

# Course descriptions

## TABLE OF CONTENTS

1. A-boPE-990/15	Bachelor's Degree Thesis Defence ( <b>state exam</b> ).....	2
2. A-boPE-010/26	Bachelor's Degree Thesis Seminar.....	4
3. A-boPE-048/26	Comparative Education.....	6
4. A-boPE-018/15	Current Theories in Pedagogy.....	7
5. A-boPE-047/26	Education in institutions.....	9
6. A-boPE-029/15	Educational Psychology.....	10
7. A-boPE-039/15	Educational Systems Abroad.....	13
8. A-boPE-002/15	Elementary Seminar in Pedagogy.....	15
9. A-boCJ-003/22	English for Specific / Academic Purposes 3.....	17
10. A-boCJ-004/22	English for Specific / Academic Purposes 4.....	20
11. A-boCJ-001/22	English for Specific / Academic Purposes 1.....	23
12. A-boCJ-002/22	English for Specific / Academic Purposes 2.....	26
13. A-boPE-028/15	Free Time Pedagogy.....	29
14. A-boPE-050/26	Fundamentals of mentoring.....	31
15. A-boPE-020/26	General Methodology.....	32
16. A-boPE-004/26	General Psychology.....	34
17. A-boCJ-031/22	German for Specific / Academic Purposes 1.....	36
18. A-boCJ-032/22	German for Specific / Academic Purposes 2.....	38
19. A-boCJ-033/22	German for Specific / Academic Purposes 3.....	40
20. A-boCJ-034/22	German for Specific / Academic Purposes 4.....	42
21. A-boPE-013/26	History of Slovak School System and Pedagogy.....	44
22. A-boPE-003/26	History of the School System and Pedagogy.....	46
23. A-boPE-053/26	Information Management.....	48
24. A-boPE-001/26	Introduction into Educational Sciences.....	49
25. A-boPE-012/26	Introduction into Social Pedagogy.....	51
26. A-boPE-052/26	Introduction to Vocational Education.....	53
27. A-AboLO-04/15	Logic.....	54
28. A-boPE-019/26	Methodology of Educational Sciences.....	56
29. A-boPE-034/26	Observation Training.....	59
30. A-boPE-027/26	Pedagogical Communication.....	61
31. A-boPE-015/26	Pedagogy in Family.....	64
32. A-boPE-008/26	Philosophy of Upbringing.....	67
33. A-boPE-051/26	Principles of Lifelong Learning.....	69
34. A-boPE-021/26	Special Pedagogy.....	70
35. A-boPE-026/26	Theory of Upbringing 1.....	72
36. A-boPE-031/15	Theory of Upbringing 2.....	74
37. A-boPE-054/26	Working with AI and digital technologies.....	77
38. A-boPE-049/26	Základy manažmentu.....	78

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-boPE-990/15	<b>Course title:</b> Bachelor's Degree Thesis Defence
<b>Number of credits:</b> 12	
<b>Educational level:</b> I.	
<b>Course requirements:</b> <p>The student must submit the bachelor's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The bachelor thesis is submitted in electronic form via AIS. The work must meet the parameters determined by the internal quality system of Comenius University. The provisions of Article 14 of Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts of Comenius University) apply to the evaluation of the bachelor's thesis.</p> <p>The supervisor of the final thesis and its opponent will prepare evaluations of the bachelor's thesis and propose a grade in the A-FX grading scale, which the student receives a minimum of three working days before the defence.</p> <p>Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A</p> <p>Bachelor thesis evaluation criteria:</p> <ol style="list-style-type: none"><li>1. The contribution of the bachelor's thesis, the fulfilment of the goals of the thesis in its assignment, and the requirements for the content of the bachelor's thesis given by the internal quality system of Comenius University. The following is assessed: demonstration of knowledge and skills, ability to work creatively in the study program, ability applied in the collection, interpretation, and processing of basic scientific literature; in the case of an empirically oriented bachelor's thesis also mastering the application of theoretical principles in practice and verifiability of hypotheses.</li><li>2. Originality of the work (bachelor thesis must not be plagiarized, must not infringe the copyrights of other authors); the documentation for the defence of the bachelor's thesis also includes protocols of originality from the CRZP and Theses systems, to the results of which the thesis supervisor and the opponent express their opinions in their evaluations.</li><li>3. Correctness and accuracy of citation of used information sources, research results of other authors and group authors, correctness of the description of methods and working procedures of other authors or group authors.</li><li>4. Compliance of the structure of the bachelor's thesis with the prescribed composition defined by the internal quality system of Comenius University.</li><li>5. Respecting the recommended length of the bachelor's thesis (the recommended length of the bachelor's thesis is usually 30 – 40 standard pages = 54,000 to 72,000 characters, including spaces), the adequacy of the length of the thesis is assessed by the thesis supervisor.</li><li>6. Linguistic and stylistic level of work and formal adjustments.</li></ol> <p>The student orally presents the content, achieved goals, and conclusions of the bachelor's thesis, and answers the questions and comments of the thesis supervisor, opponent, or members of the examination committee. The committee will comprehensively evaluate the quality of the bachelor's thesis, assess the method and form of defence, and the student's ability to adequately respond to comments and questions from the evaluations of the thesis supervisor and the opponent. The student receives their final grade based on the average of the assessment of the thesis supervisor and opponent from their evaluations, and the assessment of the examination committee.</p>	

Scale of assessment (preliminary/final): 0/100
<p><b>Learning outcomes:</b></p> <p>The student has mastered the basic requirements of writing a scientific text in compliance with the rules of academic ethics, is able to work creatively in the field of study in which he completed the study program, and has adequate knowledge and understanding of the relevant issues. The student can apply his skills in the collection, interpretation, and processing of basic scientific literature, or even in its application in practice, or has the ability to solve a partial task related to the focus of the bachelor's thesis. After a successful defence of the bachelor's thesis, the student is able to logically deal with the theoretical background of the bachelor's thesis and respond to questions relating to the relevant issues.</p>
<p><b>Class syllabus:</b></p> <ol style="list-style-type: none"> <li>1. The student presents the bachelor's thesis in front of the committee for state exams, the opponent of the bachelor's thesis, and those present.</li> <li>2. The student responds to comments and questions in the evaluations.</li> <li>3. The student responds to the questions of the committee for state exams or the questions in a broader debate.</li> </ol>
<p><b>State exam syllabus:</b></p>
<p><b>Recommended literature:</b></p> <p>LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2021-10-10]. Available at: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf">http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf</a></p> <p>Vnútny predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-10-10]. Available at: <a href="https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf">https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf</a></p> <p>Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-09-09]. Available at: <a href="https://fphil.uniba.sk/studium/student/bakalarske-amagisterske_studium/zaverecne-prace/">https://fphil.uniba.sk/studium/student/bakalarske-amagisterske_studium/zaverecne-prace/</a></p> <p>Further literature according to the topic of the bachelor's thesis.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</p>
<p><b>Last change:</b> 08.04.2022</p>
<p><b>Approved by:</b> doc. PhDr. Ľuboslava Sejčová, CSc.</p>

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-boPE-010/26	<b>Course title:</b> Bachelor's Degree Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Written assignment in the credit week of the semester: submission of selected parts of the bachelor's thesis, which meet the formal and content requirements for bachelor's theses given by the internal quality system of Comenius University (20 points). The formal editing of the text and its content, the use of 5 bibliographic references in the list of bibliographic references to the final thesis and the design of the final thesis structure, the choice of research method and the implementation plan are evaluated (20 points). Classification scale: A (100-93 %), B (92-85 %), C (84-76 %), D (75-68 %), E (67-60 %), FX (59 or less %). Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, the student has acquired knowledge of the rules of writing a professional text and compliance with the rules of academic ethics. Masters the correct citation and referencing of the sources used, understands the content and formal requirements for the creation of a bachelor's thesis depending on the internal quality system of Charles University. He has sufficient competencies for the processing of the final work, knows the principles of construction of a professional text, can independently carry out theoretical and empirical research and correctly analyze and interpret research results.	
<b>Class syllabus:</b> 1. Aim and subject of the bachelor's thesis - a survey of literary sources aimed at finding out the current state of knowledge in a selected topic of ZP. 2. Basic requirements for the processing of the final work. 3. Main parts of the final work (abstract, preface, content, introduction, theoretical part, conclusion and discussion). 4. Theory of citation and reference to used sources. Academic ethics, types of plagiarism. 5. Information research on the topic of work, compilation of bibliography. Critical study of relevant information sources and its documentation. 6. Processing of work project (concept, preliminary structure, time schedule). 7. Creation of work (final syllabus, arrangement of material, creation of text). 8. Preparation of documentation (list of bibliographic references, illustrations, tables, appendices ...) 9. Requirements for the final work according to the internal quality system of Charles University. 10. Final language and formal arrangement of the work. 11.	

Basic requirements for submitting and defending final theses. 12. The most common problems of creating final theses.

**Recommended literature:**

Informačná a mediálna gramotnosť [online]. Filozofická fakulta UK; Akademická knižnica UK, 2015 [cit. 2021-08-13]. Dostupné na: <https://midas.uniba.sk/>

LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2021-01-09]. Dostupné na: [stella.uniba.sk/texty/LL\\_pisanie\\_obhajoba\\_zaverecne\\_prac.pdf](https://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf)

LICHNEROVÁ, Lucia a Ľudmila HRDINÁKOVÁ. Ako dodržať akademickú etiku pri písaní vedeckých a odborných textov? In: Naša univerzita. 2020, roč. 67, č. 1, s. 62-65. ISSN (print) 1338-4163. Dostupné tiež na: [https://uniba.sk/fileadmin/ruk/nasa\\_univerzita/NU2020-21/201021\\_Nasa\\_univerzita\\_1\\_20-21.pdf](https://uniba.sk/fileadmin/ruk/nasa_univerzita/NU2020-21/201021_Nasa_univerzita_1_20-21.pdf)

ŠVEC, Štefan et al. 1998. Metodológia vied o výchove. Bratislava: IRIS, 1998. ISBN 80-88778-73-5.

Vnútorý predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Dostupné na: [https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a\\_Studijny\\_poriadok\\_FiF\\_UK.pdf](https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf)

Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Dostupné na: <https://phil.uniba.sk/studium/student/bakalarske-a-magisterskestudium/zaverecne-prace/>

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 183

A	B	C	D	E	FX
62,84	13,66	12,02	6,56	4,37	0,55

**Lecturers:** prof. PhDr. Peter Gavora, CSc.

**Last change:** 21.05.2026

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KPED/A-boPE-048/26		<b>Course title:</b> Comparative Education			
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 6					
<b>Recommended semester:</b> 2.					
<b>Educational level:</b> I.					
<b>Prerequisites:</b> (FiF.KPg/A-boPE-001/26 - Introduction into Educational Sciences) or (FiF.KPg/A-boPE-001/15 - Introduction into Educational Sciences)					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Janka Medved'ová, PhD.					
<b>Last change:</b> 21.05.2026					
<b>Approved by:</b> doc. PhDr. Ľuboslava Sejčová, CSc.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-boPE-018/15	<b>Course title:</b> Current Theories in Pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the semester: one written test (20%), each student prepares a written work on a specific problem (20%), b) during the examination period: oral examination (60%) The condition for admission to the exam is the achievement of min. 20 points from the ongoing evaluation. Violation of academic ethics results in the cancellation of points obtained in the relevant evaluation item Classification scale: 100 - 91% - A, 90-81% - B, 80 - 73% - C, 72-66% - D 65 - 60% - E, 59% - less - Fx (did not meet conditions) Max. 2 justified absences. The exact date of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be published via AIS no later than the last week of the semester. Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> Upon successful completion of this course, student will be able to name and explain the basic directions and concepts in the pedagogy of the 20th century. Can formulate theoretical conclusions, can critically evaluate them and draw conclusions from the application for pedagogical practice. The student is able to give examples, interpret and compare specific pedagogical directions. Can explain and find key specific pedagogical phenomena in different directions, compare their advantages and disadvantages and compare different concepts.	
<b>Class syllabus:</b> 1. Reform pedagogy, New Education Movement, Reform pedagogical currents of the 20th century. 2. Pragmatic pedagogy.	

<ul style="list-style-type: none"> <li>3. Experimental pedagogy</li> <li>4. Existentialism and pedagogy</li> <li>5. Sociological pedagogy.</li> <li>6. Pedagogy of culture.</li> <li>7. Psychoanalytic pedagogy.</li> <li>8. Anti-authoritarian pedagogy</li> <li>9. Pedagogical reformism. Alternative directions in the pedagogy of the 20th century</li> <li>10. Postmodern pedagogy</li> <li>11. Phenomenological and personnel pedagogy.</li> <li>12. Transcendental directions in pedagogy of the 20th century</li> </ul>												
<p><b>Recommended literature:</b>  BERTRAND, Yves. Moderní teorie vzdělání. Praha: Portál, 1998. ISBN 80-7178-216-5.  KRANKUS, Milan. Pedagogika 20. storočia. Bratislava : UŠI, 1991.  SINGULE, František. Pedagogické směry 1. poloviny 20. století. Praha: SPN, 1988.  SINGULE, František. Současné pedagogické směry a jejich psychologické souvislosti. Praha: SPN, 1992. 80-04-26160-4.  ŠLIWERSKI, Boguslaw. Súčasnú teóriu a smery vo výchove a vzdelávaní. Ružomberok : KU, 2009. ISBN 978-80-80-845124.  * additional literature will be added at the beginning or during the semester.</p>												
<p><b>Languages necessary to complete the course:</b>  slovak</p>												
<p><b>Notes:</b></p>												
<p><b>Past grade distribution</b>  Total number of evaluated students: 192</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>66,15</td> <td>14,06</td> <td>10,42</td> <td>5,21</td> <td>2,08</td> <td>2,08</td> </tr> </tbody> </table>	A	B	C	D	E	FX	66,15	14,06	10,42	5,21	2,08	2,08
A	B	C	D	E	FX							
66,15	14,06	10,42	5,21	2,08	2,08							
<p><b>Lecturers:</b> Mgr. Janka Medved'ová, PhD.</p>												
<p><b>Last change:</b> 25.05.2026</p>												
<p><b>Approved by:</b> doc. PhDr. Ľuboslava Sejčová, CSc.</p>												

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KPED/A-boPE-047/26		<b>Course title:</b> Education in institutions			
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 5					
<b>Recommended semester:</b> 1.					
<b>Educational level:</b> I.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. Adriana Wiegerová, PhD.					
<b>Last change:</b> 21.05.2026					
<b>Approved by:</b> doc. PhDr. Ľuboslava Sejčová, CSc.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPE-029/15	<b>Course title:</b> Educational Psychology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The condition for completing the course is mandatory participation during its duration and successful completion of the final examination. Assessment: 20% submission of an essay 80% in the examination period - final exam Students' participation in classes is mandatory. Absence may be justified by serious personal or health reasons, maximum of 2 hours. Students announce their non-participation in advance by e-mail to the teacher. If the student misses more than 2 hours for objective reasons, additional work may be required. However, the student who does not complete min. 70% of the lessons will be rated FX. Violation of academic ethics results in the cancellation of points earned in the relevant item evaluation. Classification scale: A 100 - 94% B 93 - 85% C 84 - 76% D 75 - 67% E 66 - 60% FX 59 - 0% Scale of assessment (preliminary/final): 20/80	
<b>Learning outcomes:</b> The aim of the course is to provide basic knowledge of psychological laws in the field of education. Explains concepts such as learning, education, creativity, climate, performance or school success/failure. The area of school psychology synthesizes basic knowledge of psychological disciplines and their use in school conditions within the activities of school psychologists. By completing the course, students will understand the theoretical and methodological foundations of educational (pedagogical and school) psychology, which are still for work in the school environment or within topics that deal with the educational process. Students who complete the course will know the basic	

framework of educational psychology and the current state and trends in educational and school psychology as a science. They will understand the psychological aspect of the educational process, basic concepts and starting points, and the importance of psychology in relation to the humanization and optimization of education. Will be able to see, categorize, connect and provide knowledge in the practical educational situation within the educational reality, e.g. get to know and identify the basic features of school quality and evaluate, anticipate and determine effective ways of learning and shaping students.

