

OBSAH

1. Another Scientific Activity.....	2
2. Completion of the Part of Dissertation Defined in ISP.....	3
3. Creating a Research Project.....	4
4. Current Trends in Pre-school Education (group A).....	7
5. Current Trends in Pre-school and Elementary Education Research.....	10
6. Digital Communicaton.....	12
7. Inclusive Pedagogy (group A).....	13
8. Interdisciplinary Arts (group B).....	15
9. Obtaining a Grant of CU.....	17
10. Other Pedagogical Activity.....	18
11. Participation in Solution of Another Grants.....	19
12. Pedagogic Statistical Methods and Application in Educational Research (group B).....	20
13. Pedagogical Diagnosis and Casuistry (group B).....	22
14. Philosophical and Social Resources of Education.....	24
15. Pre-School and Elementary Education for the Socially Handicapped (group B).....	26
16. Pre-school and Elementary Education State Exam – Dissertation Exam.....	30
17. Pre-school and Elementary Education State Exam – Dissertation Thesis Defence.....	33
18. Professional Communication in Foreign Language.....	35
19. Publishing Activity 1.....	36
20. Publishing Activity 2.....	37
21. Publishing Activity 3.....	38
22. Publishing Activity 4.....	39
23. Publishing Activity 5.....	40
24. Publishing Activity 6.....	41
25. Qualitative Research Methods.....	42
26. Quantitative Research Methods.....	44
27. Subject Didactics in Elementary Education (group A).....	46
28. Teaching Activities.....	49
29. The Word Context (group B).....	50
30. Work with External Literary Sources (Public and Private Databases).....	52

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok					
Faculty: Faculty of Education					
Course code: KPEP/Ep-PD112B/22		Course title: Another Scientific Activity			
Type and range of planned learning activities and teaching methods: Form of instruction: Recommended study range: hours weekly: hours per semester: Teaching method: on-site					
Credits: 0		Working load: 0 hours			
Recommended semester/trimester: 1., 2., 3., 4., 5., 6..					
Level of study: III.					
Prerequisites:					
Requirements for passing the course:					
Learning outcomes of the course:					
Course contents:					
Recommended or required literature:					
Language of instruction:					
Notes:					
Course evaluation: Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s):					
Last modification:					
Supervisor(s): People responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok					
Faculty: Faculty of Education					
Course code: KPEP/Ep-PD105A/22		Course title: Completion of the Part of Dissertation Defined in ISP			
Type and range of planned learning activities and teaching methods: Form of instruction: Recommended study range: hours weekly: hours per semester: Teaching method: on-site					
Credits: 5		Working load: 125 hours			
Recommended semester/trimester: 1., 2., 3., 4., 5., 6..					
Level of study: III.					
Prerequisites:					
Requirements for passing the course:					
Learning outcomes of the course:					
Course contents:					
Recommended or required literature:					
Language of instruction:					
Notes:					
Course evaluation: Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s):					
Last modification:					
Supervisor(s): People responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PD104A/22	Course title: Creating a Research Project
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: hours per semester: 6s / 6s Teaching method: on-site	
Credits: 6	Working load: 150 hours
Recommended semester/trimester: 2.	
Level of study: III.	
Prerequisites:	
Requirements for passing the course: During the semester, the student develops and presents a dissertation project in accordance with the thematic focus of the dissertation (100 points). The project evaluation criteria will be: the structure of the scientific project, the quality of the scientific text - language, work with information sources, the choice of research method and the proposal for the implementation of the research. The rating is given on a scale: Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
Learning outcomes of the course: The student knows the principles of research design, knows how to put together a research project, carry out research and interpret research results. He knows how to work with external information sources, he knows how to formulate a scientific text using scientific language. Knows the types of research projects, the language form of research projects, ethics in the creation of a research project. After creating a research project, he can plan research steps, knows the principles of data/knowledge collection and analysis. He masters the principles of creating a scientific text and publishing.	
Course contents: 1. Theoretical starting points and methodological procedures of research design. 2. Paradigmatic background of the projects. 3. Description of different types of research projects (theoretical and applied, social and natural science, cross-cultural) - comparison, similarities and differences. 4. Structure of the scientific project, language and text of the scientific project, objectification of scientific texts and ethical issues. 5. Research planning - theoretical and philosophical-methodological sources, bibliographic sources - work with external information sources.	

6. The course of the research and its structuring.
7. Defining the research issue. Creation of goals, hypotheses and research questions. Linguistic form of the research problem.
8. Research procedure, its content and process.
9. Time schedule of research - organizational, material and financial security.
10. Conducting research, processing results, interpreting findings and creating research outputs.

Recommended or required literature:

- COHEN, L., MANION, L. MORRISON, K. MORRISON, R. B. 2007. Research methods in education. New York: Routledge.
- deMARRAIS, K., LAPAN, S. D. (eds.). 2004. Foundations for Research: Methods of Inquiry in Education and the Social Sciences. Mahwah: Lawrence Erlbaum Associates.
- DRESSMAN, M. 2008. Using social theory in educational research: a practical guide. New York: Routledge, 2008.
- FERJENČÍK, J. 2000. introduction to psychological research methodology. Prague : Portál, 2000.
- GAVORA, P. et al. 2010. electronic textbook of educational research. [online]. Bratislava : Comenius University, 2010. Available from: <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4.
- GAVORA, P. 2008. introduction to pedagogical research. 4th ed. Bratislava : Comenius University, 2008.
- HALLOUN, I. A. 2006. Modeling Theory in Science Education. Dordrecht : Springer, 2006.
- HENDL, J. 2005. Qualitative research. Basic methods and applications. Prague : Portál, 2005.
- JABLONSKÝ, T. 2007. Scientific research in pedagogy. In Kratochvílová, E. ed. al.: Introduction to pedagogy. Trnava : Faculty of Education, University of Trnava, 2007, pp. 150-165.
- JOHNSON, B., CHRISTENSEN, L. 2010. Educational Research: Quantitative, Qualitative, and Mixed Approaches. 4th ed. London: Sage, 2010.
- KERLINGER, F. N., 1972. Foundations of behavioral research. Prague: Academia, 1972.
- MAŇÁK, J. and ŠVEC, V. 2004. Paths of pedagogical research. Brno : Paido, 2004.
- OCHRANA, F. Methodology of science. An introduction to the problem. Prague: Karolinum, 2009. ISBN 9788024616094.
- ONDREJKOVIČ, P., MAJERČÍKOVÁ, J. Explanation, understanding and interpretation in social science research. Bratislava: VEDA, 2012. ISBN 9788022412629.
- ONDREJKOVIČ, P. 2007. Introduction to the methodology of social science research. Bratislava : Veda, 2007.
- PHILLIPS, D. C., BURBULES, N. C. 2000. Postpositivism and educational research. Oxford : Rowman & Littlefield Publishers, 2000.
- PRŮCHA, J. 1995. Educational research. An introduction to theory and practice. Prague : Karolinum, 1995.
- SILVERMAN, D. 2005. How to do qualitative research. Bratislava : Ikar, 2005.
- STRAUSS, A., CORBINOVÁ, J. 1999. Fundamentals of qualitative research. Brno : Association Podané ruce and Publishing house A. Boskovice, 1999.

Language of instruction:

Slovak language, English language

Notes:

Course evaluation:					
Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s): prof. PaedDr. Tomáš Jablonský, PhD.					
Last modification: 01.07.2023					
Supervisor(s): People responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PD100B/22	Course title: Current Trends in Pre-school Education (group A)
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: hours per semester: 8s / 4s Teaching method: on-site	
Credits: 6	Working load: 150 hours
Recommended semester/trimester: 1.	
Level of study: III.	
Prerequisites:	
Requirements for passing the course: The rating is given on a scale: Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
Learning outcomes of the course: The student will gain an overview of current trends in pre-primary pedagogy with regard to the international context. Knows different models of pre-primary education, can compare them (advantages and disadvantages). Oriented in current domestic and foreign literature on pre-primary pedagogy. It reflects on the current offer of scientific and professional conferences in the field of pre-primary pedagogy. It applies the acquired theoretical knowledge and skills in developing an individual concept of pre-primary education, reflecting current trends.	
Course contents: 1. Globalization - a current trend in pre-primary pedagogy. 2. Current legislative conditions of pre-primary education in Slovakia. 3. Current trends in pre-primary education of children with special educational needs - inclusive education. 4. Current trends in the choice of strategies, methods, techniques and forms of pre-primary education (play, experiential learning, exploratory methods, research-oriented approach, creative dramatics, pre-reading literacy, Hejny's method of mathematical education, interpretation of a work of art, heterogeneous composition of groups, etc.). 5. Current trends in pre-primary education in selected countries of the world. 6. Alternative education, alternative schools. Alternative pedagogical concepts (M. Montessori, C. Freinet, Waldorf school, ITV, Step by Step, Play School, individual education, free education, unschooling and others). Current trends and models of education in pre-primary pedagogy.	

