the student masters the terminology units and associated collocations almost without errors. Grade B - excellent performance, the student masters the terminological units and associated collocations with minimal errors. Grade C - good performance, the student masters the terminology units and associated collocations with recurring and less serious errors. Grade D - satisfactory performance, the student masters the terminological units and associated collocations with more serious errors.	

Grade E - sufficient performance, the student masters the terminological units and associated collocations with more serious, often recurring errors, which often interfere with the intelligibility and understanding of the terminological units and collocations.

Learning outcomes:

The aim of the course is to develop students' communication competence at the B2 level according to the Common European Framework of Reference for Languages (CEFR), especially with regard to knowledge of terminology and collocations.
This course aims to acquire the following knowledge, skills and competences:
Knowledge:
The student knows the techniques of working with text, recognizes the various levels of the German language system (grammar, lexical base, stylistics) with emphasis on the lexical level and knows the ways of their application in working with professional text and its interpretation, acquires the vocabulary needed to express even more complex and more complex themes in a formal style. The student expands the vocabulary, learns the correct pronunciation of individual words and groups of words in a sentence.
Skills:
The student has developed foreign language communication skills at the B2 level, can analyze a professional text in German. Can lead a fluent conversation using adequate vocabulary (terminology units and collocations), even on more complex professional topics.
Competences:
The student is able to orientate in professional texts from the relevant selected field of science, research and research methodology, can independently acquire and reconcile knowledge, is able to argue, can understand a wide range of demanding, longer texts and recognize their implicit meanings. Can express himself / herself fluently at the given language level (B2). Can use language flexibly and effectively for social, academic or professional purposes. Can produce clear, well-structured spoken text on complex subjects, demonstrating mastery of compositional techniques, conjunctions and means of cohesion. The student has mastered strategies of self-knowledge leading to deepening metacognitive awareness.

Class syllabus:

Working with professional text - formal, professional style
Vocabulary - professional language - lexical structures (individual words and collocations used in academic texts), means of cohesion
Skills - skills associated with working with a professional text
Through the above content, the student is prepared for future work in the field of scientific research and pedagogy. The student has developed foreign language communication competence at the B2 level. He is able to argue, present and defend his views and opinions. The student has developed communication strategies, including compensation mechanisms.

Recommended literature:

https://studi-lektor.de/tipps/bachelor-thesis/abstract-schreiben.html
Müller, A., Schlüter, S. (2021). Im Beruf NEU B1+/B2: Deutsch als Fremd- und Zweitsprache / Kursbuch. München: Huber Verlag.
Recommended literature:
Efing, Ch., Tesch, F., Roelcke, Th., Tichy, E. (2021). Deutsch in Fach und Beruf: Aktuelle Fragen und neue Ansätze der Fremdsprachenvermittlung (Berufssprache Deutsch in Theorie und Praxis 2). Berlin: Peter Lang GmbH, Internationaler Verlag der Wissenschaften
Roelcke, T. (2010). Fachsprachen. Berlin: Erich Schmidt Verlag GmbH & Co.

Languages necessary to complete the course:

German, Slovak

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: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty:	
Course ID: PdF.KPEP/D-VDZde019/22	**Course title:** Professional communication in German language
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** **per level/semester:** 12s **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information block – 12 hours, seminar type of teaching – regular in-class teaching, blended student's work, number of hours: 1 credit = 25 hours, total: 75 hours, classes – 12 hours, self-study, home assignments and assignments for the test during the term – 48 hours, preparation for the final assignment – 15 hours Teaching methods: presentation, brainstorming, working od text for special purposes	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: III.	
Prerequisites:	
Course requirements: In-semester assessment (100%) Test during the term (50%) and the final test (50%). The test will focus on terms and typical collocations in professional texts. The minimum score for completion of the course is 70% Grading 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) Student may re-sit the exam only due to serious health problems or other serious unexpected circumstances. The attendance is compulsory. Grade A - excellent performance, the student masters the terminology units and associated collocations almost without errors. Grade B - excellent performance, the student masters the terminological units and associated collocations with minimal errors. Grade C - good performance, the student masters the terminology units and associated collocations with recurring and less serious errors. Grade D - satisfactory performance, the student masters the terminological units and associated collocations with more serious errors.	

Grade E - sufficient performance, the student masters the terminological units and associated collocations with more serious, often recurring errors, which often interfere with the intelligibility and understanding of the terminological units and collocations.

