

OBSAH

1. Basic athletic and gymnastic skills.....	3
2. Concepts for the development of religious potential in the child.....	5
3. Cooperation between family and school.....	7
4. Creative Drama.....	11
5. Cultural anthropology and ethnology of education.....	13
6. Curriculum design in pre-primary and leisure education.....	15
7. Defence of bachelor thesis.....	18
8. Developing arithmetic concepts.....	20
9. Developing of Digital and Media Literacy.....	23
10. Developing of Geometric concepts.....	27
11. Development of technical creativity.....	30
12. Environmental Education.....	33
13. Foreign Language (English).....	35
14. Fundamentals of communication literacy.....	37
15. Fundamentals of special pedagogy.....	40
16. Game and Methodology of It's Development.....	42
17. General and developmental psychology.....	45
18. Health Protection in Education.....	49
19. Healthy life for children.....	51
20. Inclusive pedagogy.....	54
21. Intermedia project in education.....	56
22. Learner-centred Approach 1.....	58
23. Learner-centred Approach 2.....	61
24. Learner-centred Approach 3.....	63
25. Learning theory and concepts of education.....	66
26. Mathematics and working with information.....	68
27. Multicultural Education.....	70
28. Music activities in pre-primary and leisure education.....	72
29. Musical Instrument.....	74
30. Musical art in pre-primary and leisure education.....	76
31. Natural and Social Sciences Pre-school and Leisure Education.....	79
32. Outdoor Study and Excursions.....	82
33. Outdoor physical activities.....	84
34. Pedagogical Research in preschool Education.....	86
35. Pedagogical and social communication.....	89
36. Pedagogical diagnosis of the child.....	92
37. Pedagogy of leisure time.....	94
38. Physical and health education in pre-primary and leisure education.....	97
39. Pre-primary education.....	99
40. Prosocial education.....	102
41. Recreational maths.....	105
42. Regional Education.....	108
43. School Management and Legislation.....	110
44. Science experiments and exploration activities.....	112
45. Selected aspects of linguistic culture.....	115
46. Semester project 1 - continuous pedagogical practice.....	118
47. Semester project 2 - continuous pedagogical practice.....	121
48. Seminar for final thesis 2.....	124

49. Seminar of the final thesis 1.....	126
50. Sociological aspects of education.....	128
51. Somatic development of the child.....	130
52. Special Educational Approaches in Early Childhood Care.....	132
53. State Final Examination - Preschool and Elementary Pedagogy.....	134
54. Surface and spatial art media.....	136
55. Teaching practice 1.....	139
56. Teaching practice 2.....	142
57. Technical and artistic pre-primary and leisure education.....	145
58. Theory and Practice of Literary Education.....	147
59. Theory and practice of language education.....	150

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD108B/22	Course title: Basic athletic and gymnastic skills
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 2 hours per semester: 26 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Theoretical knowledge in the form of a written exam in the areas of methodology of selected athletic disciplines for children, forming one of the performance standards in athletics for kindergarten children. Theoretical knowledge of the methodology of gymnastics for children, forming one of the performance standards from the basics of gymnastics for kindergarten children. 50% of the overall evaluation of the subject. Practical mastery of selected athletic disciplines and gymnastic exercise forms. It makes up 50% of the overall evaluation of the subject. 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: Course Objective: To master the methodology of selected exercise forms from gymnastics and athletics disciplines at the basic level. To provide rescue and assistance in the exercises. To know the athletic and gymnastic games. Learning Outcomes: Upon completion of the course, the student will have the following knowledge, skills and competencies: - The student masters the theory and didactics aimed at mastering the movement activities of selected athletic disciplines and gymnastic exercises aimed at the development of movement abilities, - the student knows the terminology of basic gymnastics, - master the movement activity of athletic disciplines and gymnastic exercises, - has developed specific skills and movement abilities.	

Course contents:

Didactics and methodology of athletics for kindergartens. Didactics and methodology of gymnastics for Kindergarten. Gymnastic and athletic games. Movement programme Athletics for children. Movement programme Be Fi! with gymnastics. Preparatory exercises for athletics and gymnastics.