Recommended or required literature:

Recommended reading:

- HELUS, Z. 1995. The child, education and cultural changes in the world. Prague : UK, 1995.
- KALHOUS, Z., OBST, O. 2002. School didactics. Prague : Portál, 2002. ISBN 80-7178-253-X.
- KASÁČOVÁ, B., CABANOVÁ, M., BABIAKOVÁ, S., HANESOVÁ, D., LIPNICKÁ, M., STEHLÍKOVÁ, J. 2016. Children on the threshold of education. Reasons and possibilities of their exploration. Banská Bystrica : Belianom 2016.
- KASÁČOVÁ, B., CABANOVÁ, M. et al. 2013. Pedagogical diagnostics. Banská Bystrica : Belianom 2013.
- KAŠČÁK, O. 2017. Communists, Humboldtians, neoliberals and dissidents: or the path to a post-communist homo oeconomicus. In Journal of Education Policy, Vol. 32, no. 2 (2017), pp. 159-175.
- KAŠČÁK, O., PUPALA, B. 2017. Topography of power relations in Slovak preschool sector based on Bourdieu's field theory. In Journal of Pedagogy, vol. 8, no. 2 (2017), p. 57 - 76.
- KAŠČÁK, O., PUPALA, B., LEHOTSKÁ, V., ZÁPOTOČNÁ, O. 2015. Preschool and elementary pedagogy and its international acceptance: Portrait of a Slovak weakness. In Orbis Scholae. Vol. 9, no. 1 (2015), p. 119 - 138.
- KLEIN, V., SOBINKOVIČOVÁ, E. (eds.). 2014. Supporting an inclusive model of education for the needs of the pre-primary level of the school system. Methodological and Pedagogical Centre Bratislava, 2014. ISBN 978-80-8052-557-6.
- KOLLÁRIKOVÁ, Z., PUPALA, B. et al. 2010. Preschool and primary pedagogy. Preschool and elementary pedagogy. 2nd ed. Prague : Portál, 2010. 456 p. ISBN 978-80-7367-828-9.
- KÁTKOVÁ, S. 2014. The child and kindergarten. 2nd extended. 2nd and updated. Prague : Grada, 2014. ISBN 978-80-2474-435-3.
- KRUPOVÁ, D., ROCHOVSKÁ, I. 2016. Playing and creating. Activities for children in kindergarten using productive methods. Bratislava : Pro Solutions, 2016. 164 p. ISBN 978-80-8139-076-0.
- MIŇOVÁ, M. (eds.) 2014. Slovak kindergarten and current challenges for early childhood education. Prešov : Slovak Committee of the World Organization for Early Childhood Education, 2014. ISBN 978-80-971905-9-0.
- MONTESORI, M. 2017. Discovering the child. Prague : Portál, 2017. ISBN 978-80-262-1234-8.
- OECD (2017), Starting Strong 2017: key OECD Indicators on Early Childhood Education and Care, OECD Publishing, Paris. Available at: <http://dx.doi.org/10.1787/9789264276116-en>
- Early Childhood Education and Care Systems in Europe. 2015. [online] Brussels : European Commission/EACEA/Eurydice. Available from: http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/191EN.pdf
- POPKEWITZ, S, T. Cosmopolitanism an the Age of School Reform. Science, Education and Making Society by Making the Child. London: Routledge.
- PRŮCHA, J. Theories and analyses of educational media. Brno : Paido, 1998.
- PRŮCHA, J. 2013. Modern pedagogy. 4th update. Prague : Portál, 2013. ISBN 978-80-2620-456-5.
- PRŮCHA, J., KOTÁTKOVÁ, S. 2013. Preschool pedagogy: Textbook for secondary and higher education.
- PUPALA, B., KAŠČÁK, O. 2014. The messy preschool curriculum. Bratislava : Wolters Kluwer, s.r.o., 2014. ISBN 978-80-8168-026-7.
- ROCHOVSKÁ, I., KRUPOVÁ, D. 2016. Artists in kindergarten. Activities focused on the interpretation of visual arts. Prague : Portál, 2016. 175 p. ISBN 978-80-262-1120-4.
- ROCHOVSKÁ, I., KRUPOVÁ, D. 2015. Scientists in kindergarten. Activities for young researchers. Prague : Portál, 2015. 152 p. ISBN 978-80-262-0818-1.
- SVOBODOVÁ, E. et al. 2010. Education in kindergarten. Prague : Portál, 2010. ISBN 978-80-7367-774-9.
- SYSLOVÁ, Z., KREJČOVÁ, V., KARGEROVÁ, J. 2015. Prague : Portál, 2015. ISBN 978-80-2620-812-9.
- ŽELINA, M. 2000. Aktuální problémy pedagogiky. Brno : Paido, 2000. ISBN 80-23773-08-0.

Language of instruction:					
Notes:					
Course evaluation:					
Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s): doc. PaedDr. Zlatica Hul'ová, PhD.					
Last modification: 01.07.2023					
Supervisor(s): People responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PD102A/22	Course title: Current Trends in Pre-school and Elementary Education Research
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture Recommended study range: hours weekly: hours per semester: 12s Teaching method: on-site	
Credits: 6	Working load: 150 hours
Recommended semester/trimester: 1.	
Level of study: III.	
Prerequisites:	
Requirements for passing the course: The subject is finished with a colloquial exam on acquired scientific knowledge. Active participation in discussions during the lesson (10 b), preparation of an independent work for the colloquial exam on a topic assigned by the teacher (45 b), successful completion of the colloquial exam - defense of the independent work in the exam (45 b). At least 91 points must be obtained to obtain an A grade, at least 81 points to obtain a B grade, at least 71 points for a C grade, at least 61 points for a D grade and for rating E at least 51 points. The rating is given on a scale: Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
Learning outcomes of the course: The doctoral student has developed methodological knowledge of the implementation of domestic and foreign research projects in pre-school and school (also out-of-school) educational context in synergy with adequate scientific competence potential. Can define aspects of a research problem, conceive a research project, contribute socially significant results and evaluate them. Given the developed conceptual thinking, he/she can forecast the consequences of educational phenomena, predict and evaluate their interrelations.	
Course contents: 1. Current state of research topics in the field of pre-primary and primary education - at home and abroad. 2. Methodological possibilities of investigation/research in pre-primary and primary education. Aspects of educational science. 3. Subjects of investigation/research. Teacher-centred research (pedeutology), child/pupil-centred research (pedagogy), process-centred research (didactics).	

4. Research projects and research studies.
5. Methodological instrumentation.
6. Methodological inspiration and reflection - selection and analysis of the methodological needs of the researched topics.
7. Evaluation in methodology.

Recommended or required literature:

HENDL, J. 2005. Úvod do kvalitativního výzkumu. 2005. Praha : Portál, 2005. ISBN 80-246-0030-7.

KAŠČÁK, O. 2017. Communists, Humboldtians, neoliberals and dissidents: or the path to a post-communist homo oeconomicus. In Journal of Education Policy, Vol. 32, no. 2 (2017), p. 159 – 175.

KAŠČÁK, O., PUPALA, B. 2017. Topography of power relations in Slovak preschool sector based on Bourdieu's field theory. In Journal of Pedagogy, vol. 8, no. 2 (2017), p. 57 – 76.

KAŠČÁK, O., PUPALA, B., LEHOTSKÁ, V., ZÁPOTOČNÁ, O. 2015. Predškolská a elementárna pedagogika a jej medzinárodná akceptácia: Portrét jednej slovenskej slabosti. In Orbis Scholae. Vol. 9, no. 1 (2015), p. 119 – 138.

KOLLÁRIKOVÁ, Z., PUPALA, B. a kol. 2010. Předškolní a primární pedagogika. Predškolská a elementárna pedagogika. 2. vyd. Praha : Portál, 2010, 456 s. ISBN 978-80-7367-828-9.

MIOVSKÝ, M. 2006. Kvalitativní přístup a metody v psychologickém výzkumu. Praha : Grada, 2006. ISBN 80-247-1362-4.

PUPALA, B. 2013. Teória a prax primárneho vzdelávania. Trnava : Pedagogická fakulta, 2013. ISBN 978 80 8082 607 9.

STRAUSS, A., CORBINOVÁ, J. 1999. Základy kvalitativního výzkumu. Brno : Albert, 1999. ISBN 80-85834-60-X.

ŠUPŠÁKOVÁ, B. 2015. Vizuálna gramotnosť. Brno : Tribun EU, 138 s. ISBN 978-80-263-0934-5.

ZÁPOTOČNÁ, O. 2013. Metakognitívne procesy v čítaní, učení a vzdelávaní. Trnava : Pedagogická fakulta, 2013.

ZÁPOTOČNÁ, O., PETROVÁ, Z 2010. Jazyková gramotnosť v predškolskom veku: teoretické východiská a námety k analýze a tvorbe kurikula jazykového vzdelávania detí MŠ. [elektronický zdroj]. Trnava : Pedagogická fakulta Trnavskej univerzity v Trnave, 2010. 91 s. ISBN 978 80 8082 404 4.

Current published scientific and professional studies in relevant scientific journals and databases.

Language of instruction:

Notes:

Course evaluation:

Assessed students in total: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Name of lecturer(s): doc. PaedDr. Zlatica Hul'ová, PhD., PaedDr. Miriam Uhrinová, PhD.