**Class syllabus:**

1. Educational (pedagogical and school) psychology. Assumptions of its origin, tasks, and relations to other scientific disciplines. The current school, its goals, functions, quality, indicators of school quality. Trends that affect pedagogical and school psychology today, their implementation into educational practice.
2. Learning and its importance in the development of cognitive development and personality of the student. Theoretical directions and learning concepts, their application in the educational process. Learning conditions – current trends. Laws, types and styles of learning. Learning through experience.
3. Psychological issues of motivation in the field of education. Sources and influencing factors motivation, their diagnosis. Performance motivation, goals and self-regulation.
4. Application of creativity in education - conditions and models of creative learning. Fixed and a growth-oriented mind setting.
5. Pupils' performance in the educational process. School success vs. failure, failure to thrive students. Psychological testing of students. Test and pre-test conditions. Rating and self- esteem.
6. Psychosocial climate and class / school atmosphere as a factor of optimal education. Communication in class. Class engagement and teacher influence.
7. School class as a social group, the position of the individual in it. Finding relationships in a social group.
8. Psychological issues of education. Rewards and punishments in education. Family in the process of education, family - school cooperation.
9. Positive psychology in the school environment. Empathy and prosocial behavior in the classroom. Emotions in education and their importance. Active participation, interest, commitment, curiosity.
10. Stress management in the context of school performance. Psychohygiene.
11. Traditional and alternative education, their principles, similarities and differences.
12. School psychologist in the school system - the concept of the work of a school psychologist activities and competencies.
13. Methods of work of a school psychologist in the context of activities, their characteristics and use.

**Recommended literature:**

- Jedlička, R., Kořa, J. & Slavík, J. (2018). Pedagogická psychologie pro učitele psychologie ve výchově a vzdělávání. Grada
- Mareš, J. (2013). Pedagogická psychologie. Portál
- Fontana, D. (2010). Psychologie ve školní praxi - příručka pro učitele. Portál Čáp, J. & Mareš, J. (2001). Psychologie pro učitele. Praha: Portál
- Gajdošová, E., Herényiová, G. & Valihorová, M. (2010). Školská psychológia. Stimul
- Dweck, C. (2017). Mindset - Updated Edition: Changing The Way You think To Fulfil Your Potential. Little Gilman, R., Huebner, E., S., & Furlon, M., J. (2009). Handbook of Positive Psychology in Schools. Routledge. Pekrun, R., & Linnenbrink-Garcia (2014). International Handbook of Emotions in Education. Routledge. Schunk, D., H., & Greene, J., A. (2018).

Handbook of Self-Regulation of Learning and Performance (2nd ed.). Routledge. Students will be acquainted with additional literature during the course.

**Languages necessary to complete the course:**  
Slovak, Czech, English (reading comprehension)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 67

A	B	C	D	E	FX
53,73	13,43	19,4	4,48	5,97	2,99

**Lecturers:** Mgr. Zuzana Hráan, PhD.

**Last change:** 09.09.2022

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-boPE-039/15	<b>Course title:</b> Educational Systems Abroad
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Minimum success rate: 60 percent Continuous assessment (teaching part): - 20% active participation in the seminar - 80% presentation in class Classification scale: A (100-92), B (91-84), C (83-76), D (75-68), E (67-60), FX (59% or less). Two absences are acceptable; seminar assignments must all be developed, presented and submitted. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be announced no later than the last week of the training section. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, the student has knowledge of the structure of school systems in selected countries and approaches to changes in education and training. Based on their knowledge and skills, the student can search for relevant information on the web and can compare two different school systems.	
<b>Class syllabus:</b> Education reforms in the world, their causes and implementation. Characteristics of education in selected countries of the world and their school systems (pre-school education, primary education, secondary education, higher education, teacher education) School system in Germany School system in France School system in the UK School system in Sweden School system in the USA School system in Japan Comparison of the situation of Slovak education with foreign education.	
<b>Recommended literature:</b>	

PRŮCHA, Ján.: Srovnávací pedagogika. Praha: Portál, 2006.  
PRŮCHA, Ján.: Vzdělávání a školství ve světě. Praha: Portál, 1999.  
Education at a Glance, 2004, 20005, 2007. Available at: [www.oecd.org](http://www.oecd.org).  
Eurydice

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 88

A	B	C	D	E	FX
31,82	27,27	20,45	7,95	12,5	0,0

**Lecturers:** doc. PhDr. Július Matulčík, CSc.

**Last change:** 25.05.2026

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-boPE-002/15	<b>Course title:</b> Elementary Seminar in Pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, it is necessary to submit a weekly annotation of a professional publication related to the topic of the seminar work (25%), seminar work in the range of 10-12 pages (75%) Violation of academic ethics results in the cancellation of the percentages obtained in the relevant evaluation item. Classification scale: 100% - 91% - A 90% - 81% - B 80% - 73% - C 72% - 66% - D 65% - 60% - E 59% and less - FX (student did not meet the conditions for granting credits) The teacher accepts max. 2 absences with proven documents. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, the student has theoretical and practical knowledge in finding union primary and secondary sources of information, has knowledge and understands the contextual understanding of basic concepts in the field, has practical skills in searching, processing and using union information, can apply STN ISO 690, Internal Rules FiF CU on the writing of qualification theses and has the formation of critical thinking in the study of trade literature. The student has the ability, need and interest to constantly learn, study, get to know and self-improve.	
<b>Class syllabus:</b> 1. Self-study at university and metacognition of a university student. 2. Excursion to the Central Library of the Faculty of Fine Arts, Charles University, the Slovak Pedagogical Library and the University Library. 3. Libraries, study and information centers, bookstore stores, antiquarians, museums and other relevant sources of trade union information. 4. Typology of text documents in the field and their characteristics. Choice of seminar work topic.	

5. Trade union literature survey: computerized foreign survey of ERIC, EBSCO and other trade union thesauri.
6. Creation of notes and extracts from literary and personal sources of information.
7. Classification of useful trade union information and use of a personal knowledge file.
8. Structures of undergraduate student work and criteria for assessing their quality.
9. Continuous monitoring of book novelties and other professional literature during university studies.
10. Model exercises to develop practical skills to search for, process and use trade union information in college. Annotations related to the seminar work.
11. News in the field of mental work techniques, self-study, metacognition and student creativity in the field.
12. Presentation of outputs in the form of seminar papers on a selected topic.

**Recommended literature:**

GAVORA, Peter – Jiří MAREŠ. Anglicko-slovenský pedagogický slovník. Bratislava: IRIS, 1998. 240 s. ISBN 80-88778-74-3.

LICHNEROVÁ, Lucia: Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Dostupné na: [stella.uniba.sk/texty/LL\\_pisanie\\_obhajoba\\_zaverecne\\_prac.pdf](http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf)

LICHNEROVÁ, Lucia a Ľudmila HRDINÁKOVÁ. Ako dodržať akademickú etiku pri písaní vedeckých a odborných textov? In: Naša univerzita. 2020, roč. 67, č. 1, s. 62-65.

ISSN (print) 1338-4163. Dostupné tiež na: [https://uniba.sk/fileadmin/ruk/nasa\\_univerzita/NU2020-21/201021\\_Nasa\\_univerzita\\_1\\_20-21.pdf](https://uniba.sk/fileadmin/ruk/nasa_univerzita/NU2020-21/201021_Nasa_univerzita_1_20-21.pdf)

ŠVEC, Štefan. Funkcia a program proseminára na vysokej škole. In Vysoká škola, roč. 28, 1979/80, č. 4,

ŠVEC, Štefan. Základné pojmy v pedagogike a andragogike. Bratislava: IRIS, 2005. 318 s. ISBN 8089018319.

Domáce i zahraničné časopisy a periodiká z oblasti pedagogiky a iné zdroje odborových poznatkov.

Vnútný predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Dostupné na: [https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a\\_Studijny\\_poriadok\\_FiF\\_UK.pdf](https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf)

\*additional literature will be added at the beginning or during the semester.

**Languages necessary to complete the course:**

slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 242

A	B	C	D	E	FX
53,72	21,07	14,88	3,72	1,24	5,37

**Lecturers:** Mgr. Janka Medveďová, PhD.

**Last change:** 25.05.2026

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A-boCJ-003/22	<b>Course title:</b> English for Specific / Academic Purposes 3
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KJ/A-boCJ-003/00	
<b>Course requirements:</b> 100% Continuous assessment throughout the teaching part of the semester: <ul style="list-style-type: none"> <li>• test 50 points, presentation and written assignment (40 points)</li> <li>• active participation / individual assignments (for every seminar) 10 points</li> </ul> Assessment: 100 % - 92 % - A, 91 % - 84 % - B, 83 % - 76 % - C, 75 % - 68 % - D, 67 %-60 % - E, 59 % and less – FX Dates will be announced during the semester. Violation of academic ethics results in the cancellation of earned points in the respective assessment item. 2 absences with the proof of reason for non-attendance. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on an appropriate course of action. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student has acquired language skills that enable him to successfully communicate in the academic environment. These skills enhance his reading comprehension of various texts from the field of social sciences and humanities. The student is thus able to use information from sources written in English, prepare a questionnaire and conduct a survey or a simple research (based on the needs of the discipline studied) and report on it in written as well as oral form. He can write selected academic texts using suitable academic vocabulary, incorporating techniques of outline and brainstorming when searching for a suitable topic. The student is able to participate in the preparation and delivery of group presentation on a subject-specific topic as well as participate in a discussion.	
<b>Class syllabus:</b> A selection from the following: <ul style="list-style-type: none"> <li>• Developing and consolidating communication competence in the academic environment</li> <li>• Active use of academic and subject-specific vocabulary</li> <li>• Building reading competence (authentic texts from the field of humanities and social sciences)</li> </ul>	

- Work with model texts from humanities/social sciences
- Use of brainstorming
- Structuring and presenting arguments
- Text outline and keyword selection
- Structure of academic papers (introduction, core, conclusion)
- Transformation of graphs and diagrams into continuous text
- Transformation of continuous text into graphs and diagrams
- Hedging and its use in academic texts
- Questionnaire, survey report and research report
- How to prepare a survey
- Presentation techniques
- Preparation of a group presentation
- Discussion strategies

### **Recommended literature:**

#### General

McCARTHY, M., O'DELL, F. Academic Vocabulary in Use. Cambridge: Cambridge University Press, 2010. ISBN 978-1-107-59166-0.

ŠULOVSKÁ, D. Selected topics from academic writing [online]. Bratislava: Stimul, 2022 [cit. 2022-01-01]. Available on: <https://dspace.uniba.sk/xmlui/handle/123456789/43>

#### Subject-specific

ELIAŠOVÁ, V. Marketing communication resource materials (for 2nd year students) [online].

Bratislava: Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_VE\\_MCRM.pdf](http://stella.uniba.sk/texty/UK/FIF_VE_MCRM.pdf)

ELIAŠOVÁ, V. Journalism Resource Materials (for 2nd year students) [online]. Bratislava:

Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_VE\\_JRM.pdf](http://stella.uniba.sk/texty/UK/FIF_VE_JRM.pdf)

LACÍKOVÁ-SERDULOVÁ, M. English for Students of Psychology 1 Collection of Study Material. [online]. Bratislava: Stimul, 2018 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_MLS\\_english\\_psychology\\_1.pdf](http://stella.uniba.sk/texty/UK/FIF_MLS_english_psychology_1.pdf)

LACÍKOVÁ-SERDULOVÁ, M. English for Students of Social Sciences Collection of Study Material for Students of Cultural Studies, Ethnology, Sociology [online]. Bratislava: Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_MLS\\_EFSOSS.pdf](http://stella.uniba.sk/texty/UK/FIF_MLS_EFSOSS.pdf)

ŠIMKOVÁ, S. English for students of archaeology 1 - a textbook for university students.

Bratislava: Comenius University, 2019. ISBN 978-80-223-4123-3.

ŠULOVSKÁ, D. ESP Reader for Students of Philosophy and Religious studies [online].

Bratislava: Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_DS\\_ESP\\_Reader\\_philosophy.pdf](http://stella.uniba.sk/texty/UK/FIF_DS_ESP_Reader_philosophy.pdf)

ŠULOVSKÁ, D. Video-based Listening Tasks for ESP Classes. [online]. Bratislava: Stimul, 2018 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_DS\\_video-based\\_ESP.pdf](http://stella.uniba.sk/texty/UK/FIF_DS_video-based_ESP.pdf)

ŠULOVSKÁ, D. Video-based listening tasks for ESP classes. Volume 2 [online]. Bratislava: Stimul, 2021 [cit. 2021-10-14]. Available on:

<https://dspace.uniba.sk/handle/123456789/32>

Moodle / MS TEAMS is a source for unpublished study materials (some ready for publishing) and teachers' presentations. Supplementary literature may be introduced through the course of the semester.

### **Languages necessary to complete the course:**

English (minimum B1)						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 5315						
A	ABS	B	C	D	E	FX
24,14	0,0	24,38	20,43	14,62	12,17	4,25
<b>Lecturers:</b> Mgr. Denisa Šulovská, PhD., Mgr. Yulia Gordiienko, Mgr. Ivana Juríková, PhD., doc. Mgr. Olha Luchenko, PhD., Mgr. Michaela Hroteková, PhD., Mgr. Dominika Mihaľová, Mgr. Zuzana Hudáková, Mgr. Klaudia Rybovičová, Mgr. John Peter Butler Barrer, PhD.						
<b>Last change:</b> 28.04.2026						
<b>Approved by:</b> doc. PhDr. Ľuboslava Sejčová, CSc.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A-boCJ-004/22	<b>Course title:</b> English for Specific / Academic Purposes 4
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> FiF.KJ/A-boCJ-003/22 - English for Specific / Academic Purposes 3	
<b>Antirequisites:</b> FiF.KJ/A-boCJ-004/00	
<b>Course requirements:</b> a) Continuous assessment throughout the semester (45% ): written assignment - (30 points) and individual assignments for every seminar (15points) b) Examination period (55%): presentation including discussion (50+5points) <b>Assessment:</b> 100 % - 92 % - A, 91 % - 84 % - B, 83 % - 76 % - C, 75 % - 68 % - D, 67 %-60 % - E, 59 % and less – FX 2 absences with the proof of reason for non-attendance. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on an appropriate course of action. Scale of assessment (preliminary/final): 50/50 (%)	
<b>Learning outcomes:</b> The student actively uses the English language for communication in the academic environment. The level of achieved language competencies means that the student is able to obtain information from sources written in English (printed sources, electronic media) and work with them, building on the knowledge from his field of study. He is able to actively use academic and subject-specific vocabulary, independently prepare a suitably structured presentation on a topic from his field of study (including slides) using appropriate vocabulary. This means that he can present the results of his own research in a form that is suitable for the academic environment and actively participate in discussion. The student can write various academic texts using appropriate linguistic means. He follows the academic code of ethics (avoiding plagiarism, employing appropriate paraphrasing and quotation techniques).	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>• Developing and consolidating communication competence in the academic environment</li> <li>• Active use of subject-specific and academic vocabulary</li> <li>• Developing reading competence (various texts from the field of humanities and social sciences)</li> <li>• Work with model factual texts</li> </ul>	

- Writing selected academic texts (abstract, research report, etc.)
- Structure of an academic essay
- Preparing a presentation: selecting a suitable topic (brainstorming, group work)
- Preparing a presentation: hypothesis and research question
- Presentation skills, including slide preparation
- Presentation: preparation and delivery
- Participating in a discussion – useful strategies
- Active participation in the after-presentation discussion

### Recommended literature:

#### General

McCARTHY, M., O'DELL, F. Academic Vocabulary in Use. Cambridge: Cambridge University Press, 2010. ISBN 978-1-107-59166-0.