Recommended or required literature:

ČILÍK, I., KRŠKA, P., PUPÍŠ, M., ROŠKOVÁ, M., ROZIM, R. Athletics. Banská Bystrica: Matej Bel University in Banská Bystrica, 2009, ISBN 978-80-8083-892-8.
 ADAMČÁK, Š., NEMEC, M. Movement games 1 - games in the gym. Žilina: EDIS-publishing house of the University of Žilina, 2014. ISBN 978-80-554-0967-2
 NOVOTNÁ, N., ROZIM, R. Basic locomotion and seasonal movement activities. Banská Bystrica, Matej Bel University, Faculty of Arts, 2014. ISBN 978-80-557-0754-9
 NOVOTNÁ, N., VLADOVIČOVÁ, N. Rigid movement skills and manipulative, locomotor and preparatory sports games. Banská Bystrica, Matej Bel University, Faculty of Humanities, 2013. ISBN 978-80-557-0408-1
 NOVOTNÁ, N., VLADOVIČOVÁ, N., PALOVIČOVÁ, J. Creative, aesthetic and psychomotor movement activities. Banská Bystrica, Matej Bel University - Belianum, 2013. ISBN 978-80-557-0579-8
 ŠIŠKOVÁ, M., FIALOVÁ, E., RUČKOVÁ, M. Gymnastic sports. Bratislava, Metodicko-pedagogické centrum, 2014. ISBN 978-80-8052-995-6

Language of instruction:

Slovak language

Notes:**Course evaluation:**

Assessed students in total: 12

A	B	C	D	E	FX
58.33	41.67	0.0	0.0	0.0	0.0

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

Last modification: 01.07.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
 prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD124B/22	Course title: Concepts for the development of religious potential in the child
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 5.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: To verify the extent to which the student has acquired the relevant knowledge, skills and competences on the basis of theoretical and practical examinations during the semester teaching of the course. 60 % of the interim assessment and 40 % of the final assessment. The continuous assessment includes the elaboration and presentation of a seminar paper based on one of the concepts of the development of the religious potential of the child (60%). The final assessment includes a final examination (40 %). Course 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 aim of the course is to characterize concepts aimed at the development of the religious potential of the child such as the Catechesis of the Good Shepherd, Gestalt pedagogy in spiritual formation and work with Biblical characters and to provide both theoretical knowledge and practical skills in the field of innovative methods and forms of work aimed at the development of the child in pre-school and younger school age in church kindergartens and after-school clubs. Upon completion of the course, the student will acquire the following knowledge, skills and competences: - Based on the Declaration on Religious Education and the Apostolic Exhortation Catechesi tradendae in correlation with the knowledge of developmental psychology and catechetics, the student will know the basic pillars of the child's religious potential, - acquire a basic knowledge of the three concepts aimed at the development of the child's religious potential as: Catechesis of the Good Shepherd, Gestaltpedagogical work and work with Biblical characters. The student will acquire the skills of working with innovative methods of work of the given concepts, being able to apply them in pre-primary and leisure-time education.	
Course contents:	

Triad: God - child - adult. The role of the adult in the religious education of the child, (autonomy, independence, self-reflection). Concept 1 - Catechesis of the Good Shepherd, basic methods, forms, prepared environment in pre-primary education. Concept 2 - Gestalt pedagogy and spiritual formation. Methods, forms, content of Gestalt pedagogical work in primary education. Concept 3 - Biblical characters. Christ - the Good Shepherd. The mystery of the Kingdom of God. Development of reading literacy in the context of biblical parables. Religiosity, sensitive periods and the child's sense of symbol. Parables as signs. Prayer and the child. Aspects of God in the child. The importance of silence in the Catecheses of the Good Shepherd. The absorbent mind and education for wonder. The joy of God and the moral life of the child - the formation and education of desire. Implementation in practice.

Recommended or required literature:

BIBLE. Holy Scriptures of the Old and New Testaments / introduction to individual writings and notes by Jozef Heriban. Trnava: SVV, 2018.

CAVALLETTI, S. The religious potential of the child. Trnava: LÚČ, 2019.

GLONČÁKOVÁ, J., DRBJAKOVÁ, M. Creative work with biblical characters. Catholic News - Roč. 123, no. 36 (2008), p. 19

CHANASOVÁ, Z., JABLONSKÝ, T. Gestalt pedagogy in the teaching of religious education. Ružomberok: Verbum, 2013.

CHANASOVÁ, Z. The importance of literary and dramatization methods in education for virtues. Ružomberok: Verbum, 2018.

KORHERR, J. Educational psychology for theologians. Bratislava: UK, 1996.

MONTESORI, M. Absorbing minds. The development and education of children from birth to six years. Prague: Portal, 2018.

MUCHOVÁ, L. Goals and paths to a deeper humanity. České Budejovice: Petrinum, 2016.