Last modification: 01.07.2023

Supervisor(s):

People responsible for the delivery, development and quality of the study programme:

prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok					
Faculty: Faculty of Education					
Course code: KPEP/Ep-PD102C/22		Course title: Digital Communicaton			
Type and range of planned learning activities and teaching methods: Form of instruction: Recommended study range: hours weekly: hours per semester: Teaching method: on-site					
Credits: 3		Working load: 75 hours			
Recommended semester/trimester: 3.					
Level of study: III.					
Prerequisites:					
Requirements for passing the course:					
Learning outcomes of the course:					
Course contents:					
Recommended or required literature:					
Language of instruction:					
Notes:					
Course evaluation: Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s):					
Last modification:					
Supervisor(s): People responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PD101B/22	Course title: Inclusive Pedagogy (group A)
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture Recommended study range: hours weekly: hours per semester: 12s Teaching method: on-site	
Credits: 6	Working load: 150 hours
Recommended semester/trimester: 1.	
Level of study: III.	
Prerequisites:	
Requirements for passing the course: 50% of the interim evaluation + 50% of the final evaluation Mid-term assessment conditions: written test (50%), final assessment conditions: project work (30%) and oral exam (20%). To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A (100-91), B (90-81), C (80-71), D (70-61), E (60-51), Fx (50-0).	
Learning outcomes of the course: The intention of the course is to broaden the student's competence in the context of a knowledge level oriented towards inclusive education of the person throughout his/her life journey, starting from an early age. To increase the student's competence in the possibilities of exploring the quality of life of a person with a (dis)specific handicap through the comparison of symptomatic aspects of disability, functional aspects of participation, activity and in finding appropriate forms of education taking into account the heterogeneity of the person as normality. To make the student's competences more effective in the process of assessing the quality of the school in the context of promoting inclusive education.	
Course contents: 1. Material and procedural aspects of inclusive education development. 2. Changes aimed at projecting conditions in relation to the required rules. 3. Identification of resources and limits within mainstream and special education. B 4. Building inclusive education in contemporary schools as a major topic for professionals involved in education. 5. Systemic solutions for inclusive education in a particular school/institution. 6. Topography of quality of life in inclusive education.	

Recommended or required literature:

BARTOŇOVÁ, M., VÍTKOVÁ, M. et al. 2016. Inkluze ve škole a ve společnosti jako interdisciplinární téma. Brno : Masarykova univerzita , ISBN 2016978-80-210-8140-6

BEYER, C. et al. 2012. Sonderpädagogik und Inklusion. Oberhausen : Athena, 2012. ISBN 978-3-89896-483-8.

FINKOVÁ, D., LANGER, J. 2014. Determinanty inkluze osob se zdravotním postižením. Olomouc : Univerzita Palackého v Olomouci, Pedagogická fakulta , 2014. ISBN 978-80-244-4303-4.

LECHTA, V. (ed.). 2009. Východiská a perspektívy inkluzívnej pedagogiky. Martin : Vydavateľstvo Osveta , 2009. ISBN 978-80-8063-303-5.

LECHTA, V. (ed.). 2012. Inkluzívna edukácia ako multidimenzionálny problém. Bratislava: Iris, 2012, ISBN 978-80-89256-82-2.

LECHTA, V. (ed.). 2016. Inkluzivní pedagogika. Praha: Portál, 2016. ISBN 978-80-262-1123-5.

WOLF BLOEMERS, W., WISCH, F. H. (eds.). 2000. Quality of life research and disabled people : ways to research in different European settings. European module EU-Socrates programme. Frankfurt am Main : Peter Lang , 2000. ISBN 3-631-35565-3.

Language of instruction:

Slovak, English

Notes:**Course evaluation:**

Assessed students in total: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Name of lecturer(s): doc. PaedDr. Barbora Kováčová, PhD.

Last modification: 01.07.2023

Supervisor(s):

People responsible for the delivery, development and quality of the study programme:

prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PD102B/22	Course title: Interdisciplinary Arts (group B)
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: hours per semester: 5s / 5s Teaching method: on-site	
Credits: 4	Working load: 100 hours
Recommended semester/trimester: 1.	
Level of study: III.	
Prerequisites:	
Requirements for passing the course: Over the course of the semester, the student will develop a qualitative analysis of a selected issue focused on the space of arts education in the context of pre-primary or primary education. The final assessment will be based on the presentation of the project through a colloquium examination. The assessment is awarded on a scale: A 100%-94%, B 93%-88%, C 87%-81%, D 80%-75%, E 74%-69%, Fx 68%-0%	
Learning outcomes of the course: The student knows the issues of art in the space of different types of art in Slovakia and abroad, knows the mutual transfers related to the communicative level of art in relation to the recipient. He/she knows the possibilities of experiential and creative search for transdisciplinary overlaps and relations in different types of art. The student will master the basic concepts related to several components of aesthetic education and art. The student will be able to critically analyze the theoretical basis of research methods designed for the field of art in transdisciplinary contexts. Can apply individual theoretical knowledge for research purposes. Can characterize and analyze some current educational problems in the field of art in the context of pre-primary and primary education.	
Course contents: 1. Recognition of the supporting foundations in the relationship between art and education with regard to the field of preschool and elementary pedagogy. 2. Recognition of iconographic, sign and symbolic meaning in artwork and visual/musical artifact as a basis for different types of communication. 3. Viewing a work of art in broader cross-curricular contexts from the perspective of the child recipient. 4. Art as a tool for cultivation and personal and artistic development of the child. 5. Art as a way of creating interdisciplinary transfer in the communication line of regional and intercultural space. 6. Art as a way of acquiring new knowledge and skills in the child's life on the example of solved contemporary research tasks. 7. Value and values in contemporary art. 8. The position of visual media and intermedia in art education. 9. Relationships and correlativity in the visual, musical, literary and verbal, dramatic and dance arts.	

10. A review of qualitative and quantitative research on the status of the arts in primary education.

Recommended or required literature:

Recommended reading:

BARNARD, M. 1974. Art, design and visual culture. New York : St. Martin's Press, 1974.

GERŽOVÁ, J. et al. 1999. Dictionary of world and Slovak visual arts of the second half of the 20th century. Bratislava : PROFIL, 1999.

MACKOVÁ, S. 2004. Dramatic education. Brno: JAMU, 2004.

MISTRÍK, E. 2001. Art and children. In Kolláriková, Z. - Pupala, B.(ed.): Preschool and elementary pedagogy. Prague : Portál, 2001.

MURÁNIOVÁ, A. 2008. Education through dance. Methodology how to educate children by dancing. Bratislava : CS Profi - Public, 2008.

PERNIOLA, M. 2000. Prague : Karolinum, 2000.

READ, H. 1967. Education by art. Prague : Odeon, 1967.

SCHNEIDER, N. 2002. History of aesthetics from the Enlightenment to postmodernity. Bratislava : Kalligram, 2002.

ŠUPŠAKOVÁ, B. 2009. Child's creative expression through fine art. Ljubljana : DEBORA, 2009.

ŠUPŠAKOVÁ, B. 2010. Visual culture - Art - Education. Bratislava: Dolis, s. r. o., 2010.

ŠUPŠAKOVÁ, B. - TACOL, T. - MARKOFOVÁ, J. 2009. Art education in the general education system. Bratislava : Linwe/KRAFT, 2009.

ŠUPŠAKOVÁ, B. 2015. Visual literacy. Brno : Tribun EU, 138 p. ISBN 978-80-263-0934-5.

TATARKIEWICZ, W. 1985. History of aesthetics I. Bratislava : Tatran, 1985.

WILLATS, J. 1997. Art and representation. Princeton: Princeton University Press. 1997.

WINTER, P. V. 1998. Literary aesthetics. Olomouc : Votobia, 1998.

Language of instruction:

Notes:

Course evaluation:

Assessed students in total: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Name of lecturer(s): doc. PaedDr. Eva Dolinská, PhD.

Last modification: 01.07.2023

Supervisor(s):

People responsible for the delivery, development and quality of the study programme:

prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok					
Faculty: Faculty of Education					
Course code: KPEP/Ep-PD110B/22		Course title: Obtaining a Grant of CU			
Type and range of planned learning activities and teaching methods: Form of instruction: Recommended study range: hours weekly: hours per semester: Teaching method: on-site					
Credits: 15		Working load: 375 hours			
Recommended semester/trimester: 1., 2., 3., 4., 5., 6..					
Level of study: III.					
Prerequisites:					
Requirements for passing the course:					
Learning outcomes of the course:					
Course contents:					
Recommended or required literature:					
Language of instruction:					
Notes:					
Course evaluation: Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s):					
Last modification:					
Supervisor(s): People responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok					
Faculty: Faculty of Education					
Course code: KPEP/Ep-PD113B/22		Course title: Other Pedagogical Activity			
Type and range of planned learning activities and teaching methods: Form of instruction: Recommended study range: hours weekly: hours per semester: Teaching method: on-site					
Credits: 0		Working load: 0 hours			
Recommended semester/trimester: 1., 2., 3., 4., 5., 6..					
Level of study: III.					
Prerequisites:					
Requirements for passing the course:					
Learning outcomes of the course:					
Course contents:					
Recommended or required literature:					
Language of instruction:					
Notes:					
Course evaluation: Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s):					
Last modification:					
Supervisor(s): People responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok					
Faculty: Faculty of Education					
Course code: KPEP/Ep-PD111B/22		Course title: Participation in Solution of Another Grants			
Type and range of planned learning activities and teaching methods: Form of instruction: Recommended study range: hours weekly: hours per semester: Teaching method: on-site					
Credits: 15		Working load: 375 hours			
Recommended semester/trimester: 1., 2., 3., 4., 5., 6..					
Level of study: III.					
Prerequisites:					
Requirements for passing the course:					
Learning outcomes of the course:					
Course contents:					
Recommended or required literature:					
Language of instruction:					
Notes:					
Course evaluation: Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s):					
Last modification:					
Supervisor(s): People responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PD106B/22	Course title: Pedagogic Statistical Methods and Application in Educational Research (group B)
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: hours per semester: 12s Teaching method: on-site	
Credits: 4	Working load: 100 hours
Recommended semester/trimester: 3.	
Level of study: III.	
Prerequisites:	
Requirements for passing the course: For successful completion of the course, the PhD student will prepare (max. 50 % of the total mark) and subsequently present (max. 50 % of the total mark) a project in the field of pedagogical research, in which appropriate statistical methods will be applied. The grade is awarded on a scale of: A 100%-94%, B 93%-88%, C 87%-81%, D 80%-75%, E 74%-69%, Fx 68%-0%	
Learning outcomes of the course: The student is familiar with statistical methods used in educational research and is able to apply them in the analysis of empirical data in educational research. The student is able to interpret the results of statistical procedures and outputs obtained using appropriate software.	
Course contents: <ol style="list-style-type: none"> 1. Statistics in the process of empirical data analysis. 2. Random sampling and sampling statistics. 3. Comparison of sets using selected parametric and non-parametric tests. 4. Investigation of the dependence of qualitative traits. 5. Correlation and regression analysis. 6. Interpretation of the results of pedagogical research. 	