ŠULOVSĀ, D. Selected topics from academic writing [online]. Bratislava: Stimul, 2022 [cit. 2022-01-01]. Available on: <https://dspace.uniba.sk/xmlui/handle/123456789/43>

#### Subject-specific

ELIAŠOVÁ, V. Marketing communication resource materials (for 2nd year students) [online].

Bratislava: Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_VE\\_MCRM.pdf](http://stella.uniba.sk/texty/UK/FIF_VE_MCRM.pdf)

ELIAŠOVÁ, V. Journalism Resource Materials (for 2nd year students) [online]. Bratislava: Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_VE\\_JRM.pdf](http://stella.uniba.sk/texty/UK/FIF_VE_JRM.pdf)

LACÍKOVÁ-SERDULOVÁ, M. English for Students of Psychology 1 Collection of Study Material. [online]. Bratislava: Stimul, 2018 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_MLS\\_english\\_psychology\\_1.pdf](http://stella.uniba.sk/texty/UK/FIF_MLS_english_psychology_1.pdf)

LACÍKOVÁ-SERDULOVÁ, M. English for Students of Social Sciences Collection of Study Material for Students of Cultural Studies, Ethnology, Sociology [online]. Bratislava: Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_MLS\\_EFSOSS.pdf](http://stella.uniba.sk/texty/UK/FIF_MLS_EFSOSS.pdf)

ŠIMKOVÁ, S. English for students of archaeology 1 - a textbook for university students. Bratislava: Comenius University, 2019. ISBN 978-80-223-4123-3.

ŠULOVSĀ, D. ESP Reader for Students of Philosophy and Religious studies [online].

Bratislava: Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_DS\\_ESP\\_Reader\\_philosophy.pdf](http://stella.uniba.sk/texty/UK/FIF_DS_ESP_Reader_philosophy.pdf)

ŠULOVSĀ, D. Video-based Listening Tasks for ESP Classes. [online]. Bratislava: Stimul, 2018 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_DS\\_video-based\\_ESP.pdf](http://stella.uniba.sk/texty/UK/FIF_DS_video-based_ESP.pdf)

ŠULOVSĀ, D. Video-based listening tasks for ESP classes. Volume 2 [online]. Bratislava: Stimul, 2021 [cit. 2021-10-14]. Available on:

<https://dspace.uniba.sk/handle/123456789/32>

Moodle / MS TEAMS is a source for unpublished study materials (some ready for publishing) and teachers' presentations. Supplementary literature may be introduced through the course of the semester.

### Languages necessary to complete the course:

English (minimum B1)

### Notes:

<b>Past grade distribution</b>						
Total number of evaluated students: 4893						
A	ABS	B	C	D	E	FX
30,17	0,0	23,36	20,91	11,81	8,79	4,97
<b>Lecturers:</b> Mgr. Denisa Šulovská, PhD., Mgr. Yulia Gordiienko, Mgr. Ivana Juríková, PhD., doc. Mgr. Olha Luchenko, PhD., Alan James Dykstra, Mgr. Michaela Hroteková, PhD., Mgr. Dominika Mihaľová, Mgr. Zuzana Hudáková, Mgr. Klaudia Rybovičová, Mgr. John Peter Butler Barrer, PhD.						
<b>Last change:</b> 28.04.2026						
<b>Approved by:</b> doc. PhDr. Ľuboslava Sejčová, CSc.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A-boCJ-001/22	<b>Course title:</b> English for Specific / Academic Purposes 1
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KJ/A-boCJ-001/00	
<b>Course requirements:</b> Evaluation: 100% Continuous assessment throughout the teaching part of the semester: <ul style="list-style-type: none"> <li>• test 50 points, presentation and written assignment (40 points)</li> <li>• active participation / individual assignments (for every seminar) 10 points</li> </ul> Assessment: 100 % - 92 % - A, 91 % - 84 % - B, 83 % - 76 % - C, 75 % - 68 % - D, 67 %-60 % - E, 59 % and less – FX 2 absences with the proof of reason for non-attendance. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on an appropriate course of action. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student has knowledge of various language skills and distinguishes various styles and genres that enable him/her to successfully master the processes of foreign language communication (oral and written) in a specific segment of the professional sphere, which is the preparation for a profession in a university environment. The student is thus able to talk about his/her university studies in Slovakia, introduce his/her own study programme, describe its practical application and explain his motivation to study. The level of achieved language competence and skills will enable the student to develop subject-specific vocabulary and obtain information from various English language sources. He/She can understand simple authentic texts from humanities and social sciences. The student is able to write a selection of texts used in the academic environment. He/She can extract information and data from simple academic texts and visually present them using graphs and tables, and use appropriate vocabulary when communicating in the academic environment.	
<b>Class syllabus:</b> Selection from: <ul style="list-style-type: none"> <li>• My study programme (content, graduate profile)</li> <li>• What is an academic text?</li> </ul>	

- Language conventions in the academic environment
- Academic and subject-specific terminology and its use
- Academic texts - structure, style, register
- Work with subject-specific model texts with the aim of developing specific language skills
- Development of reading competence (authentic texts from humanities and social sciences)
- Identification of definitions in texts, their use
- Text-making procedures and writing short academic texts (e.g. definitions, listing and comparative-contrast texts, etc.)
- Signal words, their meaning and function
- Use of appropriate signal words
- Transformation of graphs and diagrams into continuous text
- Transformation of continuous text into graphs and diagrams

### **Recommended literature:**

General:

McCARTHY, M. a O'DELL, F. Academic Vocabulary in Use. Cambridge: Cambridge University Press, 2010. ISBN 978-1-107-59166-0.

ŠULOVSÁ, D. Selected topics from academic writing [online]. Bratislava: Stimul, 2022 [cit. 2022-01-01]. Dostupné na: <https://dspace.uniba.sk/xmlui/handle/123456789/43>.

Subject-specific:

CERAMELLA, N., a LEE, E. Cambridge English for the Media. Cambridge: Cambridge University Press, 2013. ISBN 978-0-521-72457-9.

ELIAŠOVÁ, V. Journalism and Marketing Communication Resource Materials (1st year students). Part 1 [online]. Bratislava: Stimul, 2020 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_VE\\_JMC\\_1-2\\_9788081272981.pdf](http://stella.uniba.sk/texty/UK/FIF_VE_JMC_1-2_9788081272981.pdf)

ELIAŠOVÁ, V. Journalism and Marketing Communication Resource Materials (1st year students). Part 2 [online]. Bratislava: Stimul, 2020 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_VE\\_JMC\\_1-2\\_9788081272981.pdf](http://stella.uniba.sk/texty/UK/FIF_VE_JMC_1-2_9788081272981.pdf)

LACÍKOVÁ-SERDULOVÁ, M. English for Students of Psychology 1 Collection of Study Material. [online]. Bratislava: Stimul, 2018 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_MLS\\_english\\_psychology\\_1.pdf](http://stella.uniba.sk/texty/UK/FIF_MLS_english_psychology_1.pdf)

LACÍKOVÁ-SERDULOVÁ, M. English for Students of Social Sciences Collection of Study Material for Students of Cultural Studies, Ethnology, Sociology [online]. Bratislava: Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_MLS\\_EFSOSS.pdf](http://stella.uniba.sk/texty/UK/FIF_MLS_EFSOSS.pdf)

ŠIMKOVÁ, S. English for students of archaeology 1 - a textbook for university students.

Bratislava: Comenius University, 2019

ŠULOVSÁ, D. ESP Reader for Students of Philosophy and Religious studies [online].

Bratislava: Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_DS\\_ESP\\_Reader\\_philosophy.pdf](http://stella.uniba.sk/texty/UK/FIF_DS_ESP_Reader_philosophy.pdf)

ŠULOVSÁ, D. Video-based Listening Tasks for ESP Classes. [online]. Bratislava: Stimul, 2018 [cit. 2021-10-14]. Available at: [http://stella.uniba.sk/texty/UK/FIF\\_DS\\_video-based\\_ESP.pdf](http://stella.uniba.sk/texty/UK/FIF_DS_video-based_ESP.pdf)

ŠULOVSÁ, D. Video-based listening tasks for ESP classes. Volume 2 [online]. Bratislava: Stimul, 2021 [cit. 2021-10-14]. Available at:

<https://dspace.uniba.sk/handle/123456789/32>

Moodle / MS TEAMS is a source for unpublished study materials (some ready for publishing) and teachers' presentations. Supplementary literature may be introduced through the course of the semester.

### **Languages necessary to complete the course:**

English (minimum B1)

<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 8343						
A	ABS	B	C	D	E	FX
24,4	0,0	22,53	20,3	12,54	12,03	8,19
<b>Lecturers:</b> Mgr. Denisa Šulovská, PhD., Mgr. Yulia Gordiienko, Mgr. Ivana Juríková, PhD., Mgr. Dominika Mihaľová, Mgr. Michaela Hroteková, PhD., Mgr. Zuzana Hudáková, Mgr. Klaudia Rybovičová, Mgr. John Peter Butler Barrer, PhD.						
<b>Last change:</b> 28.04.2026						
<b>Approved by:</b> doc. PhDr. Ľuboslava Sejčová, CSc.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A-boCJ-002/22	<b>Course title:</b> English for Specific / Academic Purposes 2
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> FiF.KJ/A-boCJ-001/22 - English for Specific / Academic Purposes 1	
<b>Antirequisites:</b> FiF.KJ/A-boCJ-002/00	
<b>Course requirements:</b> 100% Continuous assessment throughout the teaching part of the semester: <ul style="list-style-type: none"> <li>• test 50 points, presentation and written assignment (40 points)</li> <li>• active participation / individual assignments (for every seminar) 10 points</li> </ul> Assessment: 100 % - 92 % - A, 91%-84% - B, 83 % - 76 % - C, 75 % - 68 % - D, 67 %-60 % - E, 59 % and less – FX Dates will be announced during the semester. Violation of academic ethics results in the cancellation of earned points in the respective assessment item. 2 absences with the proof of reason for non-attendance. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on an appropriate course of action. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The students is able to actively use acquired subject-specific specific as well as academic vocabulary in communication in the academic environment, e.g., when presenting a short project or interpreting data from graphs and tables, which can be converted into text. The student is able to obtain information from English language sources (texts from the field of social sciences and humanities), while more detailed work with them ensures he is acquainted with various research methods and he can describe them. The student is also familiar with text summarising techniques and is able to summarize short academic texts, pinpointing the main and supporting arguments. He can write selected texts from the academic environment, using appropriate paraphrasing and citation techniques, referring to sources and he is able to compile an appropriate bibliography, thus avoiding plagiarism.	
<b>Class syllabus:</b> A selection from: <ul style="list-style-type: none"> <li>• Academic and subject-specific terminology and its use</li> <li>• Development of reading competence (authentic texts from humanities and social sciences)</li> </ul>	

- Work with model texts with the aim of developing specific language skills
- Plagiarism and academic code of ethics
- Citation formats
- Paraphrasing
- How to quote
- Preparing literature review and bibliography
- Summarising techniques
- Identification of main and supporting ideas texts
- Research methods in various fields of social sciences and humanities
- Presentation of research data and results

### Recommended literature:

#### General:

McCARTHY, M., O'DELL, F. Academic Vocabulary in Use. Cambridge: Cambridge University Press, 2010. ISBN 978-1-107-59166-0.

ŠULOVSKÁ, D. Selected topics from academic writing [online]. Bratislava: Stimul, 2022 [cit. 2022-01-01]. Dostupné na: <https://dspace.uniba.sk/xmlui/handle/123456789/43>  
<https://dspace.uniba.sk/xmlui/handle/123456789/43>.

#### Subject-specific:

CERAMELLA, N., a LEE, E. Cambridge English for the Media. Cambridge: Cambridge University Press, 2013. ISBN 978-0-521-72457-9.

ELIAŠOVÁ, V. Journalism and Marketing Communication Resource Materials (1st year students). Part 1 [online]. Bratislava: Stimul, 2020 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_VE\\_JMC\\_1-2\\_9788081272981.pdf](http://stella.uniba.sk/texty/UK/FIF_VE_JMC_1-2_9788081272981.pdf)

ELIAŠOVÁ, V. Journalism and Marketing Communication Resource Materials (1st year students). Part 2 [online]. Bratislava: Stimul, 2020 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_VE\\_JMC\\_1-2\\_9788081272981.pdf](http://stella.uniba.sk/texty/UK/FIF_VE_JMC_1-2_9788081272981.pdf)

LACÍKOVÁ-SERDULOVÁ, M. English for Students of Psychology 1 Collection of Study Material. [online]. Bratislava: Stimul, 2018 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_MLS\\_english\\_psychology\\_1.pdf](http://stella.uniba.sk/texty/UK/FIF_MLS_english_psychology_1.pdf)

LACÍKOVÁ-SERDULOVÁ, M. English for Students of Social Sciences Collection of Study Material for Students of Cultural Studies, Ethnology, Sociology [online]. Bratislava: Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_MLS\\_EFSOSS.pdf](http://stella.uniba.sk/texty/UK/FIF_MLS_EFSOSS.pdf)

ŠIMKOVÁ, S. English for students of archaeology 1 - a textbook for university students. Bratislava: Comenius University, 2019

ŠULOVSKÁ, D. ESP Reader for Students of Philosophy and Religious studies [online].

Bratislava: Stimul, 2019 [cit. 2021-10-14]. Available on intranet: [http://stella.uniba.sk/texty/UK/FIF\\_DS\\_ESP\\_Reader\\_philosophy.pdf](http://stella.uniba.sk/texty/UK/FIF_DS_ESP_Reader_philosophy.pdf)

ŠULOVSKÁ, D. Video-based Listening Tasks for ESP Classes. [online]. Bratislava: Stimul, 2018 [cit. 2021-10-14]. Available at: [http://stella.uniba.sk/texty/UK/FIF\\_DS\\_video-based\\_ESP.pdf](http://stella.uniba.sk/texty/UK/FIF_DS_video-based_ESP.pdf)

ŠULOVSKÁ, D. Video-based listening tasks for ESP classes. Volume 2 [online]. Bratislava: Stimul, 2021 [cit. 2021-10-14]. Available at: <https://dspace.uniba.sk/handle/123456789/32>

Moodle / MS TEAMS is a source for unpublished study materials (some ready for publishing) and teachers' presentations. Supplementary literature may be introduced through the course of the semester.