Learning outcomes:

The aim of the course is to develop students' communication competence at the B2 level according to the Common European Framework of Reference for Languages (CEFR), especially with regard to knowledge of terminology and collocations.
This course aims to acquire the following knowledge, skills and competences:
Knowledge:
The student knows the techniques of working with text, recognizes the various levels of the German language system (grammar, lexical base, stylistics) with emphasis on the lexical level and knows the ways of their application in working with professional text and its interpretation, acquires the vocabulary needed to express even more complex and more complex themes in a formal style. The student expands the vocabulary, learns the correct pronunciation of individual words and groups of words in a sentence.
Skills:
The student has developed foreign language communication skills at the B2 level, can analyze a professional text in German. Can lead a fluent conversation using adequate vocabulary (terminology units and collocations), even on more complex professional topics.
Competences:
The student is able to orientate in professional texts from the relevant selected field of science, research and research methodology, can independently acquire and reconcile knowledge, is able to argue, can understand a wide range of demanding, longer texts and recognize their implicit meanings. Can express himself / herself fluently at the given language level (B2). Can use language flexibly and effectively for social, academic or professional purposes. Can produce clear, well-structured spoken text on complex subjects, demonstrating mastery of compositional techniques, conjunctions and means of cohesion. The student has mastered strategies of self-knowledge leading to deepening metacognitive awareness.

Class syllabus:

Working with professional text - formal, professional style
Vocabulary - professional language - lexical structures (individual words and collocations used in academic texts), means of cohesion
Skills - skills associated with working with a professional text
Through the above content, the student is prepared for future work in the field of scientific research and pedagogy. The student has developed foreign language communication competence at the B2 level. He is able to argue, present and defend his views and opinions. The student has developed communication strategies, including compensation mechanisms.

Recommended literature:

https://studi-lektor.de/tipps/bachelor-thesis/abstract-schreiben.html
Müller, A., Schlüter, S. (2021). Im Beruf NEU B1+/B2: Deutsch als Fremd- und Zweitsprache / Kursbuch. München: Huber Verlag.
Recommended literature:
Efing, Ch., Tesch, F., Roelcke, Th., Tichy, E. (2021). Deutsch in Fach und Beruf: Aktuelle Fragen und neue Ansätze der Fremdsprachenvermittlung (Berufssprache Deutsch in Theorie und Praxis 2). Berlin: Peter Lang GmbH, Internationaler Verlag der Wissenschaften
Roelcke, T. (2010). Fachsprachen. Berlin: Erich Schmidt Verlag GmbH & Co.

Languages necessary to complete the course:

German, Slovak

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

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde014/22	Word and context

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: **per level/semester:** 6s / 6s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Block teaching together 12 hours, 6 hours of lectures/ 6hours of seminars
per week: per level/semester: 12s
Form of the course: in-person teaching, combined
Student workload: 1 credit = 25 hours, total 100 hours: of which 12 hours of direct teaching, 24 hours of home preparation for teaching, 64 hours divided according to the study plan (50:50) as 32 hours during the semester for preparation for tests from each of the three parts of the course + 32 hours preparation of seminar work for the final assessment
Teaching methods: interactive lecture, seminar, discussion of the topic, presentation of seminar work in the form of a paper, work in small groups; problem-solving, tests.

Number of credits: 4

Recommended semester: 1., 3., 5.

Educational level: III.

Prerequisites:

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:
The aim is for student to understand the function and meaning of the word in structural, semantic, and textual contexts, as well as to get acquainted with translational and corpus-linguistic approaches to the study and interpretation of language.
Learning outcomes: The graduate will gain knowledge of basic questions about the word, its functioning in the system and text, the equivalence of the word from the point of view of the language system, and also from the point of view of its functioning in the text, as well as information on the most modern methods of data extraction, evaluation, and processing using exact methods in corpus linguistics.

Class syllabus:
I. Word in structural, semantic, and textual contexts
- What's the word?
- Words in mental processes
- How does a word exist in the language system?
- How does the word in the text work?
II. A word in confrontation
- What's the equivalent?
- Does each word have an equivalent in another language?
- How does translation compensate for "translation losses"?