Recommended or required literature:

COHEN, B. H., LEA, R. B. Essentials of Statistics for the Social and Behavioral Sciences. Hoboken: John Wiley and Sons, 2004. ISBN 0-471-22031-0.

COHEN, L., MANION, L. MORRISON, K. MORRISON R. B. 2007. Research methods in education. NY : Routledge, 2007.

CSACHOVÁ, L., GUNČAGA, J., JUREČKOVÁ, M. 2017. The Educational Research of Mathematical Competence . In Focus on Mathematics Education Research / ed. Keith Patterson. New York : Nova Science Publishers, 2017. ISBN 978-1-53611-826-1.

GAVORA, P. et al. 2010. electronic textbook of educational research. [online]. Bratislava : Comenius University, 2010. Available from: <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4.

GRAVATTER, F. J., WALLNAU, L. B. Statistics for the Behavioral Sciences. Belmont: Wadsworth, 2009. ISBN 9-780-495-602200.

GUNČAGA, J., JUREČKOVÁ, M. 2017. Statistical analysis of the level of mathematics at Slovak lower secondary schools. In Aplimat : 16th conference on applied mathematics 2017 : proceedings, Bratislava : Slovak University of Technology in Bratislava, 2017. ISBN 978-80-227-4650-2.

MARKECHOVÁ, D. TIRPÁKOVÁ, A., STEHLÍKOVÁ, B. 2011. Fundamentals of statistics for educators. Nitra, 2011. ISBN 978-80-80-8094.

WALKER, I. 2013. Research methods and statistics. Prague : Grada, 2013. ISBN 978-80-247-3920-5.

JUREČKOVÁ, M., MOLNÁROVÁ, I.: Statistics with Excel
Liptovský Mikuláš : Armed Forces Academy, 2005. - 234 p. - ISBN 80-8040-257-4.

Language of instruction:**Notes:****Course evaluation:**

Assessed students in total: 2

A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0

Name of lecturer(s): doc. Mgr. Eva Litavcová, PhD.**Last modification:** 01.07.2023**Supervisor(s):**

People responsible for the delivery, development and quality of the study programme:

prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PD107B/22	Course title: Pedagogical Diagnosis and Casuistry (group B)
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: hours per semester: 5s / 5s Teaching method: on-site	
Credits: 4	Working load: 100 hours
Recommended semester/trimester: 3.	
Level of study: III.	
Prerequisites:	
Requirements for passing the course: 50% of the interim evaluation + 50% of the final evaluation. Final assessment requirements: project work (30%) and project presentation (20%.) For successful completion of the course it is necessary to obtain at least 60% of the points. The grade is awarded on a scale of: A (100 - 91), B (90 - 81), C (80 - 71), D (70 - 61), E (60 - 51), Fx (50 - 0)	
Learning outcomes of the course: To expand the student's competence in the context of knowledge level oriented pedagogical diagnosis in primary education, namely in the areas of diagnosing motor skills, diagnosing perception, diagnosing communication skills, diagnosing spatial and temporal orientation, and diagnosing behavior. To increase student competence in the possibilities of pedagogical diagnosis with emphasis on chances and risks. To enhance the student's competence in the child/student assessment process, the evaluation process and the peer supervision process in the context of pedagogical diagnosis in primary education.	
Course contents: 1. Teacher and pupil and their relationships in the school environment. 2. Pedagogical diagnostics (edumetric and causal approach). 3. Teacher's competences in the context of pedagogical diagnostics in primary education. 4. Non-standardized methods of assessment and their use. Pupil-centred diagnostic methods. 5. Self-diagnosis and self-assessment. 6. Diagnostic methods aimed at a group of pupils, a class, a school. 7. Evaluation of the diagnostic process in primary education. 8. Application of supervision in pedagogical diagnosis.	

Recommended or required literature:

GAVORA, P. et al. 2010. [online]. Bratislava : Comenius University, 2010. Available at: <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4.

GAVORA, P. 2011. What are my pupils like? : pedagogical diagnosis of the pupil. Nitra : Enigma, 2011. ISBN 978-80-89132-91-1.

KASÁČOVÁ, B., CABANOVÁ, M. et al. 2013. Pedagogical diagnostics. Banská Bystrica : Belianom, 2013.

KOŽUCHOVÁ, M. et al. 2011. Pedagogical diagnostics in primary education. Bratislava : Slovenské pedagogické nakladateľstvo , 2011. ISBN 978-10-02052-9.

PRŮCHA, J. (ed.). 2009. Pedagogická encyklopedie. Prague : Portál , 2009. ISBN 978-80-7367-546-2.

ZELINKOVÁ, O. 2001. Pedagogical diagnostics and individual educational programme : tools for prevention, remediation and integration. Prague: Portál, 2011. ISBN 978-80-262-0044-4.

QUINN, M., PATTON, P. 2015. qualitative research & evaluation methods : integrating theory and practice. Thousand Oaks, Calif. : Sage Publications , 2015. ISBN 978-1-4129-7212-3.

Language of instruction:

Slovak, English

Notes:**Course evaluation:**

Assessed students in total: 2

A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0

Name of lecturer(s): doc. PaedDr. Barbora Kováčová, PhD.

Last modification: 01.07.2023

Supervisor(s):

People responsible for the delivery, development and quality of the study programme:

prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PD100A/22	Course title: Philosophical and Social Resources of Education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture Recommended study range: hours weekly: hours per semester: 12s Teaching method: on-site	
Credits: 6	Working load: 150 hours
Recommended semester/trimester: 1.	
Level of study: III.	
Prerequisites:	
Requirements for passing the course: 50% of the interim assessment + 50% of the final assessment. Final assessment conditions: written test (30%) and oral presentation of the study at the colloquial exam (20%). In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A 100% - 94%, B 93% - 88%, C 87% - 81%, D 80% - 75%, E 74% - 69%, Fx 68% - 0%	
Learning outcomes of the course: Learning outcomes: To acquire knowledge of the relationship between philosophy and pedagogy as a scientific theory and education as a process of education in practice, philosophical foundations and the starting points of pedagogy and education in the history of European thought. In the context of philosophical conceptions of the image of the world, society, man, education in the historical context (from antiquity to modernity) to understand pedagogical trends, to understand their reflections in the view of education. On the basis of theoretical knowledge, the student can independently illustrate and prepare a project on the antimony of the intersection of philosophy and sociology in application to education. The student can critically assess some postmodern approaches, pointing out the inadequacy of the common, uneducational and uneducated assumptions of human life.	
Course contents: 1. Introduction to fundamental pedagogy - philosophy, education, harmony, theoria, polis, my philosophy. 2. Greek philosophical and social foundations of education - culture, movement of the soul, multiplicity, obviousness, thought and consciousness. 3. Latin philosophical and social foundations of education - fundacia, authority, discipline, principles, scholasticism, order. 4. Issues and perspectives of educational goals - origins, legal issues, transformations of values, indicators of necessary starting points. 5. Value education - problems of understanding, decision making.	

6. Modern uncertainty about the worldview aspect of life - examples of pragmatic interpretations of beliefs based on knowledge (Kant, Lange, Schiller, Unamuno, Kolakowski, Foerster).
7. New philosophical and social challenges to education - hermeneutics call for meaning, pluralistic ontology, individualism.
8. Current topics in sociological aspects of education.

Recommended or required literature:

Recommended reading:

ANZENBACHER, A. 1990. Prague : SPN, 1990.

BREZINKA, W. 1992. Philosophical foundations of education. Prague : Zvon, 1996.

KOHOUT, J. 1999. Democracy yesterday and today. Prague, 1999.

KRATOCHVÍL, Z. 1995. Education, obviousness, consciousness. Prague : Hermann, 1995.

KUDLÁČOVÁ, B. 2006. The phenomenon of education. Bratislava : Veda, 2006.

PALOUŠ, R. 1992. God's world. Prague : SPN, 1992.

PALOUŠ, R. 1991. Time of education. Prague : SPN, 1991.

PATOČKA, J. 1918. Comenius and the main philosophical ideas of the 17th century. Prague, 1918.

PRŮCHA, J. 2000. An overview of pedagogy. An introduction to the study of the discipline. Prague : Portál, 2000.

Language of instruction:

Notes:

Course evaluation:

Assessed students in total: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Name of lecturer(s): doc. PhDr. PaedDr. Miroslav Gejdoš, PhD.