### Languages necessary to complete the course:

English (minimum B1)

### Notes:

<b>Past grade distribution</b>						
Total number of evaluated students: 7376						
A	ABS	B	C	D	E	FX
27,49	0,0	24,34	19,06	11,89	11,02	6,2
<b>Lecturers:</b> Mgr. Denisa Šulovská, PhD., Mgr. Yulia Gordiienko, Mgr. Ivana Juríková, PhD., Alan James Dykstra, Mgr. Dominika Mihaľová, Mgr. Michaela Hroteková, PhD., Mgr. Zuzana Hudáková, Mgr. Klaudia Rybovičová, Mgr. John Peter Butler Barrer, PhD.						
<b>Last change:</b> 28.04.2026						
<b>Approved by:</b> doc. PhDr. Ľuboslava Sejčová, CSc.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-boPE-028/15	<b>Course title:</b> Free Time Pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week: 2 / 2 per level/semester: 28 / 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> (a) continuous assessment: individual preparation for each topic (study of recommended literature and existing research on the topics), preparation of assignments for each topic, individual work (interview with a leisure educator of their choice and subsequent presentation of the results combined with discussion), active participation in discussions on each topic (60% of the overall assessment) (b) final assessment: colloquium - students must demonstrate mastery of the subject matter (prescribed topics) and (at least) the required literature, as well as the ability to apply the knowledge acquired to school and professional practice; sophisticated and coherent linguistic expression, critical and creative thinking are expected (40 % of the total mark). Admission to the examination is subject to a minimum of 10 points in the intermediate assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant assessment item. Grading scale: 0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A. A maximum of 2 absences will be accepted. The course has a theoretical and practical character. The exact date and topic of the mid-term evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching part. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> Students are able to: <ul style="list-style-type: none"> <li>- identify and analyse the basic principles and theories in the field of leisure time pedagogy in Slovakia and abroad,</li> <li>- identify and describe the potential for effective use of leisure time,</li> <li>- define the essence of leisure education, education outside the classroom, leisure activities, and apply the knowledge to practical examples in educational reality,</li> <li>- critically reflect on the relevant aspects of leisure time organisation, its functions, principles and methods of work within leisure activities,</li> </ul>	

- describe and practically apply different ways of working with different age categories in leisure time, with an emphasis on the prevention of social pathologies (addictions, criminality, bullying and cyberbullying, extremism and radicalisation, etc.),
- analyse thematic films and video documentaries, and lead an argumentatively strong debate on the topic,
- conduct an in-depth interview and present the results.

**Class syllabus:**

1. Pedagogy of leisure, definition, history, perspectives, right to leisure
  2. Basic issues of leisure pedagogy: subject matter, relationship to other disciplines, functions of leisure. Leisure and education. Specific features of leisure education.
  3. Leisure time education in the system of education and training of the Slovak Republic. Leisure-time education in the school system. Objectives of leisure time education.
  4. Process of leisure education, mission, tasks, principles, methods, forms, means.
  5. Interests and leisure activities in leisure education. Educational activities outside the classroom and cooperation with the school.
  6. Prevention as part of leisure time education. Streetwork and volunteering as new ways of using leisure time effectively
  7. Personality of leisure educator, social assistant, animator in the processes of leisure education.
  8. Humanistic concepts of leisure education. New approaches in leisure time pedagogy.
  9. - 12. Excursion
- Final colloquium

**Recommended literature:**

- BROZMANOVÁ GREGOROVÁ, Alžbeta a kol. Dobrovoľníctvo mládeže na Slovensku – aktuálny stav a trendy. Stupava: Platforma dobrovoľníckych centier a organizácií, 2018. ISBN 978-80-973034-0-2.
- JIRÁSEK, Ivo. Zážitková pedagogika. Praha: Portál, 2019. ISBN 9788026214854.
- KOMINAREC, Igor. Pedagogika voľného času. Základné otázky výchovy mimo vyučovania. Prešov: PU, 2013. ISBN 978-80-555-0977-8.
- KOŽUCHOVÁ, Mária, ČAVOJSKÝ, Ivan. Pedagogika voľného času detí. Bratislava: UK, 2021. ISBN 978-80-223-5140-9.
- NOVOTNÁ, Erika. Pedagogika voľného času. Rokus, 2017. ISBN 9788089510580.
- SVOBODOVÁ, Zuzana. Svobodný čas. Pedagogika voľného času jako výchova ke svobodě. Praha: Karolinum, 2023. ISBN 9788024654744.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

Students will be introduced to additional literature during the course.

**Past grade distribution**

Total number of evaluated students: 194

A	B	C	D	E	FX
49,48	22,16	16,49	6,7	4,64	0,52

**Lecturers:** PhDr. Silvia Ťupeková Dončevová, PhD.

**Last change:** 25.05.2026

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KPED/A-boPE-050/26		<b>Course title:</b> Fundamentals of mentoring			
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 5					
<b>Recommended semester:</b> 3.					
<b>Educational level:</b> I.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PhDr. Silvia Ťupeková Dončevová, PhD.					
<b>Last change:</b> 21.05.2026					
<b>Approved by:</b> doc. PhDr. Ľuboslava Sejčová, CSc.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-boPE-020/26	<b>Course title:</b> General Methodology
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Minimum success rate: 60 percent Continuous assessment (teaching part): - 20% active participation in the seminar - 40% (summary of 5 assignments - creation of educational goals; creation of a thematic plan of the teacher; didactic analysis of the curriculum, description and practical use of one teaching method; preparation for teaching) Final rating: - 40% final test Classification scale: A (100-92), B (91-84), C (83-76), D (75-68), E (67-60), FX (59% or less). Two absences are acceptable; seminar assignments must all be developed, presented and submitted. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be announced no later than the last week of the training section. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> After completing the course, the student has theoretical knowledge of the institutional conditions of education in primary and secondary education; knowledge of current didactic theories and didactic strategies; knowledge of the basic phenomena of the teaching process from its planning through implementation and evaluation; is able to analyze the advantages and disadvantages of didactic strategies used in practice; is able to critically assess the choice of teaching methods in teaching practice; knows the basic models of learning individualization and differentiation; knows didactic work with children with special educational needs; has knowledge of innovative approaches in teaching practice, which are used in primary and secondary schools in the Slovak Republic; is able to analyze the basic features of digitization in the field of school work and teaching.	
<b>Class syllabus:</b> 1. Historical and current concepts of didactics. 2. Theory of education and learning. 3. Modernization of educational content. Teaching design. 4. Basic program pedagogical documents. Teacher teaching planning. 5. Procedural aspects of teaching. Principles of the teaching process. 6. Teaching communication. 7. Means and conditions of teaching. 8. Teaching methods. 9. Organizational forms of teaching. 10. Pupil learning - cognitive-developmental aspects. 11. Differentiation of teaching according to the specifics of students. 12. Evaluation of teaching processes and results. 13. Theoretical models and concepts of teaching.	

**Recommended literature:**

DROŠČÁK, Martin. Úvod do všeobecnej didaktiky pre študentov učiteľstva. Trnava: UCM, 2015. ISBN 978-80-8105-655-0.

SKALKOVÁ, Jarmila: Obecná didaktika. Praha: Grada. 2010. ISBN 978-80-247-1821-7.

PASH, Marvin a kol.: Od vzdelávacieho programu k vyučovacím hodinám. Praha: Portál. 1998. ISBN 80-7178-127-4.

KALAŠ, Ivan a kol.: Premeny školy v digitálnom veku. Bratislava: SPN. 2013. ISBN 978-80-10-02409-4.

MATULČÍKOVÁ, Mária Kľúčové kompetencie žiakov vo všeobecnom vzdelávaní – súčasné trendy vo vybranom zahraničí. Dostupné on-line PAEDAGOGICA 28.pdf (uniba.sk)

ŠVEC, Štefan. Inovatívne prístupy v didaktike. Bratislava: Univerzita Komenského, 2011. 186 s. ISBN 80-223-3221-7.

TUREK, Ivan.: Didaktika. Bratislava: Inra. 2010. ISBN 878-80-10-0719-5.

PETTY, Geoffrey. 1996 alebo ďalšie vydanie. Moderní vyučovaní. Praha: Portál. ISBN 80-7367-172-7.

Current sources from professional portals: [www.statpedu.sk](http://www.statpedu.sk), [www.unesco.org](http://www.unesco.org)

**Languages necessary to complete the course:**

Slovak

**Notes:****Past grade distribution**

Total number of evaluated students: 121

A	B	C	D	E	FX
42,15	20,66	21,49	8,26	4,96	2,48

**Lecturers:** prof. PaedDr. Adriana Wiegerová, PhD.

**Last change:** 22.05.2026

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-boPE-004/26	<b>Course title:</b> General Psychology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students' participation in classes is mandatory. Absence may be justified by serious personal or for medical reasons, but for a maximum of 2 lessons. The condition for completing the course is successful completion of the final test. Course evaluation: Students obtain 100% of the evaluation during the examination period. Active participation in the lessons and assignments specified by the teacher at the beginning of the teaching part (10%) and successful completion of a written test (90%). Violation of academic ethics results in the cancellation of earned points in the relevant item evaluation. Classification scale: 100% -92% A 91-84% B 83-76% C 75-68% D 67-60% E 59-0% FX Scale of assessment (preliminary/final): 10/90	
<b>Learning outcomes:</b> Students who successfully complete the course will acquire basic knowledge and terminology in the field of basic cognitive processes - feeling, perception, attention and memory. They will understand key mechanisms and methods for examining basic cognitive processes, and will be able to use this knowledge in other basic and applied subjects.	
<b>Class syllabus:</b> 1. Prerequisites for the emergence of psychology as an independent scientific discipline 2. Historical view of the research of perception: Wundt's school, Russian reflex school, Behavioral school, Gestalt psychology. Feeling vs. perception. 3. Gestalt principles in perception (Organization, geometric-optical illusions and their explanation, gestalt laws, contrasts, after effects). 4. Cognitive theories of perception (theory of templates, prototypes, feature detection, geons. Topdown approaches.) 5. Visual perception - perception of depth (binocular and monocular keys), space, movement. Color perception (color mixing, trichromatic theory, etc.) 6. Types, determinants, properties and development of attention 7. Visual (visual search and spatial selectivity in visual search, movements)	

eye and visual attention control, object segmentation, set-size effect,) and auditory attention. theory of early and late selection), targeting and shifting with spatial auditory attention, auditory testing.

8. Executive attention (double tasks, multitasking) and automatics in attention, preattentive attentional mechanisms vs. focused attention. Allocation of attention resources.

9. Types and processes of memory (Atkinson and Shiffrin, Sperling, Baddeley, Tulving, Ebbinghaus ..)

10. Learning: classical and operational conditioning (behavioral approach to psychology, law of practice and effect, explanation of the main mechanisms of operant conditioning, factors influencing effectiveness of conditioning).

11. Working memory and its structures, working memory as a process.

12. Long-term memory and its structure, long-term memory as a network. False memory processes. Processes of long term memory (storage, processing, forgetting - theories of forgetting) and the emergence of false memories in the context of explicit and implicit memory

**Recommended literature:**

Baddeley, A., Eysenck, M. W., & Anderson, M. C. (2015). Memory (2nd ed.). Psychology Press.  
 Barrouillet, P., & Camos, V. (2015). Working Memory: Loss and Reconstruction. Psychology Press.

Eysenck, M. W., & Keane, M. T. (2015). Cognitive Psychology: A Students Handbook (7th ed.). Psychology Press.

Goldstein, E. B., (2019). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience (5th ed.). Cengage Learning.

Sternberg, R. J., & Sternberg, K. (2012). Cognitive Psychology (6th ed.). Cengage Learning.  
 Students will be acquainted with supplementary literature during the lessons.

Note: We chose the American Psychological Association (APA) citation format because it is the dominant international citation standard not only for the field of psychology but also other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also text structure, table and graph formats, and other essentials. Foreign departments from Europe and the USA are also proceeding in the same way

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 246

A	B	C	D	E	FX
23,17	28,86	25,61	9,35	9,35	3,66

**Lecturers:** doc. PhDr. Ľuboslava Sejčová, CSc.

**Last change:** 22.05.2026

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A-boCJ-031/22	<b>Course title:</b> German for Specific / Academic Purposes 1
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KJ/A-boCJ-031/00	
<b>Course requirements:</b> a) During the teaching part (continuous) 2 tests (70 points), presentation (30 points) b) During the examination period: (0 points) Rating scale: 100% - 91% - A, 90% - 81% - B, 80% - 73% - C, 72% - 66% - D, 65% - 60% - E, 59% and below - FX (student has not met the credit requirements) The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Violation of academic ethics results in the cancellation of earned points in the respective assessment item. The lecturer will accept a maximum of 2 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence. Scale of assessment (preliminary/final): 100 / 0	
<b>Learning outcomes:</b> The students are able to report in a foreign language about university studies in Slovakia and its organization. The students are able to present their own study program, they can describe what their application and motivation to study in a foreign language. The students know the techniques of summarizing texts and are able to summarize a shorter professional text and determine the main statements of the text. The students are able to actively use vocabulary specific to the given field of study and academic environment in general.	
<b>Class syllabus:</b> Language training aimed at developing and consolidating communication competence (oral and written) in a specific segment of the professional sphere: <ul style="list-style-type: none"> <li>• University studies, its organization, self-study techniques, techniques of acquiring a foreigner language</li> </ul>	

- Study program, its contents, graduate profile, obtaining information about the field of study from foreign universities, comparison of studies in Slovakia and abroad (according to available information)
- Language and its conventions in everyday and academic environments
- Issues of factual texts - composition, styles, register
- Work with model factual texts with regard to the development of communication skills
- Lexical and grammatical means of factual text
- Summarization techniques, determining the main statements in the text

**Recommended literature:**

GRAEFEN, Gabriele, MOLL, Melanie. Wissenschaftssprache Deutsch: lesen-verstehen-schreiben.

Frankfurt am Main: Peter Lang Verlag, 2011. ISBN 978-3-631-60948-4.

KANICHOVÁ, Renáta, PALLAY, Eduard, VLČKOVÁ, Veronika. Grammatik für Humanwissenschaften ein Lehr- und Übungsbuch. Bratislava: Univerzita Komenského, 2011. ISBN 978-80-223-2905-7.

KANICHOVÁ, Renáta, VLČKOVÁ, Veronika. Deutsch für Humanwissenschaften. Unicert ® III.

Bratislava: Univerzita Komenského, 2011. ISBN 978-80-223-3010-7.

KANICHOVÁ, Renáta, VLČKOVÁ, Veronika. Deutsch für Humanwissenschaften 2. Unicert ® III. Bratislava: Univerzita Komenského, 2014. ISBN 978-80-223-3753-3.

PERLMANN-BALME, Michaela, SCHWALB, Susanne, Dörte WEEERS. em-Brückenkurs Deutsch als Fremdsprache für die Mittelstufe. Ismaning: Max Hueber, 2000. ISBN 3-19-001627-5.