- Realities as so-called non-equivalent lexical units
III. Word in databases and corpora
- Linguistics as an exact science
- Technologies used in language research
- Methods of corpus linguistics
- Work with linguistic corpora

Recommended literature:

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 translatológie. Nitra: UKF v Nitre, 2009.
HREHOVČÍK,T. 2006. Prekladateľské minimum. Bratislava: Vydavateľstvo IRIS, 2006.
MASÁR, I. 2000. Ako pomenúvame v slovenčine. Kapitolky 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.
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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.

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KOLLER, W. 2004. Einführung in die Übersetzungswissenschaft. Wiesbaden: Quelle & Meyer, 2004.
KRÁLOVÁ, J. 2009. Překlad jako téma k diskusi aneb Historia magistra vitae. Svět literatury. XIX, 40 (2009), 191–193.
KRÁLOVÁ, J. 2010. Od výuky jazyka k didaktice překladu a tlumočení aneb historia magistra vitae. Translatologica ostraviensia. 1. vyd. Ostrava: Ostravská Univerzita v Ostravě, 2010.
KRÁLOVÁ, J. 2012. A nemůže se (o překladu) říci nic, co by už dříve řečeno nebylo. Santoyo, Julio César. Sobre la traducción: textos clásico y medievales. León: Universidad de León, Instituto de Estudios Medievales, 2012.
KRÁLOVÁ, J. 2013. Překlad jako kulturní (sebe)reflexe. In: Vědecký výzkum a výuka jazyků V. Komunikační sebereflexe a kompetence. Hradec Králové: Univerzita Hradec Králové, 2013.
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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. Šťepařová, (Eds.). Multikulturní výchova v teorii a praxi. Brno: Pedagogická fakulta MU v Brně, (2004b), 13–19.
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ŠEBESTOVÁ, S. 2011. Příležitosti k rozvíjení řečových dovednostíve výuce anglického jazyka: videostudie. Brno: Masarykova univerzita, 2011.
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VAVROUŠOVÁ, P. 2013. Sedm tváří translatologie; 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:
Slovak and English or German or French or Spanish or Italian

Notes:

Past grade distribution
Total number of evaluated students: 6

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

Lecturers:

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde014/22	Word and context

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: **per level/semester:** 6s / 6s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Block teaching together 12 hours, 6 hours of lectures/ 6hours of seminars
per week: per level/semester: 12s
Form of the course: in-person teaching, combined
Student workload: 1 credit = 25 hours, total 100 hours: of which 12 hours of direct teaching, 24 hours of home preparation for teaching, 64 hours divided according to the study plan (50:50) as 32 hours during the semester for preparation for tests from each of the three parts of the course + 32 hours preparation of seminar work for the final assessment
Teaching methods: interactive lecture, seminar, discussion of the topic, presentation of seminar work in the form of a paper, work in small groups; problem-solving, tests.

Number of credits: 4

Recommended semester: 2., 4., 6.

Educational level: III.

Prerequisites:

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:
The aim is for student to understand the function and meaning of the word in structural, semantic, and textual contexts, as well as to get acquainted with translational and corpus-linguistic approaches to the study and interpretation of language.
Learning outcomes: The graduate will gain knowledge of basic questions about the word, its functioning in the system and text, the equivalence of the word from the point of view of the language system, and also from the point of view of its functioning in the text, as well as information on the most modern methods of data extraction, evaluation, and processing using exact methods in corpus linguistics.

Class syllabus:
I. Word in structural, semantic, and textual contexts
- What's the word?
- Words in mental processes
- How does a word exist in the language system?
- How does the word in the text work?
II. A word in confrontation
- What's the equivalent?
- Does each word have an equivalent in another language?
- How does translation compensate for "translation losses"?

- Realities as so-called non-equivalent lexical units
III. Word in databases and corpora
- Linguistics as an exact science
- Technologies used in language research
- Methods of corpus linguistics
- Work with linguistic corpora

Recommended literature:

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.
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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: 6

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

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

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde016/22	Work with external literary sources

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
A total of 11 hours of practice per semester, combined form; (primarily attendance).
Student workload: 11 hours of direct education; 50 hours preparation of seminar works, 39 hours preparation for presentations in front of the whole study group. A total of 90 hours of student work.
Methods of learning: discussion of methods of searching in scientific databases, on-line catalogs of libraries, or other external information and literary sources, student's presentation with a presentation on solving a given problem related to searching in databases, excursion (to CVTI SR).

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: III.