MUCHOVÁ, I. Saying the unspeakable: didactics of introduction to the world of symbols. Brno: Centre for the Study of Democracy and Culture, 2005.

SURMA, B., BIEL, K. I am the good shepherd. Prague: Triton, 2016.

Language of instruction:

Notes:

Course evaluation:

Assessed students in total: 14

A	B	C	D	E	FX
35.71	42.86	21.43	0.0	0.0	0.0

Name of lecturer(s): doc. PaedDr. Zuzana Chanasová, PhD.

Last modification: 01.07.2023

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD111B/22	Course title: Cooperation between family and school
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: The condition for passing the course is the performance of intermediate tasks, which include active participation in the exercises, the performance of sub-tasks in the form of a seminar paper, the development and presentation of a project and a final written test, where the student demonstrates his theoretical and practical knowledge, skills and competencies. In completing the intermediate tasks as well as in the final written test, the student demonstrates the ability to think and work independently and creatively, is capable of self-evaluation with the application of critical thinking. Verification of the degree of acquisition of relevant knowledge, skills and competences of the student is realized on the basis of his theoretical and practical outputs during the semester course. Course 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 goal of the course is to learn how to work with families, become familiar with the functions that families perform, gain insight into family influences on a child's school success, and be able to think strategically about how to exert their influence on the family. Upon completion of this course, the student will have the following knowledge, skills, and competencies: - The student will acquire basic knowledge of methods, forms and strategies of family-school collaboration that he/she can use effectively in his/her pedagogical practice, especially in the process of communication with the child's parents and in the process of family involvement in the life of the school, - the student has consultative and counselling competences based on the use of appropriate communication strategies, - the student knows the patterns and determinants of the emergence of socio-pathological phenomena in the context of family-school cooperation and will be able to effectively eliminate their manifestations,	

- the student is capable of self-reflection and internal dialogue in solving model and real pedagogical situations related to family-school cooperation.

Course contents:

Family and parental authority. Family and school as basic educational institutions. Family environment. Parenting styles. Basic implementation of school and family communication. Forms of traditional and alternative cooperation between family and school. Roles and types of teachers and typology of parents. Possibilities of effective partnership between school and family. Involvement of the family and proposals for the involvement of families in the process of educational and educational activities of the school. Family and school cooperation in inclusive education. School climate and atmosphere in family and school - components of climate. Socio-pathological phenomena in the context of family and school cooperation.

Recommended or required literature:

- ČAPEK, R. Teacher and parent. Prague: Grada, 2013. ISBN. 978-80-247-4640-1.
- DIEŠKOVÁ, V. Fundamentals of social pedagogy. Bratislava: Občianske združenie Sociálna práca, 2005. ISBN 80-89185-08-8.
- FRÝDKOVÁ, E. Parents as educational partners of the school. Trnava: University of St. Cyril and Methodius, 2010. ISBN 978-80-81052-00-2.
- CHALUPOVÁ, A. et al. Seeking opportunities for family-school partnership. Prešov: Rokus, 2009. ISBN 978-80-89055-95-1.
- KASÁČOVÁ, B., LUPÁKOVÁ, K. Social aspects of childhood and upbringing: study texts for the study programme: pre-school and elementary pedagogy. Banská Bystrica: Matej Bel University, 2007. ISBN 978-80-8083-455-5.
- KOL. AUTHORS. Catechesis in school and family: proceedings of lectures from the conference, Ružomberok, 6-11 November 2006. Ružomberok: Faculty of Education, Catholic University, 2006. ISBN 80-8084-115-2.
- KOLLÁRIKOVÁ, Z., PUPALA, B. Preschool and primary pedagogy. Prague: Portál, 2010. ISBN 978-80-7367-828-9.
- MATÚŠOVÁ, J. The family and its cooperation with the kindergarten. Bratislava: Metodicko-pedagogické centrum, 2014. ISBN 978-80-8052-782
- ONDRUŠKOVÁ, I. Participation of kindergarten and family in stimulation of child's psychosocial development. Ružomberok: Verbum, 2011. ISBN 978-80-8084-854-5.
- OTEVŘELOVÁ, H. School maturity and readiness. Prague: Portal, 2016. ISBN 978-80-262-1092-4.
- PANKEVIČ, M., 2021. Highly Effective Learning and Application Thereof to Roma Pupils Elementary Education System in Slovakia. European Journal of Education and Pedagogy, 2(6), 19-26. Available online: <https://doi.org/10.24018/ejedu.2021.2.6.201>.
- PANKEVIČ, M., 2021. Adaptive abilities and competences of pupils of the zero year of primary school in socio-pedagogical discourse. s. 114 - 120. In BAKOŠOVÁ, Z. - DONČEVOVÁ, S., 2021 (Ed.). Pedagogy and andragogy I. (Sciences of education and education). Bratislava: Slovak Pedagogical Society at the Slovak Academy of Sciences, Comenius University in Bratislava, Faculty of Arts, Department of Pedagogy and Andragogy, 2021. 322 p. ISBN 978-80-223-5146-1.
- POTOČÁROVÁ, M. Pedagogy of the family. Bratislava: Comenius University, 2007. ISBN 978-80-223-2458-8.
- PUPÍK, Z., PAĽA, G., TIRPÁK, P. Possibilities of education in contemporary conditions of culture: proceedings of a symposium. Žilina: Institute Communio, 2010. ISBN 978-80-970613-1-9.
- SPLAVCOVÁ, H. Education of children from two years of age in kindergarten. Prague: Portál, 2016. ISBN 978-80-262-1042-9.
- ŠMELOVÁ, E. Didactics of preschool education. Prague: Portál, 2018. ISBN 978-80-262-1302-4.