Supplementary literature will be presented at the beginning and during the semester. Lecturer's presentations will be available in MS Teams.

**Languages necessary to complete the course:**

German at the level of (at least) B1 (the course is focused on working with professional literature in German)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1936

A	ABS	B	C	D	E	FX
20,14	0,0	17,36	18,49	12,6	18,39	13,02

**Lecturers:** Mgr. Ivana Zolcerová, PhD.

**Last change:** 29.06.2022

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A-boCJ-032/22	<b>Course title:</b> German for Specific / Academic Purposes 2
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b> FiF.KJ/A-boCJ-031/22 - German for Specific / Academic Purposes 1	
<b>Antirequisites:</b> FiF.KJ/A-boCJ-032/00	
<b>Course requirements:</b> a) During the teaching part (continuous) 2 tests (70 points), presentation (30 points) b) During the examination period: (0 points) Rating scale: 100% - 91% - A, 90% - 81% - B, 80% - 73% - C, 72% - 66% - D, 65% - 60% - E, 59% and below - FX (student has not met the credit requirements) The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Violation of academic ethics results in the cancellation of earned points in the respective assessment item. The lecturer will accept a maximum of 2 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The students have key language resources, know the styles and genres to successfully accomplish processes of foreign language communication (oral and written) in a specific professional sphere, which is presented by vocational training in higher education. The students are able to transform the information obtained by studying the literature into a graph or other forms of visualizations and vice versa, they can describe diagrams or graphs. They know qualitative and quantitative research methods. They can recognize the main arguments presented in shorter professional texts. The students can substantiate their arguments in the discussion.	
<b>Class syllabus:</b> Language training aimed at developing and consolidating communication competence (oral and written) in a specific segment of the professional sphere: <ul style="list-style-type: none"> <li>• Developing reading competence</li> </ul>	

- Professional terminology and its use
- Familiarization with some qualitative and quantitative scientific methods relevant to the field of study
- Transformation of texts into graphs, description of the graph
- Text-making procedures and their use in the practice of writing short professional texts (e.g., enumeration and comparative-contrast texts)
- Recognition of the main arguments used in professional texts
- Argument-based opinion

**Recommended literature:**

GRAEFEN, Gabriele, MOLL, Melanie. Wissenschaftssprache Deutsch: lesen-verstehen-schreiben. Frankfurt am Main: Peter Lang Verlag, 2011. ISBN 978-3-631-60948-4.

KANICHOVÁ, Renáta, PALLAY, Eduard, VLČKOVÁ, Veronika. Grammatik für Humanwissenschaften ein Lehr- und Übungsbuch. Bratislava: Univerzita Komenského, 2011. ISBN 978-80-223-2905-7.

KANICHOVÁ, Renáta, VLČKOVÁ, Veronika. Deutsch für Humanwissenschaften. Unicert ® III. Bratislava: Univerzita Komenského, 2011. ISBN 978-80-223-3010-7.

KANICHOVÁ, Renáta, VLČKOVÁ, Veronika. Deutsch für Humanwissenschaften 2. Unicert ® III. Bratislava: Univerzita Komenského, 2014. ISBN 978-80-223-3753-3.

PERLMANN-BALME, Michaela, SCHWALB, Susanne, Dörte WEEERS. em-Brückenkurs Deutsch als Fremdsprache für die Mittelstufe. Ismaning: Max Hueber, 2000. ISBN 3-19-001627-5.

Supplementary literature will be presented at the beginning and during the semester. Lecturer's presentations will be available in MS Teams.

**Languages necessary to complete the course:**

German at the level of (at least) B1 (the course is focused on working with professional literature in German)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1649

A	ABS	B	C	D	E	FX
18,68	0,0	13,77	19,53	16,37	19,47	12,19

**Lecturers:** Mgr. Ivana Zolcerová, PhD.

**Last change:** 29.06.2022

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A-boCJ-033/22	<b>Course title:</b> German for Specific / Academic Purposes 3
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KJ/A-boCJ-033/00	
<b>Course requirements:</b> a) During the teaching part (continuous) 2 tests (70 points), presentation (30 points) b) During the examination period: (0 points) Rating scale: 100% - 91% - A, 90% - 81% - B, 80% - 73% - C, 72% - 66% - D, 65% - 60% - E, 59% and below - FX (student has not met the credit requirements) The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Violation of academic ethics results in the cancellation of earned points in the respective assessment item. The lecturer will accept a maximum of 2 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The students have key language resources, know the styles and genres to successfully accomplish processes of foreign language communication (oral and written) in a specific professional sphere, which is presented by vocational training in higher education. They are able to work with definitions and, with the help of the literature, to define terms by reference to the literature. The students are able to obtain information for their own paper from the literature and to cite and paraphrase the source. The students are able to report on the role of their study program in society. They know how to express feedback constructively.	
<b>Class syllabus:</b> Language training aimed at developing and consolidating communication competence (oral and written) in a specific segment of the professional sphere: <ul style="list-style-type: none"> <li>• Developing and consolidating communication competence in the academic environment</li> </ul>	

- Active use of professional vocabulary
- Basics of citation and paraphrasing
- Practical use of citations and paraphrases
- Plagiarism and academic ethics
- Identification of definitions in texts and rules of their use, formulation of definitions with the help of professional literature
- Formulation of constructive feedback
- Presentation techniques I.

**Recommended literature:**

GRAEFEN, Gabriele, MOLL, Melanie. Wissenschaftssprache Deutsch: lesen-verstehen-schreiben. Frankfurt am Main: Peter Lang Verlag, 2011. ISBN 978-3-631-60948-4.

KANICHOVÁ, Renáta, PALLAY, Eduard, VLČKOVÁ, Veronika. Grammatik für Humanwissenschaften ein Lehr- und Übungsbuch. Bratislava: Univerzita Komenského, 2011. ISBN 978-80-223-2905-7.

KANICHOVÁ, Renáta, VLČKOVÁ, Veronika. Deutsch für Humanwissenschaften. Unicert ® III. Bratislava: Univerzita Komenského, 2011. ISBN 978-80-223-3010-7.

KANICHOVÁ, Renáta, VLČKOVÁ, Veronika. Deutsch für Humanwissenschaften 2. Unicert ® III. Bratislava: Univerzita Komenského, 2014. ISBN 978-80-223-3753-3.

PERLMANN-BALME, Michaela, SCHWALB, Susanne, Dörte WEEERS. em-Brückenkurs Deutsch als Fremdsprache für die Mittelstufe. Ismaning: Max Hueber, 2000. ISBN 3-19-001627-5.

Supplementary literature will be presented at the beginning and during the semester. Lecturer's presentations will be available in MS Teams.

**Languages necessary to complete the course:**

German at the level of (at least) B1 (the course is focused on working with professional literature in German)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1269

A	ABS	B	C	D	E	FX
19,78	0,0	16,55	20,72	17,81	18,83	6,3

**Lecturers:** Mgr. Ivana Zolcerová, PhD.

**Last change:** 29.06.2022

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A-boCJ-034/22	<b>Course title:</b> German for Specific / Academic Purposes 4
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b> FiF.KJ/A-boCJ-033/22 - German for Specific / Academic Purposes 3	
<b>Antirequisites:</b> FiF.KJ/A-boCJ-034/00	
<b>Course requirements:</b> a) During the teaching part (continuous) 1 written project (30 points), continuous tasks (20 points) b) During the examination period: 1 presentation of the project (35 points), 1 discussion for own presentation and active participation in colleagues' discussions (15 points) <b>Rating scale:</b> 100% - 91% - A, 90% - 81% - B, 80% - 73% - C, 72% - 66% - D, 65% - 60% - E, 59% and below - FX (student has not met the credit requirements) The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Violation of academic ethics results in the cancellation of earned points in the respective assessment item. The lecturer will accept a maximum of 2 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> The students have key language resources, know the styles and genres to successfully accomplish processes of foreign language communication (oral and written) in a specific professional sphere, which is presented by vocational training in higher education. The students are able to prepare presentations on the chosen professional topics. They are able to substantiate their claims with arguments from studied literature, or own research. They can ask questions and lead a discussion with classmates.	
<b>Class syllabus:</b> Language training aimed at developing and consolidating communication competence (oral and written) in a specific segment of the professional sphere: <ul style="list-style-type: none"> <li>• Preparation of the presentation: selection of a suitable professional topic</li> </ul>	

- Literature search and its subsequent study
- Structure and presentation of arguments
- Outline text and keyword selection
- Structure of professional work (abstract, keywords, introduction, core, conclusion)
- Presentation techniques II.
- Presentation of research data and research results
- Active participation in a simulated student conference

**Recommended literature:**

GRAEFEN, Gabriele, MOLL, Melanie. Wissenschaftssprache Deutsch: lesen-verstehen-schreiben. Frankfurt am Main: Peter Lang Verlag, 2011. ISBN 978-3-631-60948-4.

KANICHOVÁ, Renáta, PALLAY, Eduard, VLČKOVÁ, Veronika. Grammatik für Humanwissenschaften ein Lehr- und Übungsbuch. Bratislava: Univerzita Komenského, 2011. ISBN 978-80-223-2905-7.

KANICHOVÁ, Renáta, VLČKOVÁ, Veronika. Deutsch für Humanwissenschaften. Unicert ® III. Bratislava: Univerzita Komenského, 2011. ISBN 978-80-223-3010-7.

KANICHOVÁ, Renáta, VLČKOVÁ, Veronika. Deutsch für Humanwissenschaften 2. Unicert ® III. Bratislava: Univerzita Komenského, 2014. ISBN 978-80-223-3753-3.

PERLMANN-BALME, Michaela, SCHWALB, Susanne, Dörte WEEERS. em-Brückenkurs Deutsch als Fremdsprache für die Mittelstufe. Ismaning: Max Hueber, 2000. ISBN 3-19-001627-5.

Supplementary literature will be presented at the beginning and during the semester. Lecturer's presentations will be available in MS Teams.

**Languages necessary to complete the course:**

German at the level of (at least) B1 (the course is focused on working with professional literature in German)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1136

A	ABS	B	C	D	E	FX
19,89	0,0	15,85	20,77	17,87	19,45	6,16

**Lecturers:** Mgr. Ivana Zolcerová, PhD.

**Last change:** 29.06.2022

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-boPE-013/26	<b>Course title:</b> History of Slovak School System and Pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the semester (continuously) 40%, 2 written tests b) in the probationary period 60%, seminar work or family genealogy in the context of education in the range of 10-12 pages, oral examination, The condition for admission to the exam is the achievement of min. 20 points from the ongoing evaluation. Violation of academic ethics on the basis of cancellation of obtained points in the relevant evaluation item Classification scale: 100 - 91% - A, 90-81% - B, 80 - 73% - C, 72-66% - D 65 - 60% - E, 59 - less - Fx (failed) Max. 2 justified absences. The exact interim assessment will be announced at the beginning of the semester. Exam dates will be published via AIS as the last week of the semester. Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> Upon successful completion of the course, the student is able to categorize the stages of development of pedagogical thinking and educational practice in today's Slovakia. Can justify and give examples of educational practice as a school and other educational facilities from Great Moravia to the present. The student is able to explain the reasons that led to fundamental changes in Slovak pedagogical thinking. He can name important milestones and important personalities in pedagogical thinking, he can specify and appreciate the basic pedagogical principles and principles in the past and he can compare them with current trends.	
<b>Class syllabus:</b> 1. Periodization of Slovak history of education and pedagogy	

2. Great Moravia in the history of Slovak education and culture. Slavic school
3. Education in Slovakia in the Middle Ages: church schools, school regulations - L. Stöckel, A. Schramell, J. Mylius, M. Oláh, universities: Academia Istropolitana, Trnava University, Košice Academy, Prešov College, ....
4. Teresian and Josephine reforms in Hungary. Education ratio. A. F. Kollár, Collegium oeconomicum, Mining Academy in Banská Štiavnica, ...
5. J.A. Comenius and Slovakia. Comenius' response in Slovak pedagogy. J. Kvačala - a prominent Slovak commentator.
6. Slovak pedagogy in the 18th and early 19th century (M. Bel, J. Fábry, S. Tešedík, D. Lehocký, J. Páleš, ....)
7. Hungarian school policy in the 19th century. (Development of education in 1.1 / 2 of the 19th century: The efforts of the Štúrovo family for a Slovak school, Slovak educational associations and institutions; Development of education in 1.1 / 2 of the 19th century: J. Kollár and his plan, Banská Bystrica grammar school , Hungarian School Act No. 38/1868)
8. Pedagogical magazines and textbooks of the 19th century. (S. Ormis, M. Čulen, I.B. Zoch, J. Zigmundík, A.H. Škultéty, K. Salva, A. Radlinský, ...)
9. Development of teacher education in the 19th and 20th centuries.
10. Development of education and pedagogy in the 20th century: (Czechoslovak Republic: Czech professors in Slovakia, O. Chlup, J. Uher, J. Hendrich, establishment of Comenius University, United School, Reform pedagogical movement - V. Příhoda, F. Musil .
11. Slovak Republic: school system of the war republic, universities, Juraj Čečetka, the birth of modern Slovak pedagogy, Czechoslovakia (1945-1992, school policy in the 70s and 80s of the 20th century,
12. Slovak Republic: 1993-present, institutional development, important personalities, development of pedagogical thinking).

**Recommended literature:**

- KARŠAI, František. J. A. Komenský a Slovensko. Martin : SPN, 1970.  
 KOPÁČ, Jaroslav. Dějiny školství a pedagogiky v Československu. Díl. I. Brno : Univerzita J. E. Purkyně, 1971.  
 MÁTEJ, Jozef a kol. Dejiny českej a slovenskej pedagogiky. Bratislava : SPN, 1976.  
 PŠENÁK, Jozef. Kapitoly z dejín slovenského školstva a pedagogiky. Bratislava : UK, 2001. ISBN 80-223-1264-9  
 PŠENÁK, ozef J. Slovenská škola a pedagogika 20. storočia. Ružomberok : Verbum, 2011. ISBN 978-8080-84-704-3.  
 \* additional literature will be added at the beginning or during the semester.