Prerequisites:

Course requirements:
The way to complete the course is evaluation. The student will be evaluated continuous in the form of evaluation of his three seminar works associated with their presentation to the entire study group focused on searching in databases and external literary sources (3x30 points = 90 points), at the same time his active participation in seminars, his involvement in discussions (10 points) will be evaluated. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E.
In this course, it is assumed that the student will acquire important skills and competencies necessary for their scientific research in the processing of the dissertation thesis, as well as for their future profession in active participation in the scientific community. This is also related to the evaluation levels
A-excellent performance, the student is able to creatively solve the assigned problems related to the search for information in scientific databases and in external information and literary sources, terminologically correct and understandable can justify and explain them.
B-very good performance, the student is able to creatively solve the assigned problems related to the search for information in scientific databases and in external information and literary sources, has only minor terminological shortcomings in its expression and explanation.
C-good performance, the student is able to solve the assigned problems related to searching for information in scientific databases and external information and literary sources, in searching in some scientific databases and external literary sources has minor shortcomings in searching

for relevant information, has only minor terminological shortcomings in its expression and explanations.
D-satisfactory performance, the student is able to solve simpler tasks in standard way related to information searching in scientific databases and external information and literary sources, searches in some type of scientific databases and external literary sources has serious shortcomings in searching for relevant information, sometimes has terminological shortcomings in his expression and explanation, he has very limited skills in solving more challenging tasks.
E-sufficient performance, the student is able to solve in simple ways simple problems related to information searching in scientific databases and external information and literary sources, can orient and search only limited types of information in some scientific databases and external literary sources, has certain terminological shortcomings in its expression and explanation, has limited ability to search for the necessary information in scientific databases and external literary sources for practice.

Learning outcomes:
The aim of the course Work with external literary sources is to enable the student to gain the ability to define a search strategy and search for scientific information using databases such as Web of Science, Scopus, ERIH PLUS and other databases used in the field of doctoral studies according to the chosen focus of his dissertation thesis.
The student masters the presentation of scientific information on a given topic, processing of basic literary or bibliographic data, can present the results of searching for scientific information in a correct manner on a topic that is related to the focus of his dissertation. He can communicate professionally, he is able to orient himself in scientific texts, periodicals and publications in areas related to the focus of his dissertation.
These activities will support the student's communication skills, further develop his analytical and deductive thinking, critical thinking ability, ability to orient in various information and external literary sources in relation to applications that use the obtained and sought scientific information in practice.

Class syllabus:
1) Search and orientation in databases: Web of Science, Scopus, ERIH PLUS, The Norwegian Register for Scientific Journals, Series and Publishers and others;
2) Available sources of literature, external literary sources - monographs, scientific journals, edited books and other types of publications;
3) Importance of search, retrieval of scientific and professional literature according to keywords and other parameters, classification in scientific disciplines;
4) Impact factor and quartiles Web of Science, Scimago Journal & Country Rank, or others;
5) CVTI SR, academic libraries and their importance for working with external literary sources.
This content is intended to help the student to actively acquire the knowledge and information needed for effective work and search in scientific databases, to be able to integrate and use them in writing their dissertation thesis and in their research. It supports his innovative, creative and critical thinking in dealing with information that is obtained from external literary sources, as well as the ability to correctly and professionally correctly present the results of his own work with these sources.

Recommended literature:
Information literacy (searching for information and working with external literary sources). Available online:
https://uniba.sk/o-univerzite/fakulty-a-dalsie-sucasti/akademicka-kniznica-uk/informacna-gramotnost/
Websites of CVTI SR and academic libraries (mainly PdF UK a UK)

Scientific databases; original and review scientific articles.
Katuščák, D.: Ako písať záverečné a kvalifikačné práce. Nitra: Enigma, 2013. ISBN 8089132454

Languages necessary to complete the course:
Slovak, English

Notes:

Past grade distribution
Total number of evaluated students: 10

A	ABS	B	C	D	E	FX	NEABS
80,0	0,0	20,0	0,0	0,0	0,0	0,0	0,0

Lecturers: doc. PaedDr. Ján Gunčaga, PhD., prof. PaedDr. Darina Tarcsiová, PhD.

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty:

Course ID:	**Course title:**
PdF.KPEP/D-VDZde016/22	Work with external literary sources

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Type of activities: seminar
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
A total of 11 hours of practice per semester, combined form; (primarily attendance).
Student workload: 11 hours of direct education; 50 hours preparation of seminar works, 39 hours preparation for presentations in front of the whole study group. A total of 90 hours of student work.
Methods of learning: discussion of methods of searching in scientific databases, on-line catalogs of libraries, or other external information and literary sources, student's presentation with a presentation on solving a given problem related to searching in databases, excursion (to CVTI SR).