Last modification: 01.07.2023

Supervisor(s):

People responsible for the delivery, development and quality of the study programme:

prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PD103B/22	Course title: Pre-School and Elementary Education for the Socially Handicapped (group B)
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture Recommended study range: hours weekly: hours per semester: 12s Teaching method: on-site	
Credits: 4	Working load: 100 hours
Recommended semester/trimester: 1.	
Level of study: III.	
Prerequisites:	
Requirements for passing the course: 50% of the interim evaluation + 50% of the final evaluation. Final assessment requirements: project work (30%) and project presentation (20%.) For successful completion of the course, a minimum of 69% of the marks must be obtained. The grade is awarded on a scale of: A (100 - 94), B (93 - 88), C (87 - 81), D (80 - 75), E (74 - 69), Fx (68 - 0)	
Learning outcomes of the course: The doctoral student is oriented in the issue of education of socially disadvantaged groups at the required level, adequate to the third level of education. He/she is able to define and characterise the basic concepts related to the issue of education of socially disadvantaged groups. Is able to present options for eliminating problems in the education of children (pupils) from socially disadvantaged backgrounds. Theoretical knowledge: Pedagogy and environment in the education of socially disadvantaged children and pupils. Communication in the education of socially disadvantaged children and pupils. Sociocultural disability. Socially disadvantaged environments. Inclusive education. Practical skills: Possibilities of eliminating problems in the education of children (pupils) from socially disadvantaged backgrounds.	
Course contents: 1. Pedagogy and environment in education of socially disadvantaged children and pupils (social environment, family environment, family and education, definition of family, family functions). 2. Pedagogy and environment in education of socially disadvantaged children and pupils (educational - school environment, educational process, educational function of school, school culture, cooperation of school with family). 3. Communication in the education of socially disadvantaged children and pupils (pedagogical communication, dialogue and monologue in pedagogical practice, social climate in the school classroom, specific group - school class, leisure education in school). 4. Pedagogy and socialization in education of socially disadvantaged children and pupils (content of socialization, social role, social status, basic socialization factors).	

5. Pedagogy and socialization in the education of socially disadvantaged children and pupils (sociality in pedagogy, education as a socialization process, increased secondary socialization in school).
6. Sociocultural handicap - a negative factor in the process of socialization and education of socially disadvantaged children and pupils.
7. Socially disadvantaged environment - basic characteristics, approaches.
8. Possibilities of elimination of problems in education of children (pupils) coming from socially disadvantaged environment. Theoretical and philosophical background. Practical, applied procedures.
9. Education of socially disadvantaged children and pupils - humanistic approaches (DROMUS system, THV system...).

Recommended or required literature:

- ARMSTRONG, F. 2008. Inclusive education. In MCCulloch, G. - Crook, D. (ed.): The Routledge International Encyclopedia of Education. London and New York : Routledge, 2008. ISBN 0-415-27747-7.
- ĐURIČEKOVÁ, M. 2000. Prešov :MPC,45 p. ISBN 80-8045-211-3.
- HAJKOVÁ, V. - STRNADOVÁ, I. 2010. Inclusive education. Theory and practice. Prague : Grada, p 224. ISBN 978-80-247-3070-7.
- HORŇÁK, L. 2005. The Roma pupil in school. Prešov : PF PU. 2005. p. 357. ISBN 80-8068-356-5.
- KLEIN, V. 2008. Teaching assistant in the process of primary education of Roma pupils. Nitra : UKF, 2008. 198 p. ISBN 978-80-8094-348-6.
- KLEIN, V. 2007. Educating Roma pupils through teaching assistants and zero grades. Ružomberok: Katolícka univerzita, 2007. 115 p. ISBN 978-80-8084-176-8.
- KLEIN, V. 2008. Multicultural education and the Roma. Nitra : UKF, 2008. 170 p. ISBN 978-80-8094-333-2.
- KLEIN, V. - RUSNÁKOVÁ, J. - ŠILONOVÁ, V. 2012. Zero year and the education of Roma pupils. Spišská Nová Ves : Roma education fund. 2012. 264 p. ISBN 978-80-971181-0-5.
- KLEIN, V. - RUSNÁKOVÁ, J. - ŠILONOVÁ, V. 2012. Zero Grade and Education of Roma Pupils. First Cover. Spišská Nová Ves. Civil Association Spetcrum-East. 2012. 274 pages. ISBN 978-80-971181-1-2. EAN 9788097118112.
- KLEIN, V. - ROSINSKÝ, R. 2013. Social pedagogy for the helping professions. Nitra: GARMOND, 2013, 272 p. ISBN 978-80-89148-98-98-1. EAN 9788089148981.
- KOLLÁRIKOVÁ, Z., PUPALA, B. (eds.). 2001. Preschool and elementary pedagogy. Prague : Portál. 2001. ISBN 80-7178-585-7.
- LECHTA, V (ed). 2010. Foundations of inclusive pedagogy: the child with disabilities, disruptions and threats in school. Prague : Portál, 2010. ISBN 978-80-7367-679-7.
- MACZEJKOVÁ, M. et al. 2000. Preparatory - zero year in primary school for six-year-old children not prepared for successful entry to school. Prešov : MC, 2000. 78 p. ISBN 80-8045-218-0.
- PORTIK, M. 2003. Determinants of the education of Roma pupils. Prešov : PdF Prešov University. 177 p. ISBN 80-8068-155-4.
- ROSINSKÝ, R. 2006. Chhavale Romale or Roma pupils' motivation to learn. Nitra : UKF Faculty of Social Sciences and Health. 2006. ISBN 80-8050-955-7. s. 66 - 68.
- ROSINSKY, R. - KLEIN, V. 2013. Foundations of pedagogy for the helping professions. An undergraduate textbook. Nitra : GARMOND, 2013, 212 pages. ISBN 978-80-89148-99-1. EAN 9788089148998.
- ROSINSKÝ, R. - ŠRAMOVÁ, B. - KLEIN, V. - VANKOVÁ, K. 2009. Pedagogical-psychological and intercultural aspects of teachers' work with pupils from different sociocultural backgrounds. Nitra : UKF, 2009. 209 p. ISBN 978-80-8094-589-3.
- SHTECH, S. 2001. The psychology of handicap. Prague : Karolinum. ISBN 80-7184-929-4.
- VÁGNEROVÁ, M., HAJD-MOUSSOVÁ, Z., ŠTECH, S. 2001. The psychology of handicap. Prague : Karolinum. 2001. ISBN 80-7184-929-4.
- ZELINA, M. et al. 2004. The concept of integrated education of Roma children and youth. Bratislava : Ministry of Education of the Slovak Republic, 2004. 161 p. ISBN 80-89055-47-8.
- ZELINA, M. 2001. Roma ethnicity in the system of multicultural education. Prešov : PF PU, 2001.

Language of instruction:**Notes:**

Course evaluation:					
Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s): doc. PaedDr. Zlatica Hul'ová, PhD.					
Last modification: 01.07.2023					
Supervisor(s): People responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PD100S/22	Course title: Pre-school and Elementary Education State Exam – Dissertation Exam
Type and range of planned learning activities and teaching methods: Form of instruction: Recommended study range: hours weekly: hours per semester: Teaching method: on-site	
Credits: 20	Working load: 500 hours
Recommended semester/trimester:	
Level of study: III.	
Prerequisites:	
Requirements for passing the course: Completion of all components of the state examination: 1. Written thesis for the dissertation examination. Presentation and defence of the dissertation project. 2. Colloquial state examination in the field of theoretical knowledge of preschool and elementary pedagogy and methodology of pedagogical research. The evaluation is awarded on a scale: A (excellent - excellent results), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (sufficient - results meet minimum criteria), Fx (insufficient - extra work required). Each component is graded separately; the final grade for the state examination is calculated as the average of the component grades. If a student fails only some parts of the state examination, he/she repeats only those parts he/she failed.	
Learning outcomes of the course: The student will demonstrate skills and competences: in the presentation of the written thesis for the dissertation examination, which includes the defence of the dissertation project, the student will demonstrate the ability to solve scientific research tasks and projects in the field of preschool and elementary pedagogy. The student will be familiar with the methodology of scientific work in the field, the principles of presenting research results, the links between science, research, pedagogical development and practice, and the ethical and legal contexts of scientific work. Demonstrate knowledge of the scientific and professional literature in a global context and the ability to respond to professional debate. In the colloquial examination in Early Childhood and Elementary Education, the student will demonstrate knowledge of early childhood and elementary education. Can characterize, apply and evaluate didactic methods of teaching in a selected subject. Knows methods of evaluating teaching, schools and the school system in a European context, methods of evaluating student performance.	
Course contents: 1. Methodology of pedagogical research. 2. Quantitative and qualitative approaches.	