Language of instruction:

slovak

Notes:**Course evaluation:**

Assessed students in total: 86

A	B	C	D	E	FX
84.88	3.49	3.49	2.33	4.65	1.16

Name of lecturer(s): Mgr. Silvia Kaščáková, PhD.
Last modification: 08.07.2023
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD112B/22	Course title: Creative Drama
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 2 hours per semester: 26 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is realized through the creation of a scenario according to the set topic and then its realization in the form of a group study using appropriate theatrical means. During the semester, the student demonstrates his practical skills in creating a scenario and implementing a group study. At the end of the semester, the student proves his theoretical knowledge in the form of a written test. Final assessment: cumulative percentage gain from the written test (50%) and group study presentation (50%). A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
Learning outcomes of the course: The aim of the subject is to acquire basic theoretical knowledge and practical skills to ensure teaching within drama education. Learning outcomes: After completing the subject, the student will acquire the following knowledge, skills and competences: - the student can define the basic concepts and theoretical starting points of drama education in primary education, - controls the methodology of drama education, - is able to progressively improve children's digital maturity and reading literacy through digital technologies and various technical innovations, - is able to create a study with an emphasis on the use of various theatrical means of expression (work with space, costume, creative elements, light, simple puppetry procedures, sound, simple musical accompaniment, etc.) while respecting the age characteristics of the addressee (a child in leisure education).	
Course contents:	

Characteristics of drama education. Historical excursion into the issue. Goals and principles of drama education. Competences of the drama teacher. Classification of drama education methods. Forms of creative drama. Improvisation and dramatic play. Games and dramatic education. Musical methods and dramatic education. Movement methods in drama education. Artistic methods and dramatic education. Preparation and implementation of the study.

Recommended or required literature:

LIPTÁKOVÁ, Ľ., et al. Integrated didactics of Slovak language and literature for primary education. Prešov: PU, 2011. ISBN 978-80-555-0462-9.

MACHKOVÁ, E. et al. Drama education projects for younger school age. Prague: Portál, 2013. ISBN 978-80-262-0374-2.

OBERT, V. Developing pupils' literary culture. Bratislava: OG - Publishing House Poľana, 2003. ISBN 80-89002-81-1.

OBERT, V. Children's literature and children's reading development. Nitra: Aspekt, 2009. ISBN 80-88894-07-7.

PRŠOVÁ, E. Literary text in communicative-experiential teaching. Banská Bystrica: UMB, 2015. ISBN 978-80-557-1052-5. Available at: file:///C:/Users/kasca/Downloads/Literary%C3%A1rny%20text%20in%20communication%C4%8Dno-z%C3%A1%C5%BEditkovom%20vyu%C4%8Dovan%C3%AD%20(5).pdf

ŠVÁBOVÁ, B. Methods of creative dramatics in the educational process in pre-primary education: methodological material for teachers of pre-primary and primary education. Ružomberok: PF KU, 2008. ISBN 978-80-8084-396-0.

VALENTA, J. Methods and techniques of drama education. Prague: Grada, 2008. ISBN 978-80-247-1865-1.