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: III.

Prerequisites:

Course requirements:
The way to complete the course is evaluation. The student will be evaluated continuous in the form of evaluation of his three seminar works associated with their presentation to the entire study group focused on searching in databases and external literary sources (3x30 points = 90 points), at the same time his active participation in seminars, his involvement in discussions (10 points) will be evaluated. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E.
In this course, it is assumed that the student will acquire important skills and competencies necessary for their scientific research in the processing of the dissertation thesis, as well as for their future profession in active participation in the scientific community. This is also related to the evaluation levels
A-excellent performance, the student is able to creatively solve the assigned problems related to the search for information in scientific databases and in external information and literary sources, terminologically correct and understandable can justify and explain them.
B-very good performance, the student is able to creatively solve the assigned problems related to the search for information in scientific databases and in external information and literary sources, has only minor terminological shortcomings in its expression and explanation.
C-good performance, the student is able to solve the assigned problems related to searching for information in scientific databases and external information and literary sources, in searching in some scientific databases and external literary sources has minor shortcomings in searching

for relevant information, has only minor terminological shortcomings in its expression and explanations.
D-satisfactory performance, the student is able to solve simpler tasks in standard way related to information searching in scientific databases and external information and literary sources, searches in some type of scientific databases and external literary sources has serious shortcomings in searching for relevant information, sometimes has terminological shortcomings in his expression and explanation, he has very limited skills in solving more challenging tasks.
E-sufficient performance, the student is able to solve in simple ways simple problems related to information searching in scientific databases and external information and literary sources, can orient and search only limited types of information in some scientific databases and external literary sources, has certain terminological shortcomings in its expression and explanation, has limited ability to search for the necessary information in scientific databases and external literary sources for practice.

Learning outcomes:
The aim of the course Work with external literary sources is to enable the student to gain the ability to define a search strategy and search for scientific information using databases such as Web of Science, Scopus, ERIH PLUS and other databases used in the field of doctoral studies according to the chosen focus of his dissertation thesis.
The student masters the presentation of scientific information on a given topic, processing of basic literary or bibliographic data, can present the results of searching for scientific information in a correct manner on a topic that is related to the focus of his dissertation. He can communicate professionally, he is able to orient himself in scientific texts, periodicals and publications in areas related to the focus of his dissertation.
These activities will support the student's communication skills, further develop his analytical and deductive thinking, critical thinking ability, ability to orient in various information and external literary sources in relation to applications that use the obtained and sought scientific information in practice.

Class syllabus:
1) Search and orientation in databases: Web of Science, Scopus, ERIH PLUS, The Norwegian Register for Scientific Journals, Series and Publishers and others;
2) Available sources of literature, external literary sources - monographs, scientific journals, edited books and other types of publications;
3) Importance of search, retrieval of scientific and professional literature according to keywords and other parameters, classification in scientific disciplines;
4) Impact factor and quartiles Web of Science, Scimago Journal & Country Rank, or others;
5) CVTI SR, academic libraries and their importance for working with external literary sources.
This content is intended to help the student to actively acquire the knowledge and information needed for effective work and search in scientific databases, to be able to integrate and use them in writing their dissertation thesis and in their research. It supports his innovative, creative and critical thinking in dealing with information that is obtained from external literary sources, as well as the ability to correctly and professionally correctly present the results of his own work with these sources.

Recommended literature:
Information literacy (searching for information and working with external literary sources). Available online:
https://uniba.sk/o-univerzite/fakulty-a-dalsie-sucasti/akademicka-kniznica-uk/informacna-gramotnost/
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Scientific databases; original and review scientific articles.
Katuščák, D.: Ako písať záverečné a kvalifikačné práce. Nitra: Enigma, 2013. ISBN 8089132454

Languages necessary to complete the course:
Slovak, English

Notes:

Past grade distribution
Total number of evaluated students: 10

A	ABS	B	C	D	E	FX	NEABS
80,0	0,0	20,0	0,0	0,0	0,0	0,0	0,0

Lecturers:

Last change: 15.11.2022

Approved by: prof. PaedDr. Katarína Žilková, PhD.