3. Theoretical and empirical research. 4. Scientific language, scientific text. 5. Research of preschool and primary education. 6. Interdisciplinary approaches. 7. Philosophy of education. Scientific part: 8. Solution of an individual scientific research project. 9. Continuous presentation of project results.					
Recommended or required literature: ANDERSON, L. W., KRATHWOHL, D. R. 2001. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York : Longman, 2001, 305 p. ISBN 80-200-0524-2. GAVORA, P. et al. 2010. electronic textbook of educational research. [online]. Bratislava : Comenius University, 2010. Available from: http://www.e-metodologia.fedu.uniba.sk/ ISBN 978-80-23-951-4. KALHOUS, Z, OBST. O et al. 2009. School didactics. 2nd ed. Prague : Portál, 2009. 447s. ISBN 807178253X . KAŠČAK, O., PUPALA, B., LEHOTSKÁ, V., ZÁPOTOČNÁ, O. 2015. Preschool and elementary pedagogy and its international acceptance : Portrait of a Slovak weakness. In Orbis Scholae. Vol. 9, no. 1 (2015), p. 119 - 138. KOLLÁRIKOVÁ, Z., PUPALA, B. et al. 2010. Preschool and primary pedagogy. Preschool and elementary pedagogy. 2nd ed. Prague : Portál, 2010, 456 p. ISBN 978-80-7367-828-9. KOMÁRIK, E. 2002. Methods of scientific human cognition for beginners. Bratislava : UK, 2002, 210 p. ISBN 80-223-1717-9. KYRIACOU, CH. 2005. Teacher's key skills. Prague : Portál, 2005. MARKECHOVÁ, D. TIRPÁKOVÁ, A., STEHLÍKOVÁ, B. 2011. Fundamentals of statistics for educators. Nitra, 2011. ISBN 978-80-8094. MIOVSKÝ, M. 2006. Qualitative approach and methods in psychological research. Prague : Grada, 2006. ISBN 80-247-1362-4. TUREK, I. 2010. Didactics. Bratislava: Iura Edition, 2010. PUPALA, B. 2013. Theory and practice of primary education. Trnava : Faculty of Education, 2013. ISBN 978 80 8082 607 9. ZÁPOTOČNÁ, O. 2013. Metacognitive processes in reading, learning and education. Trnava : Faculty of Education, 2013. ZÁPOTOČNÁ, O., PETROVÁ, Z. 2010. Language literacy in preschool age: theoretical background and themes for the analysis and development of the language education curriculum for children of pre-school age. [electronic resource]. Trnava : Faculty of Education, University of Trnava, 2010. 91 s. ISBN 978 80 80 8082 404 4.					
Language of instruction:					
Notes:					
Course evaluation: Assessed students in total: 8					
A	B	C	D	E	FX
62.5	25.0	12.5	0.0	0.0	0.0
Name of lecturer(s):					
Last modification: 01.07.2023					

Supervisor(s):

People responsible for the delivery, development and quality of the study programme:

prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Huľová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PD101S/22	Course title: Pre-school and Elementary Education State Exam – Dissertation Thesis Defence
Type and range of planned learning activities and teaching methods: Form of instruction: Recommended study range: hours weekly: hours per semester: Teaching method: on-site	
Credits: 30	Working load: 750 hours
Recommended semester/trimester:	
Level of study: III.	
Prerequisites:	
Requirements for passing the course: Passing all parts of the state exam: 1. Defense of the dissertation. The rating is given on a scale: A (Excellent - excellent results), B (very good - above average standard), C (good - ordinary reliable work), D (satisfactory - acceptable results), E (sufficient - results meet minimum criteria), Fx (poor - required additional additional work).	
Learning outcomes of the course: During the defense of the dissertation, the student will demonstrate the following skills and abilities: Solve scientific and research tasks and projects in the field of preschool and elementary pedagogy. Knows the methodology of scientific work in the field, the principles of presenting research results, links between science, research, pedagogical development and practice, ethical and legal contexts of scientific work. Also the broader philosophical and social science context of the department. Demonstrate ability and knowledge in scientific and professional literature of preschool and elementary pedagogy.	
Course contents: 1. Methodology of pedagogical research. 2. Quantitative and qualitative approaches. 3. Theoretical and empirical research. 4. Scientific language, scientific text. 5. Research of preschool and primary education. Scientific part: 6. Solution of an individual scientific research project. 7. Continuous presentation of project results. 8. Processing of the dissertation.	

Recommended or required literature:

- ANDERSON, L.W., KRATHWOHL, D.R. 2001. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman, 2001, 305 p. ISBN 80-200-0524-2.
- GAVORA, P. et al. 2010. Electronic textbook of pedagogical research. [online]. Bratislava: Comenius University, 2010. Available online: <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-23-951-4.
- KALHOUS, Z., OBST. About et al. 2009. School didactics. 2nd ed. Prague: Portal, 2009. 447 p. ISBN 807178253X.
- KAŠČÁK, O., PUPALA, B., LEHOTSKÁ, V., ZÁPOTOČNÁ, O. 2015. Preschool and elementary education and its international acceptance: Portrait of one Slovak weakness. In Orbis Scholae. Vol. 9, no. 1 (2015), p. 119 – 138.
- KOLLÁRIKOVÁ, Z., PUPALA, B. and others. 2010. Preschool and primary education. Preschool and elementary pedagogy. 2nd ed. Prague: Portal, 2010, 456 p. ISBN 978-80-7367-828-9.
- KOMÁRIK, E. 2002. Methods of scientific knowledge of man for beginners. Bratislava: UK, 2002, 210 p. ISBN 80-223-1717-9.
- KYRIACOU, CH. 2005. Key skills of the teacher. Prague: Portal, 2005.
- MARKECHOVÁ, D. TIRPÁKOVÁ, A., STEHLÍKOVÁ, B. 2011. Basics of statistics for teachers. Nitra, 2011. ISBN 978-80-8094.
- MIOVSKÝ, M. 2006. Qualitative approach and methods in psychological research. Prague: Grada, 2006. ISBN 80-247-1362-4.
- TUREK, I. 2010. Didactics. Bratislava: Iura Edition, 2010.
- PUPALA, B. 2013. Theory and practice of primary education. Trnava: Faculty of Education, 2013. ISBN 978 80 8082 607 9.
- ZÁPOTOČNÁ, O. 2013. Metacognitive processes in reading, learning and education. Trnava: Faculty of Education, 2013.
- ZÁPOTOČNÁ, O., PETROVÁ, Z. 2010. Language literacy in preschool age: theoretical starting points and topics for the analysis and creation of the language education curriculum of kindergarten children. [electronic resource]. Trnava: Faculty of Education of Trnava University in Trnava, 2010. 91 p. ISBN 978 80 8082 404 4.

Language of instruction:**Notes:****Course evaluation:**

Assessed students in total: 5

A	B	C	D	E	FX
80.0	20.0	0.0	0.0	0.0	0.0

Name of lecturer(s):**Last modification:** 01.07.2023**Supervisor(s):**

People responsible for the delivery, development and quality of the study programme:

prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok					
Faculty: Faculty of Education					
Course code: KPEP/Ep-PD101C/22		Course title: Professional Communication in Foreign Language			
Type and range of planned learning activities and teaching methods: Form of instruction: Recommended study range: hours weekly: hours per semester: Teaching method: on-site					
Credits: 3		Working load: 75 hours			
Recommended semester/trimester: 2.					
Level of study: III.					
Prerequisites:					
Requirements for passing the course:					
Learning outcomes of the course:					
Course contents:					
Recommended or required literature:					
Language of instruction:					
Notes:					
Course evaluation: Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s):					
Last modification:					
Supervisor(s): People responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok					
Faculty: Faculty of Education					
Course code: KPEP/Ep-PD108B/22		Course title: Publishing Activity 1			
Type and range of planned learning activities and teaching methods: Form of instruction: Recommended study range: hours weekly: hours per semester: Teaching method: on-site					
Credits: 8		Working load: 200 hours			
Recommended semester/trimester: 1.					
Level of study: III.					
Prerequisites:					
Requirements for passing the course:					
Learning outcomes of the course:					
Course contents:					
Recommended or required literature:					
Language of instruction:					
Notes:					
Course evaluation: Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s):					
Last modification:					
Supervisor(s): People responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok					
Faculty: Faculty of Education					
Course code: KPEP/Ep-PD106A/22		Course title: Publishing Activity 2			
Type and range of planned learning activities and teaching methods: Form of instruction: Recommended study range: hours weekly: hours per semester: Teaching method: on-site					
Credits: 7		Working load: 175 hours			
Recommended semester/trimester: 2.					
Level of study: III.					
Prerequisites:					
Requirements for passing the course:					
Learning outcomes of the course:					
Course contents:					
Recommended or required literature:					
Language of instruction:					
Notes:					
Course evaluation: Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s):					
Last modification:					
Supervisor(s): People responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok					
Faculty: Faculty of Education					
Course code: KPEP/Ep-PD107A/22		Course title: Publishing Activity 3			
Type and range of planned learning activities and teaching methods: Form of instruction: Recommended study range: hours weekly: hours per semester: Teaching method: on-site					
Credits: 13		Working load: 325 hours			
Recommended semester/trimester: 3.					
Level of study: III.					
Prerequisites:					
Requirements for passing the course:					
Learning outcomes of the course:					
Course contents:					
Recommended or required literature:					
Language of instruction:					
Notes:					
Course evaluation: Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s):					
Last modification:					
Supervisor(s): People responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok					
Faculty: Faculty of Education					
Course code: KPEP/Ep-PD108A/22		Course title: Publishing Activity 4			
Type and range of planned learning activities and teaching methods: Form of instruction: Recommended study range: hours weekly: hours per semester: Teaching method: on-site					
Credits: 7		Working load: 175 hours			
Recommended semester/trimester: 4.					
Level of study: III.					
Prerequisites:					
Requirements for passing the course:					
Learning outcomes of the course:					
Course contents:					
Recommended or required literature:					
Language of instruction:					
Notes:					
Course evaluation: Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s):					
Last modification:					
Supervisor(s): People responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok					
Faculty: Faculty of Education					
Course code: KPEP/Ep-PD109A/22		Course title: Publishing Activity 5			
Type and range of planned learning activities and teaching methods: Form of instruction: Recommended study range: hours weekly: hours per semester: Teaching method: on-site					
Credits: 13		Working load: 325 hours			
Recommended semester/trimester: 5.					
Level of study: III.					
Prerequisites:					
Requirements for passing the course:					
Learning outcomes of the course:					
Course contents:					
Recommended or required literature:					
Language of instruction:					
Notes:					
Course evaluation: Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s):					
Last modification:					
Supervisor(s): People responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok					
Faculty: Faculty of Education					
Course code: KPEP/Ep-PD109B/22		Course title: Publishing Activity 6			
Type and range of planned learning activities and teaching methods: Form of instruction: Recommended study range: hours weekly: hours per semester: Teaching method: on-site					
Credits: 8		Working load: 200 hours			
Recommended semester/trimester: 6.					
Level of study: III.					
Prerequisites:					
Requirements for passing the course:					
Learning outcomes of the course:					
Course contents:					
Recommended or required literature:					
Language of instruction:					
Notes:					
Course evaluation: Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s):					
Last modification:					
Supervisor(s): People responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PD103A/22	Course title: Qualitative Research Methods
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture Recommended study range: hours weekly: hours per semester: 12s Teaching method: on-site	
Credits: 6	Working load: 150 hours
Recommended semester/trimester: 2.	
Level of study: III.	
Prerequisites:	
Requirements for passing the course: Ongoing assessment: the doctoral student develops the structure of the dissertation content and proposes a methodological procedure for processing the research part of the dissertation together with the formulation of hypotheses (40 points). Final exam: oral (60 points) The final evaluation will be based on the total number of points obtained from the interim evaluation and the evaluation from the oral exam. The rating is given on a scale: Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
Learning outcomes of the course: The student knows the principles of pedagogical research methodology, understands methodological starting points, knows theories influencing qualitative research, knows qualitative research methods and knows how to apply them, knows the properties of research tools, knows and knows how to use procedures for data processing and interpretation, knows how to justify the choice of a research method and apply it in his research paper.	
Course contents: 1. Theories affecting qualitative research. 2. Methods of qualitatively oriented research in pedagogical sciences. 3. Process and stages of qualitative research. 4. Formulation of scientific research topics, questions. 5. Tools of qualitative methodology. 6. Processing and interpretation of the results of qualitative research and determining the extent of the validity of the conclusions. 7. Analysis of frequent methodological errors. Ethics in scientific research.	