ZENTKO, J., CHANASOVÁ, Z. Dramatization techniques in kindergarten. Ružomberok: Verbum, 2011. ISBN 978-80-8084-809-5.

Language of instruction:

slovak

Notes:

Course evaluation:

Assessed students in total: 76

A	B	C	D	E	FX
98.68	0.0	1.32	0.0	0.0	0.0

Name of lecturer(s): Mgr. Silvia Kaščáková, PhD.

Last modification: 08.07.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD117B/22	Course title: Cultural anthropology and ethnology of education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 4.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: As part of the mid-term evaluation, the student presents a selected topic in the field of cultural anthropology, through any chosen technique (e.g. output, poster, PowerPoint presentation or short video), with a maximum of 40 points. The student may score a maximum of 60 points on the final written examination. The final grade will be based on the total number of points obtained from the thesis and the written examination. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Course Objective: The aim of the course is to provide basic theoretical knowledge and practical skills in the area of cultural anthropology, cultural and art theory as well as ethnography of education in historical contexts up to the present day with an important overlap into educational reality. Learning Outcomes: Upon completion of the course the student will acquire the following knowledge, skills and competences: - have a basic general knowledge with regard to historical and thematic contexts in the field of cultural anthropology and ethnography of education - knows the different aspects of culture in interdisciplinary contexts and intersubjects, in the use and meaning of professional terms, concepts and methods of obtaining information. - has a basic overview in the area of cultural anthropology and ethnography of education, knows the theoretical basis for the study of culture and art in practice. - has the ability to formulate his/her own opinions in the field of cultural anthropology in a professional and comprehensible manner, can evaluate and justify the level of his/her own expertise - can carry out field research focused on selected aspects of cultural heritage and cultural anthropology, using methods of obtaining information and materials for further processing	

- can work with stimuli from different types of art and cultural aspects
- is culturally literate, has knowledge of cultural theory and cultural anthropology.

Course contents:

The concept of culture and cultural anthropology. Culture as a way of coexistence of man and society. Elucidation of cultural concepts in history. Culturology and its mission. Determination of culture by the environment and selected cultural manifestations: architecture, art, literature, music, housing, food, folklore, social life and societies. Diversity in culture, cultural identity, cultural universals. Cultural norms and behaviour (customs and rituals). Folk culture (material and spiritual). Cultural institutions. Event culture, media culture, social culture, everyday culture. Ethnology of education and school ethnography. Tradition and education in society. Art: art in the life of the individual, art in culture, art in pedagogical reality. Visual arts, visual anthropology, multiaspect analysis of visual stimuli. Visual aesthetics and the meaning of visual art in the life of the individual. New media, media communication, visual literacy, media in the visual arts.

Recommended or required literature:

BEŇUŠKOVÁ, Z. et al. Traditional culture of Slovak regions. Bratislava, Veda, 2005. ISBN 80-224-0518-3

BOTÍKOVÁ, M. - JAKUBÍKOVÁ, K. - ŠVECOVÁ, S. Traditions of the Slovak family. Bratislava, 1997. ISBN 80-224-0461-6.

CHÂTELET, A., GROSLIER, B. World art history : painting, sculpture, architecture, applied arts. Prague: Cesty, 1996. ISBN 80-7181-056-8.

MICHÁLEK, J.: Methods of ethnography of education. In: ŠVEC, Š. et al. Methodology of the sciences of education. Bratislava, IRIS, 1998. ISBN 80-88778-73-5.

RUSINA, I. et al. Baroque: the history of Slovak visual arts. Bratislava: Slovak National Gallery, 1998. ISBN 80-8059-014-1

ŠUPŠAKOVÁ, B., SYROVÁ, M. Visual culture and symbol in the pictorial expression of children and youth. Bratislava: IRIS - Publishing and Printing, 2010. ISBN 978-80-89256-54-9.

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

ŠUPŠAKOVÁ, B. Genius loci Spiš, cultural heritage of the Spiš region in the context of education. Ružomberok. VERBUM, 2019. ISBN 978-80-561-0637-2.

ŠUPŠAKOVÁ, B. The genius loci of Šariš: the cultural heritage of the Šariš region in the context of education. Ružomberok: VERBUM, 2018. ISBN 978-80-561-0595-5

ZENTKO, J.: Illustration for children. In. Terminological and explanatory dictionary. Ružomberok: Pedagogical Faculty of the Catholic University of Ružomberok, 2007. ISBN 978808080841621.