**Languages necessary to complete the course:**

slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 216

A	B	C	D	E	FX
22,69	17,13	21,76	13,89	15,74	8,8

**Lecturers:** Mgr. Janka Medved'ová, PhD.

**Last change:** 22.05.2026

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-boPE-003/26	<b>Course title:</b> History of the School System and Pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester: a) active participation and discussion in seminars; b) 2 written tests, the average of which must be at least 60%, search for the topic of the seminar paper on the selected topic Classification scale: 100 - 91% - A, 90-81% - B, 80- 73% - C, 72- 66% - D, 65-60% - E, 59% and less - FX (student did not meet the conditions for granting credits) The condition for meeting the criteria for passing the course is to achieve min. 60% of the total interim evaluation. Min. 2 justified absences. Violation of academic ethics will result in the cancellation of the ongoing evaluation. The exact dates of the mid-term evaluation as well as the topics will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, the student is able to categorize the stages of development of pedagogical thinking and educational practice. Can characterize and compare the stages of educational practice, school and other educational facilities from antiquity to baroque and can explain the causes that have led to fundamental changes in pedagogical thinking.	
<b>Class syllabus:</b> 1. History of education and pedagogy in the system of pedagogical sciences. Subject of the history of education and pedagogy. Historical research, methods of historical research. 2. Education in the prehistoric period (Akkadian-Sumerian Empire, Babylonian Empire, India, Egypt, China, Japan, Hebrew upbringing ...) 3. Ancient ideal of education in ancient Greece: (Athens, Sparta, Sophists, Socrates, Plato, Aristotle)	

4. Ancient ideal of education in ancient Rome: (kingdom, republic, empire, Seneca, M.T. Cicero, Varro, M.F. Quintilianus, ...)
5. Middle Ages: Christian Education, Patristics: St. Augustine, St. Hieronymus et al; Scholasticism: T. Aquinas. Establishment of ecclesiastical schools, knighthood, the establishment of the first universities: Bologna, Padua, Paris, Salamanca, Oxford, Cambridge, etc.
6. Humanism and the Renaissance: pedagogical thinking, V. da Feltre, J. L. Vives, E. Rotterdam, T. Moore, T. Campanella, ....
7. The Reformation and its impact on European education. T. Luther, F. Melanchton. Saxon school regulations
8. Counter-Reformation: Pedagogical system of the Jesuit order. Ignatius of Loyola. The relationship between students and scholastic institutions is society.
9. Baroque: W. Ratke, J. A. Comenius
10. Pansoficko - educational system of J. A. Komenský. PAIDEA paradigm.
11. Analysis of pedagogical works J.A. Comenius (Great Didactics, Kindergarten Informatics, General Meeting on the Correction of Human Affairs, Orbis pictus)
12. The idea of lifelong learning in the work Pampedia. Analysis of the work of J.A. Comenius

**Recommended literature:**

- BRŤKOVÁ, Milada. Kapitoly z dejín pedagogiky. Bratislava : UK, 1997. ISBN 80-223-1147-2.  
 CIPRO, Miroslav. Encyklopedie pramenů výchovy. Galerie světových pedagogů. Praha, 2002. ISBN 80-238-80-047  
 KUDLÁČOVÁ, Blanka. Človek a výchova v dejinách európskeho myslenia. Trnava : Veda, 2009. ISBN 80-80-821-203  
 KUDLÁČOVÁ, Blanka. Dejiny pedagogického myslenia I. Počiatky vedomej výchovy a pedagogických tórií. Trnava : Veda, 2009.  
 PŠENÁK, Jozef. Dejiny školstva a pedagogiky. Žilina, 2012. ISBN 978-80-5540-596-4.  
 SROGOŇ, Tomáš a kol. Výber prameňov k dejinám školstva a pedagogiky. Bratislava : SPN, 1981.

\* additional literature will be added at the beginning or during the semester.

**Languages necessary to complete the course:**

slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 229

A	B	C	D	E	FX
15,28	16,16	21,83	22,27	16,59	7,86

**Lecturers:** Mgr. Janka Medved'ová, PhD.

**Last change:** 22.05.2026

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KPED/A-boPE-053/26		<b>Course title:</b> Information Management			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 4					
<b>Recommended semester:</b> 2.					
<b>Educational level:</b> I.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>					
<b>Last change:</b> 21.05.2026					
<b>Approved by:</b> doc. PhDr. Ľuboslava Sejčová, CSc.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-boPE-001/26	<b>Course title:</b> Introduction into Educational Sciences
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Student work has been assessed based on 6 components: in-class activity, 2 teaching demonstrations, peer assessment of demonstrated methods, reflective essay on knowledge and skills developed during the course. Assessment scale is the following: A: 91 and more B: 90 - 81 C: 80 - 71 D: 70 - 61 E: 60 - 51 Fx: 50 – 0 Scale of assessment (preliminary/final): 70/30	
<b>Learning outcomes:</b> At the end of the term student is expected to demonstrate the following knowledge and skills: Define - using own words – the foundational terminology in education/pedagogy, namely: education, upbringing, teaching and learning, training, pedagogy and its disciplines, development, socialisation, knowledge, skills, habits, competences, authority, learning outcomes, educational aims, methods, forms and components of education, active learning, student-centred learning, internationalisation of (higher) education, assessment and feedback, peer learning, peer assessment, observation protocol and genAI in education. Based on their individual interests, students may moreover include their own terms into this list. List and describe the tools of active learning Apply two methods of active learning: demonstrate a lesson to help students learn one or more assigned terms Evaluate the effectiveness of demonstrated active learning methods Self-assess the learning outcomes you attained in this course	
<b>Class syllabus:</b> 1. Introductory meeting: setting the course learning outcomes 2. Foundational terminology, categories of educational sciences 3. Education/pedagogy as a discipline exploring education 4. Institutionalisation of education 5. Schooling and educational system 6. Learning and teaching in higher education: active learning, student-centred learning, internationalisation 7. Assessment and feedback, peer learning	

8. Peer assessment 9. Class observation and observation protocol 10. Teaching demonstration, part I. 11. Teaching demonstration, part II. 12. Final colloquium					
<b>Recommended literature:</b> WALLACE, Susan. A Dictionary of Education. Oxford: Oxford University Press, 2015. ISBN-13: 978-0199212071.					
<b>Languages necessary to complete the course:</b> Slovak, Czech, English					
<b>Notes:</b> x					
<b>Past grade distribution</b> Total number of evaluated students: 247					
A	B	C	D	E	FX
23,08	10,53	11,74	19,03	29,96	5,67
<b>Lecturers:</b> Mgr. Gabriela Pleschová, PhD.					
<b>Last change:</b> 26.05.2026					
<b>Approved by:</b> doc. PhDr. Ľuboslava Sejčová, CSc.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-boPE-012/26	<b>Course title:</b> Introduction into Social Pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Paper, written exam; Continuous assessment during the teaching part: paper on a selected topic from the subject (30 points), in the credit period: written exam (40 points). The student will be admitted to the written exam only with min. 10 points from the ongoing evaluation. Classification scale: A (100-93 %), B (92-85 %), C (84-76 %), D (75-68 %), E (67-60 %), FX (59 or less %). Two absences with proven documents are allowed. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. The dates of the written exam will be announced no later than the last week of the teaching part. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The aim of the course is to acquaint students with the historical, methodological and institutional aspects of social pedagogy. Get acquainted with terminology, social problems of personality in interaction with education through work with monographs, scripts, proceedings. After completing the course, the student should have an overview of theoretical, historical and empirical aspects of SP. Gain an overview of the development of social pedagogy in Slovakia and abroad. Acquire current approaches in social pedagogy. Gain the ability to understand social pedagogy and the relationship to the basic sciences (philosophy and sociology), pedagogical and related sciences. The student is able to apply knowledge about the social aspects of education in various social environments - in the family, school, educational, reeducational, social and counseling facilities and institutions.	
<b>Class syllabus:</b> 1. Social pedagogy as a part of the scientific department of PEDAGOGY. Factors of social pedagogy. 2. The subject of social pedagogy. Basic terminology of social pedagogy and related sciences - theoretical, praxeological and research aspects. 3. Methods of social pedagogy. Scientific research methods in social pedagogy. 4. Relation of social pedagogy to pedagogical disciplines (to the theory of education, history of education, to pedagogy of leisure time, to special and therapeutic pedagogy, to social andragogy) and to other sciences (to sociology, philosophy, social work, psychology) 5. Development of social pedagogy in a historical context. The founders of	

social pedagogy: the Swiss J. H. Pestalozzi and the German P. Natorp, K. Mager. 6. History of social pedagogy in Germany and Poland and its influence on the Slovak SP. Important personalities of German and Polish social pedagogy. 7. Outline of the development of Czech (Czechoslovak) social pedagogy. Selection of important personalities. Czech Republic - Lindner, Bláha, Masaryk and others 8. Renaissance of social pedagogy in Slovakia after 1990. Content focus and personalities: Čečetka, Baláž. 9. Typology of the environment, conditions of the family environment, styles of raising children. Socio-pedagogical help to the family. 10. Educational and pedagogical situations. Solving pedagogical situations in the school environment. Protecting the rights of children and teachers at school. 11. Socio-pathological phenomena - definition, characteristics, causes. Development of opinions on the causes of social pathology. 12. Bullying, truancy, delinquency. Prevention of socio-pathological phenomena.

**Recommended literature:**

BAKOŠOVÁ, Zlatica. Sociálna pedagogika ako životná pomoc. Bratislava: FF UK, 2011. ISBN 978-80-969944-0-3.

HRONCOVÁ, Jolana, EMMEROVÁ, Ingrid a Blahoslav KRAUS. Dejiny sociálnej pedagogiky. Banská Bystrica: UMB, 2007. ISBN 978-80-8083-436-4.

HRONCOVÁ, Jolana a Ingrid EMMEROVÁ. Sociálna pedagogika – vývoj a súčasný stav. Banská Bystrica: UMB, 2009. ISBN 978-80-8083-819-5.

KNOTOVÁ, Dana a kol. Úvod do sociálnej pedagogiky. Brno : Masarykova univerzita Brno, 2014. ISBN 978-80-210-7077-6. Dostupné na: <https://digilib.phil.muni.cz/data/handle/11222.digilib/131846/monography.pdf>

SEJČOVÁ, Ľuboslava. Základy sociálnej patológie. Bratislava: Stimul, UK, 2009. ISBN 978-80-89236-73-2. Dostupné na: [http://stella.uniba.sk/texty/FIF\\_SL-Zaklady\\_socialnej\\_patologie.pdf](http://stella.uniba.sk/texty/FIF_SL-Zaklady_socialnej_patologie.pdf)

SEJČOVÁ, Ľuboslava. Šikanovanie a kyberšikanovanie v škole. [elektronický dokument].

Bratislava : Univerzita Komenského, 2021. - 219 s. [23 AH] ISBN 978-80-223-5157-7. Dostupné na: [http://stella.uniba.sk/texty/FIF\\_LS\\_sikanovanie.pdf](http://stella.uniba.sk/texty/FIF_LS_sikanovanie.pdf)

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 250

A	B	C	D	E	FX
29,6	26,8	17,2	14,4	7,6	4,4

**Lecturers:** doc. PhDr. Ľuboslava Sejčová, CSc., Mgr. Monika Mikulcová, PhD.

**Last change:** 21.05.2026

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KPED/A-boPE-052/26		<b>Course title:</b> Introduction to Vocational Education			
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 5					
<b>Recommended semester:</b> 5.					
<b>Educational level:</b> I.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Janka Medved'ová, PhD.					
<b>Last change:</b> 21.05.2026					
<b>Approved by:</b> doc. PhDr. Ľuboslava Sejčová, CSc.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/A-AboLO-04/15	<b>Course title:</b> Logic
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Active participation (10 points), home work (20 points), tests (20 points)	
<b>Course requirements:</b> During the semester: active participation (10 points), home works (20 points), tests during the semester (20 points); Final assessment: comprehensive test (50 points); Grading 100 - 92, B: 91 - 84, C: 83 - 76, D:75 - 68, E: 67 - 60, FX: 59 - 0 pts Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students is informed about the basics in logical analysis of natural language as condition for successful studying of professional texts and on arguments contained in them. They need to comprehend basic syntactical and semantical aspects of natural language and to be acquainted with basics of propositional and predicate logic as well as with rules of valid inference. They will be acquainted with: tools for compacting texts, obtaining practice in their reconstruction; non-deductive forms of inference and the most known forms of eristic arguments; basic knowledge related to theory of definition and theory of questions and answers.	
<b>Class syllabus:</b> Language and its functions; language as codification of meaning. Singular and general expressions (properties and relations). Subject and predicate of sentence. Syntactical structure of atomic and molecular terms. Modalities in language, kinds and their function; intuitive understanding of state of affairs. Concept vs. representation, expressing concepts by language and relations among them. Semantically conditioned relations among terms. Modifiers and kinds of them; fuzzy terms. Argumentation, arguments; structure of arguments; deductive arguments. Propositional logic – syntax and semantics. Principle of compositionality for propositions. Propositional connectives in natural language. Propositional logical implication – basic rules of correct inference. Inference in natural language. Expressing of necessary and sufficient condition (promises, legal regulations, causes). Tools for text compacting. Predicate logic. Expressing generality in natural language. Application of basic predicate logic rules to inference in natural language. Abductive inferences	

and searching for the best explanation. Argument fallacies and eristic arguments. Definitions. Questions; presuppositions and false questions; types of answers.

**Recommended literature:**

1. GAHÉR, F.: Logika pre každého [Logic for Everyone]. Bratislava: Iris, 2013. ISBN 9788089256884 2. MARKO, V.: Úlohy z výrokovej a predikátovej logiky [Propositional and Predicate Logic Exercises] Bratislava: Univerzita Komenského v Bratislave, ISBN 9788022344951 3. ZOUHAR, M.: Základy logiky pre spoločenskovedné a humanitné odbory [Foundations of Logic for Social Sciences]. Bratislava: Veda, 2008. ISBN 9788022410403.

**Languages necessary to complete the course:**

in Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 293

A	B	C	D	E	FX
21,84	11,95	15,7	15,7	22,87	11,95

**Lecturers:** doc. Dr. Vladimír Marko, PhD.

**Last change:** 31.03.2022

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-boPE-019/26	<b>Course title:</b> Methodology of Educational Sciences
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The outcome of the completed course is during the teaching part (continuously): - Completion of interim assignments and assignments max. 30 pts. - Development of a quantitatively oriented research project max. 30 pts. In the examination period (at the end): - Defence of the project - max. 40 pts. - 100 points TOTAL max. A pass mark of at least 60% is required for successful completion of the course. <b>CLASSIFICATION:</b> A - 91 - 100 (excellent - outstanding), B - 90 - 81 (very good - above average standard), C - 80 - 71 (good - normal reliable work), D - 70 - 61 (satisfactory - acceptable results), E - 60 - 51 (satisfactory - results meet the minimum criteria), Fx - 50 - 0 (inadequate). The teacher/lecturer will accept a maximum of 2 absences with documented evidence. The exact date of the mid-term assessment will be announced at the beginning of the semester. Exam dates will be published via AIS no later than the last week of the teaching part of the semester. Scale of assessment (preliminary/final): = 70/30.	
<b>Learning outcomes:</b> Upon successful completion of the course, students are able to explain in their own words the basic methodological concepts, methods of research data collection, stages and principles of quantitative and qualitative pedagogical research. They are able to list and describe the individual procedures of collecting and empirically correct analysis of research data and procedures of their statistical evaluation. They know explain the methodological implications of different ways of constructing a research sample. They are able to design their own quantitatively oriented educational research, survey, or teacher action research and describe the procedures of an independent research endeavor. They are able to apply the knowledge gained in the independent development of a research project.	
<b>Class syllabus:</b>	

1. Pedagogical research - definition of basic terms: cognition, science, scientific theory, research, pedagogical research, theory, practice, method, methodology. Research - action research - evaluation.
2. Qualitative and quantitative research design.
3. The role of theory in quantitatively oriented research.
4. Planning, organization and implementation of pedagogical research. Stages of research work. The research plan and the educational researcher's diary. Information preparation for research. Ethics. Ethics in research work.
5. Thinking about the research problem: The difference between the topic and the research problem. The reasoning and inference of the researcher. Selecting the essential and distinguishing the sub phenomena from the general background. Preparing a research project.
6. Determination of the research project and its main phases. Identification of the research problem. Variables and hypotheses and their place in educational research. Hypothesis testing in scientific research. Descriptive and exploratory research. Measurement and quantification in educational research. Interpretation of research data.
7. Methods of research sample selection. Selection of research data collection methods: research method, research instrument, validity, reliability and correlation coefficient of the research instrument.
8. Research data collection methods: observation, questionnaire, assessment scales, interviews, tests knowledge and skills, sociometry, semantic differential and pedagogical experiment.
9. Preparation for analysis, Analysis of the research data collected. Discussion of the research findings. Consideration of the limitations of the research.
10. Computer aided analysis of numerical research data: MS Excel, Statistica and others.