Recommended or required literature:

- COHEN, L., MANION, L. MORRISON, K. MORRISON, R. B. 2007. Research methods in education. NY: Routledge.
- deMARRAIS, K., LAPAN S. D. (eds.). 2004. Foundations for Research: Methods of Inquiry in Education and the Social Sciences. Mahwah: Lawrence Erlbaum Associates.
- DRESSMAN, M. 2008. Using social theory in educational research: a practical guide. New York: Routledge.
- DENZIN, N. K., LINCOLN, Y.S., eds., 2005. The Sage Handbook of Qualitative Research, 3 rd edition. Sage Publications of London, Thousand Oaks and New Dehli 2005.
- GAVORA, P. 2006. Sprievodca metodológiou kvalitatívneho výskumu. Bratislava: Regent 2006.
- GAVORA, P. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava : Univerzita Komenského, 2010. Dostupné na internete: <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4.
- HENDL, J. 2005. Kvalitatívni výzkum. Praha : Portál, 2005.
- JABLONSKÝ, T. 2007. Vedecký výskum v pedagogike. In Kratochvílová, E. ed. al.: Úvod do pedagogiky. Trnava : Pedagogická fakulta Trnavská univerzita, 2007, s. 150 – 165.
- JUCZCZYK, S. 2012. Kvalitatívne výskumy v sociálnych vedách. Metodologické reflexie. Ružomberok : VERBUM 2012.
- KOMÁRIK, E. 2002. Metódy vedeckého poznávania človeka. Bratislava : UK, 2002.
- MIOVSKÝ, M. 2006. Kvalitatívni prístup a metódy v psychologickom výskumu. Praha : Grada, 2006. ISBN 80-247-1362-4.
- SILVERMAN, D. 2005. Ako robiť kvalitatívny výskum. 1. vyd. Bratislava : Pegas, 2005.

Language of instruction:

Slovak language, English language

Notes:**Course evaluation:**

Assessed students in total: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Name of lecturer(s): prof. PaedDr. Tomáš Jablonský, PhD., PhDr. Katarína Kohútová, PhD.

Last modification: 01.07.2023

Supervisor(s):

People responsible for the delivery, development and quality of the study programme:

prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PD101A/22	Course title: Quantitative Research Methods
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture Recommended study range: hours weekly: hours per semester: 12s Teaching method: on-site	
Credits: 6	Working load: 150 hours
Recommended semester/trimester: 1.	
Level of study: III.	
Prerequisites:	
Requirements for passing the course: Ongoing assessment: the doctoral student develops the structure of the dissertation content and proposes a methodological procedure for processing the research part of the dissertation together with the formulation of hypotheses (40 points). Final exam: oral (60 points). The final evaluation will be based on the total number of points obtained from the interim evaluation and the evaluation from the oral exam. The rating is given on a scale: Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
Learning outcomes of the course: The student knows the principles of pedagogical research methodology, understands methodological starting points, knows theories affecting quantitative research, knows quantitative research methods and knows how to apply them, knows the properties of research tools, knows and knows how to use mathematical and statistical methods for data processing and interpretation, knows how to create hypotheses, knows justify the choice of research method and apply it in your research work.	
Course contents: 1. Theories affecting quantitative research. 2. Methods of quantitatively oriented research in pedagogical sciences. 3. Process and stages of scientific research. 4. Formulation of scientific research topics, questions, hypotheses. 5. Tools of quantitative methodology. 6. Comparison of Q-methodology and R-methodology. 7. Processing and interpretation of the results of scientific research and determining the scope of the validity of the conclusions.	

8. Analysis of frequent methodological errors.
9. Ethics in scientific research.

Recommended or required literature:

COHEN, L., MANION, L. MORRISON, K. MORRISON R. B. 2007. Research methods in education. NY : Routledge.

CSÁMPAI, O. 2013. Elementárium kvantitatívneho výskumu. Trnava : Oliva, 2013. ISBN 978-80-89332-15-1.

deMARRAIS, K., LAPAN S. D. (eds.). 2004. Foundations for Research: Methods of Inquiry in Education and the Social Sciences. Mahwah : Lawrence Erlbaum Associates.

DRESSMAN, M. 2008. Using social theory in educational research: a practical guide. New York: Routledge.

GAVORA, P. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava : Univerzita Komenského, 2010. Dostupné na: <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4.

GAVORA, P. 2008. Úvod do pedagogického výskumu. 4.vyd. Bratislava : Univerzita Komenského, 2008.

CHRÁSKA, M. 2007. Metody pedagogického výzkumu. Praha : Grada, 2007.

KOMÁRIK, E. 2002. Metódy vedeckého poznávania človeka. Bratislava : UK, 2002.

JABLONSKÝ, T. 2007. Vedecký výskum v pedagogike. In Kratochvílová, E. ed. al.: Úvod do pedagogiky. Trnava : Pedagogická fakulta Trnavská univerzita, 2007, s. 150 – 165.

JUSZCZYK, S. 2003. Metodológia empirických výskumov v spoločenských vedách. Bratislava : IRIS 2003, 137 s. ISBN 80-89018-13-0.

JUSZCZYK S. 2009. Metodológia edukačných vied. In T. Jablonský, red., Týždeň vedy a techniky na Pedagogickej fakulte Katolíckej univerzity v Ružomberku, 2009, s. 93 – 111.

ONDREJKOVIČ, P. 2007. Úvod do metodológie spoločenskovedného výskumu. Bratislava : SAV 2007.

PROKŠA, M., HELD, L. a kol. 2008. Metodológia pedagogického výskumu a jeho aplikácia v didaktikách prírodných vied. Bratislava : Univerzita Komenského v Bratislave, 2008. ISBN 978-80-223-2562-2.

Language of instruction:

Slovak language, English language

Notes:

Course evaluation:

Assessed students in total: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Name of lecturer(s): prof. PaedDr. Tomáš Jablonský, PhD.

Last modification: 01.07.2023

Supervisor(s):

People responsible for the delivery, development and quality of the study programme:

prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PD104B/22	Course title: Subject Didactics in Elementary Education (group A)
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: hours per semester: 6s / 6s Teaching method: on-site	
Credits: 6	Working load: 150 hours
Recommended semester/trimester: 2.	
Level of study: III.	
Prerequisites:	
Requirements for passing the course: The course ends with a colloquial examination on the acquired scientific knowledge. Active participation in discussions during the course (10 pts), preparation of an independent thesis for the colloquial examination on the topic assigned by the teacher (45 pts), successful completion of the colloquial examination - defending the independent thesis at the examination (45 pts). The grade is awarded on a scale: A (100 - 91), B (90 - 81), C (80 - 71), D (70 - 61), E (60 - 51), Fx (50 - 0).	
Learning outcomes of the course: The student knows the development, theoretical background, conception and tendencies of didactics of elementary education of teaching vocational subjects. The student will get acquainted with the laws of the teaching process, i.e. how to create it and how to systematically proceed in the socialization and pedagogical process in the conditions of primary education.	
Course contents: 1. Didactics as a pedagogical discipline, its subject, division. Basic didactic categories. Relationship of general didactics to subject didactics in primary education. Transdisciplinary didactics. 2. Basic system-forming elements of the teaching process and their interdependence: objectives, content, teaching methods, material didactic means, organizational forms of teaching, conditions of teaching. 3. Objectives of teaching. Taxonomy of objectives. The concretization of objectives in the teaching of pedagogical disciplines. The position of objectives as a determining element for other system-forming elements in teaching. 4. The content of teaching. The concept of curriculum. Types of curriculum. School reform in the Slovak Republic, including content reform. New trends in teaching content. School documents. State educational programme and school educational programme. Educational competences. 5. Didactic principles. Definition of the concept, analysis of individual didactic principles, methodological recommendations for their application, relations between principles and principles, relations between principles and other components of teaching. 6. Didactic methods. System of didactic methods, characteristics of methods, determinants of their optimal choice. Theoretical analysis of individual didactic methods.	