Language of instruction:

Notes:

Course evaluation:

Assessed students in total: 17

A	B	C	D	E	FX
88.24	5.88	5.88	0.0	0.0	0.0

Name of lecturer(s): PaedDr. Jozef Zentko, PhD.

Last modification: 08.07.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD109A/22	Course title: Curriculum design in pre-primary and leisure education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 2 hours per semester: 13 / 26 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: To verify the degree of acquisition of relevant knowledge, skills and competences of the student through the implementation of theoretical and practical exercises during the semester course. The student will be evaluated after completing two curricular projects during the semester (max. 50 points) and a theoretical background check (max. 50 points). Course Evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Objective of the subject: Analyze curricular planning in pre-primary and leisure education. Gain a skill independently and creatively plan activities in kindergarten and leisure activities. After completing the course, the student will acquire the following knowledge, skills and competences: - acquire an open system of knowledge about pre-school and leisure activities. Can explain the theoretical knowledge of educational and social sciences in the context of pre-primary and leisure education and the development of children's key competences, - be familiar with the functions of the kindergarten, its curriculum documents and the basic means of developing the personality of the pre-school child, - become familiar with the curriculum documents of leisure-time education and the basic means of developing the child's personality, - can independently navigate curriculum documents, independently plan, design educational and leisure activities, - can create a stimulating environment and incorporate inclusive education, - apply a humane and ethical approach in planning activities, - incorporate assessment methods into education, including self-evaluation with regard to	

professional competences.

Course contents:

Specifics of pre-primary education and leisure-time educational activities - legislative framework in the Slovak Republic. Reform of the education system in the European context. Target, content dimension of the educational process. Organization of conditions for the educational process and implementation of the educational process. Evaluation dimension of the educational process. Strategic planning and designing of the educational process. Steps in planning and designing the educational process. Analysis of curriculum documents. Content analysis of the curriculum. Learning as a sequence of educational situations. Application of transnational methods - PBL method, TBL method, Step by step project. Designing the educational environment in the Kindergarten, Kindergarten, educational context. Planning, implementation, design and analysis of curriculum projects.

Application of curriculum projects to school practice.

Recommended or required literature:

GAJDOŠOVÁ, J. et al. Educational program Start together. Methodical guide for preschool education. Prague: Portal, 2003. ISBN 80-7178-815-5.

HAJDÚKOVÁ, V. et al. Handbook for the creation of school educational programs for kindergartens. Bratislava: MPC, 2008.

HUĽOVÁ, Z. 2017. Project-based, problem-based, cooperative and research concept of education in the undergraduate training of future teachers: for the field of technical education at the primary school level. – 1st ed. – Banská Bystrica: Matej Bel University in Banská Bystrica. Faculty of Education, 2017. – 79 pp. – ISBN 978-80-557-1275-8.

COL. AUTHORS. CHILD-ORIENTED PRESCHOOL EDUCATION Step by approach Step / Start together. Prague: Step by Step CR, o.p.s., 2020. ISBN 978-80-907802-0-0.

KOSTELANSKÝ, A. Free time and extracurricular activities of pupils in primary education. Ružomberok: Verbum, 2013. ISBN 978-80-561-0098-1.

LEV, S. et al. Implementing Project Based Learning in Early Childhood. New York & London: Routledge, 2020. ISBN 978-0-367-19801-5.

ŠKARDOVÁ, M. We plan together. A planning guide with respect for everyone's needs child in kindergarten. Prague: Step by Step CR, o.p.s., 2020. ISBN 978-80-907802-1-7.

State educational program for pre-primary education in kindergartens. Bratislava: RAABE, 2016. ISBN 859-56-3700-101-5.

Creation of educational programs in school facilities.

<https://www.minedu.sk/data/att/4107.pdf>

Language of instruction:

Slovak

Notes:**Course evaluation:**

Assessed students in total: 139

A	B	C	D	E	FX
20.14	23.74	18.71	13.67	16.55	7.19

Name of lecturer(s): PaedDr. Mária Vargová, PhD., PaedDr. Zdenka Zastková, PhD.