**Recommended literature:**

- HENDL, Jan a REMR, Jiří: Metody výzkumu a evaluace. Praha: Portál, 2017. ISBN: 978-80-262-1192-1.
- HENDL, Jan: Přehled statistických metod zpracování dat. Analýza a metaanalýza dat. Praha: Portál, 2006. ISBN 80-7367-123-9.
- GAVORA, Peter a kol. Elektronická učebnica metodológie pedagogického výskumu. (Online). Bratislava: Univerzita Komenského v Bratislave, 2010. Dostupné online. ISBN 978-80-223-2951-4.
- PELIKÁN, Jiří: Základy empirického výskumu Pedagogických jevů. Praha: Karolinum, 2004. ISBN 80-7184-569-8.
- WIEGEROVÁ, Adriana a kol.: Začínající výzkumník. Zlín: UTB, 2013. ISBN 978-80-7454-315-9.

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 205

A	B	C	D	E	FX
39,51	26,34	16,1	9,27	6,83	1,95

**Lecturers:** prof. PhDr. Peter Gavora, CSc.

**Last change:** 22.05.2026

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-boPE-034/26	<b>Course title:</b> Observation Training
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Minimum success rate: 60 percent Continuous assessment (teaching part): - 50 % active participation in the internship - 50 % report from practice Classification scale: A (100-92), B (91-84), C (83-76), D (75-68), E (67-60), FX (59 % or less). Absences are not acceptable; a practical report needs to be prepared and submitted. The exact date and placement of the student in the internship will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, the student knows the internal management of the school (primary or secondary level). He has knowledge of the basic documents that determine the activities of the school. Student is able to perform an analysis of the school's profile in terms of the specification of the school curriculum and implemented educational projects. Student is able to analyze the lesson according to the given criteria. Student is able to implement and evaluate research on a sample of two school classes.	
<b>Class syllabus:</b> School work - pedagogical, economic, legal area. Basic documentation. School internal management system. School principal. Subject commissions. Work planning. Social climate at school. Class teacher work. Empirical research on the profile of school education.	

**Recommended literature:**

FISCHER, Walter A. a Michael SCHRATZ: Vedení a rozvoj školy. Brno: Paido. 173 s. 1997. ISBN 80-8593-13-46

ŠVEC, Vlastimil: Klíčové dovednosti ve vyučování a výcviku. Brno: Paido. 1998

Kol. 1995. Typy žáků. Zpráva z terénního výzkumu. Pražská skupina školní etnografie. Praha: PdF KU.

Časopis Manažment školy

**Languages necessary to complete the course:**

Slovak

**Notes:****Past grade distribution**

Total number of evaluated students: 197

A	B	C	D	E	FX
62,94	12,69	8,12	6,6	2,54	7,11

**Lecturers:** prof. PaedDr. Adriana Wiegerová, PhD.

**Last change:** 22.05.2026

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-boPE-027/26	<b>Course title:</b> Pedagogical Communication
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The output of the completed course is during the teaching part (continuously): <ul style="list-style-type: none"> <li>• Preparation and implementation of micro-outputs: max. 20 points</li> <li>• Elaboration of continuous tasks and assignments using the e-learning tool Teacher's Academy of Charles University (2022): max. 30 points</li> <li>• Continuous knowledge test: max. 30 points</li> </ul> And in the trial period (at the end): <ul style="list-style-type: none"> <li>• Final test: max. 40 points</li> </ul> TOTAL: max. 120 points Students submit tasks and micro-outcomes in the MS Teams e-learning system. The elaborations will be part of their teaching portfolio. To successfully complete the course, it is necessary to obtain at least 70% of points. The rating is given on a scale: A - 105 and above (excellent - excellent results), B - 101 -104 (very good - above average standard), C - 96 - 100 (good - normal reliable work), D - 91 - 95 (satisfactory - acceptable results), E - 90 - 84 (sufficient - the results meet the minimum criteria), Fx - 83 - 0 (insufficient). The teacher accepts max. 2 justified absences with proven documents. The exact date of the continuous assessment will be announced at the beginning of the semester and will also be published in the syllabi of the course. Exam dates will be published via AIS no later than the last week of the semester. Scale of assessment (preliminary/final): = 60/40.	
<b>Learning outcomes:</b> Upon successful completion of the course, students explain the principles of effective educational communication. They can analyze communication episodes, identify problematic communication aspects of individual monologue, interactive and dialogical communication genres. They can describe the procedures for creating communication opportunities and the stages of co-creation of a	

learning environment that supports student participation in teaching. They explained the importance and described specific ways of managing pedagogical communication in school classrooms. The implementation of micro-outcomes and forms of training in other pedagogical communication of teachers is able to acquire the acquired theoretical knowledge in the practice of primary and secondary schools.

**Class syllabus:**

1. Communication and learning. Basic finding on the connection between communication, speech and learning: Vygotsky's social-cognitive theory (1970, 1976), Bruner's scaffolding concept, Bachtin's (1986) authoritative vs. dialogical discourse, Mercer's (2000) exploratory talk, McElhone's (2012) uptake and conceptual pressure. Empirically examine the relationship between communication, interpersonal communication, educational communication, aims, structure, effectivity.

2. Specific features of educational communication, aspects in the classroom: role of verbal and nonverbal communication in the classroom. Verbal communication, nonverbal communication, IRF structure, role of elicitation, specific school language. The physical space in the classroom (types of classroom arrangement) and its influence on the international classrooms.

3. Teacher as the leader of the communication: basic elements of pedagogical situation, how to lead and direct the communication, questions. Schools, communication rules in the classroom, ways, and forms how to address them. Role of the teacher: Relationships in the classroom, cooperation, and conflicts between students and how to deal with them the interpersonal communication. role of questions – elicitation.

4. Pupil's participation on educational communication, productive vs. unproductive communication, teacher as the leader of the effective communication, how to increase the participation of the students, identification of the participation patterns in the classroom.

5. Concept of dialogic teaching: communication format that stimulates student activity, encourages student thinking, and deepens student understanding. Genres and forms of communication situations. Form of dialogic teaching: Discussion and Scaffolding dialogue. General principles of dialogic teaching.

6. Relationship in educational communication between teachers and students. A teacher's interaction style. Power in the classroom, classroom climate, participation in classroom collective and peer status.

**Recommended literature:**

ALEXANDER, Robin. A Dialogic Teaching Companion. Cambridge: Dialogs, 2020, 236 s. ISBN 978-113-8570-351.

DVORSKÁ, Darina., SOKOLOVÁ, Lenka., KAROLČÍK, Štefan., DOVIČÁK, Martin., GRIGUŠ, Stanislav., HRČAN, Zuzana. (2022, 25. januára). Učiteľská akadémia UK [webová stránka]. Získané z <https://www.ucitelskaakademia.sk>.

GAVORA, Peter. Učiteľ a žiaci v komunikácii. Bratislava: Vydavateľstvo UK, 2003, 200 s. ISBN 80-223-1716-0.

MAREŠ, Jiří., KŘIVOHLAVÝ, Jaro. Komunikace ve škole. Brno : Masarykova univerzita, 1995. 210 s. ISBN 80-210-1070-3.

MERCER, Neil. Words and Minds: How We Use Language to Think Together. London: Routledge, 2000. ISBN 978-0415-224-76.

SVATOŠ, Tomáš., ŠVARCOVÁ, Eva. Efektivní komunikace ve škole. Hradec Králové: Gaudeamus, 2014, 198 s., ISBN nemá. Dostupné online.

ŠEĐOVÁ, Klára., ŠALAMOUNOVÁ, Zuzana., ŠVARÍČEK, Roman., SEDLÁČEK, Martin., MAJČÍK, Martin., NAVRÁTILOVÁ, Jana. Výuková komunikace. Brno: Masarykova univerzita, 2019. 175 s., ISBN 978-80-210-9529-8.

<p>ŠEĐOVÁ, Klára., ŠVAŘÍČEK, Roman., ŠALAMOUNOVÁ, Zuzana. Komunikace ve školní třídě. Praha: Portál, 2012, 296 s., ISBN 978-80-262-0085-7.</p> <p>VYSKOČILOVÁ, Eva. Cvičení z pedagogické praxe I. Dovednost sociálně komunikovat. Praha : SPN 1978, 93s. ISBN nemá.</p> <p>VYGOTSKIJ, Lev. Semjonovič. Psychologie myšlení a řeči. Praha: Portál, 2017, 168 s. ISBN 978-80-2621-258-4.</p> <p>Pedagogické a iné spoločenskovedné domáce a zahraničné vedecké časopisy.</p>					
<p><b>Languages necessary to complete the course:</b> Slovak, English, Czech</p>					
<p><b>Notes:</b></p>					
<p><b>Past grade distribution</b> Total number of evaluated students: 189</p>					
A	B	C	D	E	FX
34,92	28,04	16,93	11,64	6,88	1,59
<p><b>Lecturers:</b> Mgr. Zuzana Hráan, PhD.</p>					
<p><b>Last change:</b> 22.05.2026</p>					
<p><b>Approved by:</b> doc. PhDr. Ľuboslava Sejčová, CSc.</p>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-boPE-015/26	<b>Course title:</b> Pedagogy in Family
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The output of the completed course is during the teaching part (continuously): <ul style="list-style-type: none"> <li>• Preparation and implementation of micro-outputs: max. 30 points</li> <li>• Elaboration of continuous tasks and assignments using video demonstrations and e-learning tool Teacher's Academy of Charles University (2022): max. 30 points</li> <li>• Final test: max. 40 points</li> </ul> TOTAL: max. 100 points A minimum of 70% pass is required to successfully complete the course. <b>CLASSIFICATION:</b> A - 91 - 100 (excellent - excellent results), B - 90 - 86 (very good - above average standard), C - 85 - 80 (good - normal reliable work), D - 79 - 76 (satisfactory - acceptable results), E - 75 - 70 (sufficient - the results meet the minimum criteria), Fx - 69- 0 (insufficient). The teacher accepts max. 2 justified absences with proven documents. Tasks and micro-outputs are entered via "Assigned tasks" in the MS Teams application. Elaboration of tasks, exercises and micro-outputs are part of the student's portfolio. The exact date of the continuous assessment will be announced at the beginning of the semester and published through AIS no later than in the last week of the teaching part of the semester. Scale of assessment (preliminary/final): = 60/40.	
<b>Learning outcomes:</b> Upon successful completion of the course, students know the importance and position of family pedagogy in the system of pedagogical, social and human sciences. They have theoretical knowledge of the basic functions of the family. They know how to analyze various educational situations. They can apply educational means such as encouragement, rewards, natural and logical consequences in education. They know how to critically evaluate the consequences of the use of punishments in education. They are able to evaluate the consequences of educational styles applied in the family. Through the implementation of micro-outcomes and other forms of training in the	

use of effective educational tools, they can apply the acquired theoretical knowledge in the practice of the educator.

### **Class syllabus:**

1. Obedience or free will?

Educational styles in the family, analysis of educational style, the influence of personality and experience of parents on the formation of educational style, harmonization of partners' educational styles.

2. Disputes between siblings:

Sibling relationships in the family, causes of conflicts between siblings, the influence of sibling order on the child's forming personality, family constellations and their influence on upbringing. Do we raise our children the same way? How to prevent sibling conflicts?

3. Negative emotions in education:

Emotions and their manifestations, negative emotions in education - what causes them? Recognition of children's own emotions? Techniques of controlling the manifestations of negative emotions.

4. Punishments as educational means?

Definition of punishment in education. Analysis of educational situations with regard to the use of punishments, alternative educational means. How to prevent the use of punishments in education?

5. Logical consequences and boundaries in education:

Defining logical and natural consequences in education. How do we set and adhere to boundaries in education? Logical consequence vs. punishment. Practical training in the use of logical consequences.

6. Fight for power or attention at all costs?

The struggle for attention and power (causes and consequences). Negativism in children. Analysis of specific educational situations. Effective solution of such situations.

7. Rewarding and encouraging children:

Reward, praise and encouragement - similarities and differences. Reward vs. Punishment. Approaches to rewarding and encouragement. Appropriate and inappropriate forms of reward. How to encourage children?

8. Family and school: Relationships between school and family. Family and school partnership. Forms of cooperation between the school and the family. Parental involvement. Teacher's communication with parents. Intergenerational learning.

### **Recommended literature:**

Povinná literatúra:

DREIKURS, Rudolf. GREY, Loren. Logické dôsledky. Praktická príručka ako naučiť deti a dospievajúcu mládež zodpovednému správaniu. Nové Zámky: Psychoprof. 1997, 171 s. ISBN: 80-967-1487-2

Odporúčaná literatúra:

DVORSKÁ, Darina., SOKOLOVÁ, Lenka., KAROLČÍK, Štefan., DOVIČÁK, Martin., GRIGUŠ, Stanislav., HRČAN, Zuzana. (2022, 25. januára). Učiteľská akadémia UK [webová stránka]. Získané z <https://www.ucitelskaakademia.sk>.

HELUS, Zdeněk. Dítě v osobnostním pojetí. Praha: Portál, 2004, 228 s., ISBN 80-7178-888-0

LEMAN, Kevin. Sourozenecké konstelace. Praha: Portál, 2016, 320 s., ISBN: 978-80-2621-100-6.

MATEJČEK, Zdeněk. Co, kdy a jak ve výchově dětí. Praha: Portál, 2007, 143 s., ISBN: 80-736-732-53.

PERRYOVÁ, Philippa. Toto mali čítať naši rodičia (a naše deti sa potešia, ak si to prečítame my). Bratislava: Tatran, 2020, 262 s., ISBN: 978-80-222-1112-3.