7. Material didactic means, their classification and their application in the teaching of pedagogical disciplines from the point of view of basic pedagogical paradigms. Determinants of their optimal selection.
8. Organizational forms of teaching. System of organizational forms, classification, theoretical analysis of individual organizational forms.
9. Teaching process. Characteristics, functions, factors, regularities. Stages of the teaching process. Long-term and short-term preparation of the teacher for teaching pedagogical disciplines.
10. Concepts of teaching. Concept and brief characteristics of the most important currents of concepts of teaching in the past and at present.

Recommended or required literature:

BERTRAND, Y. 1998. Contemporary theories of education. Prague : Portál, 1998. ISBN 80-7178-216-5.

KALHOUS, Z., OBST, O. 2002. School didactics. Prague : Portál, 2002. ISBN 80-7178-253-X.

KASÁČOVÁ, B., CABANOVÁ, M., BABIAKOVÁ, S., HANESOVÁ, D., LIPNICKÁ, M., STEHLÍKOVÁ, J. 2016. Children on the threshold of education. Reasons and possibilities of their exploration. Banská Bystrica : Belianom, 2016.

KASÁČOVÁ, B., CABANOVÁ, M. et al. 2013. Pedagogical diagnostics. Banská Bystrica : Belianom, 2013.

KOSTRUB, D. 2008. Child/pupil/student - curriculum - teacher, didactic or Bermuda triangle? Prešov : Rokus, 2008. ISBN 978-80-89055-87-6.

LÁSZLÓ, K. 2004. Motivation in the educational environment. Banská Bystrica : Matej Bel University, 2004.

MAŇÁK, J., ŠVEC, V. 2003. Teaching methods. Brno : Paido, 2003. ISBN 80-7315-039-5.

PASCH et al. 2005. From curriculum to lesson. Prague : Portál, 2005. ISBN 80 7367-054-2.

PETLÁK, E. 2004. General didactics. Bratislava : Iris, 2004. ISBN 80-8901-897-0.

PETLÁK, E. 2005. Chapters from contemporary didactics. Bratislava : Iris, 2005. ISBN 80-8901-889-0.

PETTY, G. 1996. Modern teaching. Prague : Portál, 1996. ISBN 80-7178-070-7.

SKALKOVÁ, J. 2007. General didactics. Prague: GRADA, 2007. ISBN 80-24718-21-7.

TUREK, I. 2005. Bratislava : Metodické centrum, 2005. ISBN 80-8052-230-8.

WALTEROVÁ, E. 1994. Curriculum : Changes and trends in an international perspective. Brno: Masaryk University, 1994. ISBN 80-210-0846-6.

State educational programme for primary education (ISCED 1).
Act No. 245/2008 Coll. on Education and Training (Education Act) and on Amendments and Additions to Certain Acts.

Language of instruction:

Notes:

Course evaluation:

Assessed students in total: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Name of lecturer(s): doc. PaedDr. Eva Dolinská, PhD., doc. PaedDr. Robert Rozim, PhD.

Last modification: 01.07.2023

Supervisor(s):

People responsible for the delivery, development and quality of the study programme:

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok					
Faculty: Faculty of Education					
Course code: KPEP/Ep-PD110A/22		Course title: Teaching Activities			
Type and range of planned learning activities and teaching methods: Form of instruction: Recommended study range: hours weekly: hours per semester: Teaching method: on-site					
Credits: 20		Working load: 500 hours			
Recommended semester/trimester: 1., 2., 3., 4., 5., 6..					
Level of study: III.					
Prerequisites:					
Requirements for passing the course:					
Learning outcomes of the course:					
Course contents:					
Recommended or required literature:					
Language of instruction:					
Notes:					
Course evaluation: Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s):					
Last modification:					
Supervisor(s): People responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PD105B/22	Course title: The Word Context (group B)
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: hours per semester: 6s / 6s Teaching method: on-site	
Credits: 4	Working load: 100 hours
Recommended semester/trimester: 2.	
Level of study: III.	
Prerequisites:	
Requirements for passing the course: Continuous evaluation: group evaluated micro-text exercises, the doctoral student chooses, studies and writes a text with philosophical-pedagogical content depending on the topic of the doctoral thesis (30 points). Subsequently, he/she presents it orally (30 points). Final presentation : (40 points) To pass the course, a minimum score of 69% is required. The grade is awarded on a scale: A (100-94), B (93-88), C (87-81), D (80-75), E (74-69), Fx (68-0)	
Learning outcomes of the course: The student is able to work with professional, educational and artistic text at a professional level. The student has developed a critical perspective on working with text. Understands the symbolism of text, can classify textual models and can analyse, interpret and translate into pedagogical practice a professional text with a focus on primary education. Understands interrelationships, can compare domestic and foreign literary sources.	
Course contents: Course contents: 1. Text-making algorithms and genres. 2. Meaning of narrative in the text. 3. Materiality and aesthetics in the text, their occurrence, cooperation and variations. 4. Formal text models. 5. Content text models in the context of primary education. 6. Classification and characteristics of text models for deep and surface text organization. Analysis of selected texts by Luigi Giussani in the context of the book Risk of education with the application dimension of primary education. 7. The basics of hermeneutics and the interpretation of biblical texts from the point of view of the peculiarities of the primary education student. 8. Basic literary orientations, types, methods and genres of literary criticism. Cultural-historical and aesthetic starting points of the text level related to the topic of the dissertation.	

Recommended or required literature:

Recommended reading:

DITTMANN, J., SCHMIDT, C. 2011. Reflections on the word. Basics of linguistics. Prešov: Prešov University Press, 2011. ISBN 978-80-555-0422-3.

FINDRA, J., 2004. Expressive syntactic constructions. Banská Bystrica: FHV UMB, 2004.

GROMOVÁ, E. Introduction to translation studies. Nitra: UKF, 2009. ISBN 978-80-8094-627-2.

KOLLER, W. Einführung in die Übersetzungswissenschaft. Wiesbaden: Quelle & Meyer, 2004. ISBN 978-3494013794.

HORÁK, G., 1999. Slovo oslove. Martin: Matica slovenská, 1999.

CHANASOVÁ, Z., 2014. Use of narrative approach in primary education through literary and drama methods. In Scientia: early school education exemplifications in practice. Chełm : PWSZ w Chełmie, 2014. - ISBN 978-83-61149-35-4. - ISSN 1899-0630, p. 158 – 167.

LIGOŠ, M. 2009. Basics of language and literary education I. Ružomberok: Faculty of Arts of the Catholic University in Ružomberok, 2009. 120 p. - ISBN 978-80-8084-429-5.

LIGOŠ, M. 2003. Motivational and spiritual dimensions of Slovak language teaching: chapters from mother tongue didactics. Ružomberok: Faculty of Arts of the Catholic University in Ružomberok, 2003. ISBN 80-89039-16-2.

LYONS, J. 1995. Einführung in die moderne Linguistik. Achte, unveränderte Auflage. Munich : C. H. Beck'sche Verlagsbuchhandlung (Oscar Beck), 1995. ISBN 3406 39465 5.

LEŠTINSKÝ, J.: Hermeneutics: (short sketch of the history of interpretation). Ružomberok: VERBUM, 2013. ISBN 978-80-561-0084-4.

RAKŠÁNYIOVÁ, J. 2005. Translation as intercultural communication. Bratislava: AnaPress, 2005.

ŠUPŠÁKOVÁ, B. 2015. Visual literacy. Brno: Tribune EU. ISBN 978-80-263-0934-5.

ŠUPŠÁKOVÁ, B., BELEŠOVÁ, M., SZENTESIOVÁ, L. 2016. Word and image in communication. Brno: Tribune EU. ISBN 978-80-263-1026-6.

Language of instruction:**Notes:****Course evaluation:**

Assessed students in total: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Name of lecturer(s): prof. PaedDr. Milan Ligoš, CSc.

Last modification: 01.07.2023

Supervisor(s):

People responsible for the delivery, development and quality of the study programme:

prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok					
Faculty: Faculty of Education					
Course code: KPEP/Ep-PD100C/22		Course title: Work with External Literary Sources (Public and Private Databases)			
Type and range of planned learning activities and teaching methods: Form of instruction: Recommended study range: hours weekly: hours per semester: Teaching method: on-site					
Credits: 3		Working load: 75 hours			
Recommended semester/trimester: 2.					
Level of study: III.					
Prerequisites:					
Requirements for passing the course:					
Learning outcomes of the course:					
Course contents:					
Recommended or required literature:					
Language of instruction:					
Notes:					
Course evaluation: Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Name of lecturer(s):					
Last modification: 14.07.2022					
Supervisor(s): People responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Miriam Uhrinová, PhD., doc. PaedDr. Zlatica Hul'ová, PhD.					