Last modification: 17.06.2023

Supervisor(s):

Person 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-BD101S/22	Course title: Defence of bachelor thesis
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: 5., 6..	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: To verify the extent to which the student has acquired the relevant knowledge, skills and competences through the production of a bachelor thesis of appropriate scope and difficulty and to successfully orally defend the bachelor thesis. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Course aim: To present the results of the bachelor's thesis in front of a professional committee. Learning outcomes: After completing the course the student will acquire the following knowledge, skills and competences: - By completing the bachelor thesis, the student demonstrates the ability to independently acquire theoretical and practical knowledge and creatively apply it in solving specific problems through the concepts, principles and practices of the discipline, - the bachelor thesis is based on the acquired knowledge and skills with regard to pre-primary education and leisure-time education of children of younger school age with suggestions for their use in educational practice, - the student demonstrates the ability to work independently with domestic and foreign professional and scientific literature, to select from it essential information for his/her topic, to apply his/her skills in collecting, interpreting, processing, analysing and comparing professional and scientific literature, - present and defend significant findings in a logically clear manner, and formulate recommendations for educational practice,	

- the student demonstrates a deeper understanding of the field of study, the ability to creatively and independently apply the acquired knowledge, to argue, evaluate and be able to take and defend their own opinion on the problem, as well as other skills resulting from the profile of the graduate.

Course contents:

The student will present his/her work before the expert committee - justify the meaning and aim of his/her work, explain the methodology and methods used in his/her work and point out the results achieved. After reading the evaluations, the student responds to the evaluation, takes a position on any reservations and answers the individual questions posed in the evaluations. This is followed by a professional discussion.

Recommended or required literature:

GONDA, V. How to write and successfully defend a thesis. Bratislava: Elita, 2001.

LIŠKA, V. Processing and defence of bachelor and diploma thesis. Prague: Professional Publishing, 2010.

MEŠKO, D., KATUŠČÁK, D., FINDRA, J. et al. Academic handbook. Martin: Osveta, 2005.

RYBÁROVÁ, L., CUPEROVÁ, J., RYBÁROVÁ, D. Methodology of writing a bachelor's thesis. Martin: Osveta, 2009.

Directive of the Dean of the Faculty of Education of KU No. 6/2020 on the completion of studies at the Faculty of Education of KU in Ružomberok

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 826

A	B	C	D	E	FX
39.47	26.27	16.71	11.14	5.93	0.48

Name of lecturer(s):

Last modification: 11.07.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD107A/22	Course title: Developing arithmetic concepts
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 5	Working load: 125 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Verify the degree of acquisition of the relevant knowledge, skills and competences of the student through the implementation of theoretical and practical examinations during the semester teaching of the subject. The interim assessment consists of two interim tests and active participation in seminars - a maximum of 40 points. Semester work - design and implementation of an activity with the aim of developing a mathematical area of the student's choice (and the possibility of implementation in practice), presentation and defense in front of classmates - maximum 20 points. The student must obtain at least 30 points from the mid-term assessment in order to participate in the final test. A final test in which the student proves the acquired theoretical knowledge (20 points) and an oral exam in which he proves the practical competences acquired during the internship - a maximum of 20 points. The final assessment is the total percentage gain from the interim assessment (60%) and the final exam (40%). Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Objective of the subject: To acquire basic knowledge about the process of developing the mathematical ideas of preschool children, especially in the area of working with number and quantity, using knowledge about comparison, sorting, arranging, matching and working with patterns. By acquiring adequate competences and skills, acquire the ability to independently and responsibly design, project, organize, implement, critically analyze and evaluate the mathematical part of the educational process in kindergarten. Learning outcomes: After completing the subject, the student will acquire the following knowledge, skills and competences:	

- the student will acquire basic knowledge about the process of developing the mathematical ideas of preschool children using knowledge mainly from the areas of logic, sets, relations, sorting and arrangement, as well as the basics of financial literacy and handling data,
- knows, analyzes and evaluates the stages of the cognitive and concept-forming process from the areas of propositional logic, the basics of set theory, classification and arrangement; master the stages and methods of creating multiple ideas and counting,
- the student is able to apply various technologies in practice while developing logical and critical thinking, the ability to solve problems independently; identify, create and use applications of theoretical knowledge in educational activities intended for children of preschool age,
- the student can evaluate solutions to methodological, professional, practical or scientific problems in the mathematical field of preschool education,
- the student is able to analyze and critically evaluate the process of pre-primary mathematics education in a professional and comprehensible manner and, through self-evaluation, create space for greater responsibility for their own educational process and planned personal growth.