RABUŠICOVÁ, Milada. a kol. Medzigenerační učení. Teorie, výzkum, praxe. Brno: MUNI, 2016, 294s., ISBN 978-80-210-8460-5.  
 SOBOTKOVÁ, Ivana. Psychologie rodiny. Praha: Portál, 2012, 224 s. ISBN: 978-80-262-0217.  
 SOKOLOVÁ, Lenka. a kol. Ako rozumieť svojim deťom a sebe samému. Metodická príručka kurzu Ako rozumieť svojim deťom a sebe samému. APR. Bratislava: UMC, 2010, 131 s.  
 TAMÁŠOVÁ, Viola. Teória a prax rodinnej edukácie. Ivánka pri Dunaji: Axima, 2007, 210 s., ISBN 978-80-969178-3-9.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 219

A	B	C	D	E	FX
43,38	20,55	15,98	6,85	8,68	4,57

**Lecturers:** Mgr. Monika Mikulcová, PhD.

**Last change:** 22.05.2026

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-boPE-008/26	<b>Course title:</b> Philosophy of Upbringing
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Method of study: attendance/distance During the semester continuously: Written summaries of compulsory texts (30 p.), Preliminary test (20 p.) = total 50 p. Final assessment: Written final essay with oral defence - colloquium (25+25 = 50 p.). 1 absence accepted. Course assessment: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 0-59. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. The exact date of the preliminary assessment will be announced at the beginning of the semester. Dates of examination period obligations will be published via AIS no later than the last week of the instruction period. Scale of assessment (preliminary/final): 50%/ 50%; The overall assessment is the sum of the preliminary and final assessment.	
<b>Learning outcomes:</b> After successfully completing the course, in the field of knowledge students know what is the philosophy of education; what are the important concepts of education in philosophy, its history and present; what is the importance of philosophy for solving problems of the theory and practice of education. In the area of skills and competences, they are able to navigate in philosophical concepts of education; to ask questions and formulate answers regarding philosophical issues of education; to think independently about philosophical issues of education	
<b>Class syllabus:</b> 1. What is the philosophy of education (subject and content). 2. Philosophy of education in antiquity (Plato). 3. Philosophy of education in the Middle Ages. 4. Philosophy of education in Renaissance (Comenius). 5. Philosophy of education in modern times (Locke, Hume, Rousseau, Kant, Nietzsche). 6. Philosophy of education today (Patočka, Foucault, pragmatism).	
<b>Recommended literature:</b>	

BREZINKA, Werner. Filozofické základy výchovy. Praha: Zvon, 1996.  
 OLŠOVSKÝ Jan. Slovník filozofických pojmů současnosti. Praha: Erika – Petra, 1999.  
 PALOUŠ, Radim. K filozofii výchovy. Praha: Karolinum, 1999.  
 PELCOVÁ, Nadežda. Filozofická a pedagogická antropologie. Praha: Karolinum, 2000.  
 PINC, Zdeněk. Fragmenty k filozofii výchovy. Praha: OIKOYMENH, 1999.  
 SYŘIŠTĚ, Ivo. Filozofické základy výchovy. Praha: Univerzita Karlova, Pedagogická fakulta, 2014. ZICHA Zbyněk. Vybrané otázky filozofie výchovy. Praha: Univerzita Karlova, Pedagogická fakulta, 2014.  
 Students will be acquainted with supplementary literature during the lessons.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 235

A	B	C	D	E	FX
69,36	11,91	7,23	2,55	4,26	4,68

**Lecturers:** PhDr. Silvia Ťupeková Dončevová, PhD.

**Last change:** 22.05.2026

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KPED/A-boPE-051/26		<b>Course title:</b> Principles of Lifelong Learning			
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 5					
<b>Recommended semester:</b> 5.					
<b>Educational level:</b> I.					
<b>Prerequisites:</b> (FiF.KPg/A-boPE-001/15 - Introduction into Educational Sciences) or (FiF.KPg/A-boPE-001/26 - Introduction into Educational Sciences)					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Ľuboslava Sejčová, CSc.					
<b>Last change:</b> 21.05.2026					
<b>Approved by:</b> doc. PhDr. Ľuboslava Sejčová, CSc.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-boPE-021/26	<b>Course title:</b> Special Pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) continuous assessment: individual preparation for each topic, activity in discussions on each topic, seminar work (60% of the total assessment) (b) final assessment: oral examination - the student must demonstrate mastery of the subject matter (prescribed topics) and (at least) the compulsory literature, as well as the ability to apply the knowledge acquired to school practice; sophisticated and coherent language, critical and creative thinking are expected (40% of the total mark). Admission to the examination is subject to achieving a minimum of 10 points in the intermediate assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant assessment item. Grading Scale: 0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A. A maximum of 2 absences will be accepted. The course has a theoretical and practical character. The exact date and topic of the mid-term evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching part. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> Students are able to: <ul style="list-style-type: none"> <li>- define the individual sub-disciplines of special education, specific characteristics, tools and methods of working with individuals and groups (with respect to their diagnosis), with an emphasis on the active and effective functioning of children and adolescents in school,</li> <li>- analyse and compare individual diagnostic procedures specific to particular sub-disciplines of special pedagogy (speech therapy, ethopaedics, etc.),</li> <li>- reflect and critically evaluate the work of the special educator in school, with regard to the complications of children and adolescents in school, associated with some type of limitation,</li> <li>- to identify and analyse the principles of inclusion and their transformation in the educational process in school in order to eliminate unequal access and discrimination of children and young people with specific needs,</li> </ul>	

- apply the acquired basic knowledge and skills in their pedagogical practice.

**Class syllabus:**

1. Introduction. Objectives and content of the course, systematization of information and previous knowledge of students.
2. Subject, meaning, aims and tasks of special education.
3. Development of the individual and developmental anomalies.
4. Methods of working with children and adolescents with special needs. The system of special schools and educational institutions in the Slovak Republic.
5. Special education speech therapy.
6. Special psychopedic pedagogy.
7. Surdopedic special pedagogy.
8. Typhlopedic special pedagogy.
9. Somatopedic special pedagogy.
10. Special pedagogy ethopedic.
11. Individual special pedagogical care in special schools.
12. Integration of pupils with various disorders in mainstream primary schools.
13. Inclusion, inclusive pedagogy, inclusive team in school.
14. Special education and counselling. Socialization and career orientation of individuals with special needs.

**Recommended literature:**

- KALEJA, M., PREČUCHOVÁ ŠTEFANOVIČOVÁ, A., ŠULOVSÁ, M. Problémové správanie verzus poruchy správania u žiakov základných škôl. Bratislava: PdF Univerzity Komenského v Bratislave, 2014. ISBN 978-80-89726-18-9.
- MUDRÁK, Jiří. Nadané děti a jejich rozvoj. Praha: Grada, 2015. ISBN 9788024796390.
- RŮŽIČKOVÁ, Veronika. Speciální pedagog jako profese. Olomouc: Univerzita Palackého, 2018. ISBN 9788024454689.
- ŠVAMBERK ŠAUEROVÁ Markéta, ŠPAČKOVÁ Klára, NECHLEBOVÁ Eva. Speciální pedagogika v praxi. Praha: Grada, 2013. ISBN 9788024743691.
- VALENTA, Milan a kol. Přehled speciální pedagogiky. Praha: Grada, 2014. ISBN 9788026206026.
- VAŠEK, Štefan. Špeciálna pedagogika. Bratislava: Sapiencia, 2008. ISBN 978-80-89229-11-6.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

Students will be introduced to additional literature during the course.

**Past grade distribution**

Total number of evaluated students: 217

A	B	C	D	E	FX
70,51	17,51	8,76	1,84	0,46	0,92

**Lecturers:** PhDr. Silvia Ťupeková Dončevová, PhD.

**Last change:** 22.05.2026

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-boPE-026/26	<b>Course title:</b> Theory of Upbringing 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) continuous assessment: individual preparation for each topic, individual work on the assigned semester project, activity in discussions on each topic (60% of the total assessment), (b) final assessment: oral examination/colloquium - students must demonstrate mastery of the subject matter (prescribed topics) and (at least) the required literature, as well as the ability to apply the knowledge acquired to school and educational practice; sophisticated and coherent language, critical and creative thinking are expected (40 % of the total mark). Admission to the examination is conditional on achieving a minimum of 10 points in the intermediate assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant assessment item. Grading scale: 0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A. A maximum of 2 absences will be accepted. The course has a theoretical and practical character. The exact date and topic of the mid-term evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching part. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> Students are able to: <ul style="list-style-type: none"> <li>- identify and define the importance of educational theory and its position within the educational and social sciences,</li> <li>- critically reflect on the distinctive aspects of the sub-disciplines of educational theory,</li> <li>- apply knowledge and skills to examples of family and school practice,</li> <li>- analyze contemporary educational issues and propose solutions to educational problems with implications for individual and societal well-being,</li> <li>- apply the acquired knowledge in their own professional direction,</li> <li>- argue and lead constructive debate.</li> </ul>	
<b>Class syllabus:</b>	

1. Introduction. Objectives and content of the course, systematization of information and previous knowledge of students.
2. Man and education: the concept and character of education, educational goals, principles and methods of educational action, means and forms of educational action, educational environment.
3. School, family, society and education in the family. Consequences of educational styles and educational action.
4. Theory of education: basic concepts, definition of the subject and content of the theory of education, the position of the theory of education in the system of pedagogical sciences, cooperation of the theory of education with other scientific disciplines.
5. Theory of education: tasks and goals, individual, social and global significance of education. Selected aspects of education.
6. The problem of values and education for prosociality. Ethics and moral education
7. The power of knowledge and responsibility. Education for the 21st century. Reason education.
8. Cooperation and co-responsibility. Education for partnership, marriage and parenthood. Sex education
9. Freedom, tolerance of difference and responsibility. Gender sensitive education
10. The power of consciousness, freedom of action and shared responsibility. Human existence and global issues. Environmental and media education
11. Tolerance, intercultural dialogue and coexistence. Multicultural education.
12. Beauty, health and usefulness. Aesthetic, work and physical education
13. Democracy and civic responsibility. Education for democratic citizenship.
14. Final colloquium: the importance of individual educational areas for the formation of the identity of the child and young person - independent preparation of individual projects and discussion.

**Recommended literature:**

DONČEVOVÁ, Silvia. Rodová politika: možnosti implementácie vo verejnej správe. Trnava: FSV UCM, 2013. ISBN 978-80-815-487-7.

JEDLIČKA, Richard. Psychický vývoj dítete a výchova. Praha: Grada, 2017. ISBN 978-80-271-0096-5.

PRŮCHA, Jan. Přehled pedagogiky. Praha: Portál, 2000. ISBN 80-7178-399-4.

STROUHAL, Martin. Teorie výchovy. Praha: Grada, 2013. ISBN 978-80-247-4212-0.

VIŠŇOVSKÝ, Ludovít. Teória výchovy. Banská Bystrica: UMB, 2002. ISBN 978-80-8055-950-2.

ZELINA, Miron. Teórie výchovy alebo hľadanie dobra. Bratislava: SPN, 2010. ISBN 978-80-10-01884-0.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

Students will be introduced to additional literature during the course.

**Past grade distribution**

Total number of evaluated students: 186

A	B	C	D	E	FX
36,02	27,42	16,67	8,06	10,22	1,61

**Lecturers:** PhDr. Silvia Ťupeková Dončevová, PhD.

**Last change:** 22.05.2026

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-boPE-031/15	<b>Course title:</b> Theory of Upbringing 2
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> FiF.KPg/A-boPE-026/15 - Theory of Upbringing 1	
<b>Course requirements:</b> a) Interim assessment: Individual preparation of particular topics (thorough study of prescribed literature and sources, searching for current scientific and expert information on particular topic and their presentation combined with discussion), active participation in discussions on each topic (60% of overall assessment). b) Final assessment: Oral exam/Colloquium – students have to demonstrate mastery of the issue (assigned topics) and (at least) compulsory literature. Students have to show ability to apply all the gained knowledge to school and professional praxis. Cultured and continuous verbal expression is expected, both as critical and creative thinking (40% of overall assessment). The condition for admission to the exam is the achievement of at least 10 points in the interim assessment. Violation of academic ethics will cause annulment of the points obtained in the evaluation item. Grading: 0-59-FX, 60-67-E, 68-75-D, 76-84-C, 85-92-B, 93-100-A. The course instructor will accept max. 2 absences with proven documents. The exact date and wording of the partial assignments will be announced in the MS Teams application when they are entered at the beginning of the semester. Assignments will be entered via "Assigned tasks" in the MS Teams application. The assignments submitted by the student will be included in the student's portfolio. Exam dates will be published via the AIS2 system in the last week at the latest teaching part of the semester. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> Based on the acquired professional knowledge, students are able to: - critically evaluate concrete current directions of theory of education from the point of view of individual and social values and their influence on the formation of the child's personality, - give strong arguments in a discussion about specific areas of theory of education,	

- identify, analyze, and compare specific aspects of training to gain social values, personality and social training, training of children from marginalized groups, in specific educational environments and situations, and alike,
- apply gained knowledge in own professional direction,
- independently analyze available scientific sources and present the results of the analysis in a constructive manner and argumentatively strong discussion.

**Class syllabus:**

1. Objectives and content focus of course, systematization of information on education.
2. Theory of education: theory of values – personality training, social training, and training to gain values.
3. Emotional education: from childhood to old age.
4. Self-awareness, self-knowledge – orientation to free, responsible personality.
5. Self-reflection, self-regulation.
6. Educational authority: parents as primary educational authorities.
7. Educational agency of teacher as authority.
8. Excursion: how some areas of theory of education are implemented at school.
9. Excursion: how some areas of theory of education are implemented at school.
10. How to create intervention program – own projects of students.
11. How to create intervention program – own projects of students.
12. Final colloquium: Presentation of own projects that have been verified in practice.

**Recommended literature:**

- GAVORA, Peter, MAREŠ, Jiří, SVATOŠ, Tomáš a WIEGEROVÁ, Adriana: Self efficacy v edukačních souvislostech II. Zlín: UTB, 2020. ISBN 978-80-7454-948-9.
- KAŠČÁK, Ondrej: Moc školy. O formatívnej sile organizácie. Bratislava: VEDA, 2006. ISBN 80-224-0905-7.
- POLÁČKOVÁ ŠOLCOVÁ, Iva. Emoce - regulace a vývoj v průběhu života. Praha: Grada, 2018. ISBN 978-80-247-5128-3.
- STŘELEČEK, Stanislav. Studie z teorie a metodiky výchovy II. Brno: Masaryková univerzita, 2007. ISBN 80-210-3687-7. (povinná seminární literatura: dostupné v Slovenskej pedagogickej knižnici)
- WRÓBEL, Alina. Výchova a manipulace. Praha: Grada, 2008. ISBN 978-80-247-2337-2.
- VALENTA, Jozef. Osobnostní a sociální výchova a její cesty k žákovi. [online]. Povinná seminární literatura, dostupné na: [https://kped.ff.cuni.cz/wp-content/uploads/sites/168/2020/12/Valenta\\_OSV-a-jeji-cesty-k\\_zakovi.pdf](https://kped.ff.cuni.cz/wp-content/uploads/sites/168/2020/12/Valenta_OSV-a-jeji-cesty-k_zakovi.pdf)
- ZELINA, Miron: Teórie výchovy alebo hľadanie dobra. Bratislava: Mladé letá. ISBN 9788010018840

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

Students will be introduced to additional literature during the course.

**Past grade distribution**

Total number of evaluated students: 182

A	B	C	D	E	FX
34,62	32,42	27,47	4,95	0,55	0,0

**Lecturers:** prof. PaedDr. Adriana Wiegerová, PhD.

**Last change:** 25.05.2026

**Approved by:** doc. PhDr. Ľuboslava Sejčová, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KPED/A-boPE-054/26		<b>Course title:</b> Working with AI and digital technologies			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 4					
<b>Recommended semester:</b> 6.					
<b>Educational level:</b> I.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Monika Mikulcová, PhD.					
<b>Last change:</b> 21.05.2026					
<b>Approved by:</b> doc. PhDr. Ľuboslava Sejčová, CSc.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KPED/A-boPE-049/26		<b>Course title:</b> Základy manažmentu			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 4					
<b>Recommended semester:</b> 2.					
<b>Educational level:</b> I.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Ľuboslava Sejčová, CSc.					
<b>Last change:</b> 21.05.2026					
<b>Approved by:</b> doc. PhDr. Ľuboslava Sejčová, CSc.					