Course contents:

The importance of mathematics for the development of a child's thinking. Pedagogical, philosophical and psychological theories and trends in the context of the development of mathematical abilities, J. Piaget, L. S. Vygotskij, J. Bruner, L. Košč. M. Hejny. Conceptual process in mathematics. Cognitive process. Learning through experience. State educational program, competences, content and performance standards in the field of developing mathematical ideas of preschool children. Elementary knowledge of formal logic. Elementary knowledge of intuitive set theory. Interrelatedness with knowledge from logic. Relations, their properties and applications in sorting and ordering. Views, their properties and comparison methodology. Stages of the concept-forming process in mathematics related to the ideas of quantity and natural number. Counting. Stages of numeration development - counting. Financial literacy as a component of cultural literacy – elementary knowledge about shopping, money, work, earnings, loans and the role of the bank. Methods of recording data, their processing and interpretation suitable for work in kindergartens. Presentation and evaluation of semester papers.

Recommended or required literature:

Recommended reading:

BLAŽKOVÁ, R. Development of mathematical concepts and ideas in preschool children. Brno: Masaryk University, 2010. ISSN 1802-128X. Available at: <https://is.muni.cz/elportal/?id=893208>

CSACHOVÁ, L., JUREČKOVÁ, M., TKAČIK, Š. 2021. Critical points of school mathematics. Ružomberok: VERBUM. 165 p. ISBN 978-80-561-0936-6.

FUCHS, E., LIŠKOVÁ, H., ZELENDOVÁ, E. Development of premathematical ideas of preschool children. A methodological guide. Prague: JČMF, 2015. ISBN 978-80-7015-022-1

Studia Scientifca Facultatis Paedagogicae, vol. XIII, 2014, No. 1. ISSN 1336-2232.

ŠIMČÍKOVÁ, E., TOMKOVÁ, B. Playful mathematics in kindergarten. Bratislava: MPC in Bratislava, 2014. ISBN 978-80-8052-679-5.

TRUBÍNIOVÁ, V. et al. Preschool pedagogy: terminological and explanatory dictionary. Ružomberok: PF KU, 2007. 893 p. ISBN 978-80-8084-1621.

UHERČÍKOVÁ, V., HAVERLÍK, I. Didactics of developing basic mathematical ideas. Bratislava: DONY, 2007. ISBN 978-80-968087-4-8.

BENYAK, J., KOPÁČOVÁ, J. Pattern applets - working with applets promoting pattern recognition. In: SEMT 19: Opportunities in Learning and Teaching Elementary Mathematics : international symposium elementary mathematics teaching / Novotná, J.; Moraová, H. - 1st ed. - Prague: Univerzita Karlova v Praze, 2019. - ISBN 978-80-7603-069-5, pp. 72-80.

Language of instruction:

Notes:					
Course evaluation: Assessed students in total: 78					
A	B	C	D	E	FX
1.28	2.56	11.54	25.64	35.9	23.08
Name of lecturer(s): Mgr. Lenka Matejčiková, PhD.					
Last modification: 17.06.2023					
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD103B/22	Course title: Developing of Digital and Media Literacy
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 1.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: To verify the extent to which the student has acquired the relevant knowledge, skills and competences through the implementation of theoretical and practical examinations during the semester teaching of the subject. The student will be evaluated during the semester by active participation in the exercises, as well as for the midterm project (a minimum of 55% of the midterm project will be required to meet the midterm grade), which will be an outcome consisting of a verification of theoretical knowledge and skills. It will also be assessed by a theoretical examination. For the completion of the course, it is necessary to prepare a semester project, which the student will present and at the same time be able to constructively evaluate his/her work and the output and presentation of others. The semester project comprehensively evaluates the degree of acquisition of relevant knowledge and skills, as well as the student's competence to use the theoretical knowledge practically. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Define ICT from theoretical and practical point of view, describe the issues of ICT in education, define the basic concepts related to the implementation of ICT in the educational process in kindergarten and kindergarten. Assess the appropriateness of the use of ICT in kindergarten, know the safety when working with ICT. Demonstrate basic skills in working with multimedia and graphic editors, as well as robotic programmable toys designed for children. At the same time, define the basic terminology related to media (mass media) and media education with emphasis on preschool age and its specifics, name the degree of media influence on the child at present and in the context of current research, and evaluate the possibilities of formal as well as informal education. To propose concrete possibilities of implementation of media education with regard to preschool and leisure education of children and to apply theoretical knowledge in practice. Learning outcomes:	

Upon completion of the course the student will acquire the following knowledge, skills and competences:

- master the current theoretical background of the implementation of ICT, media and media action in the context of pre-school and leisure education, be able to deal with general knowledge in the field of ICT and media education in the form of different concepts, approaches and methods,
- is familiar with current curriculum documents and school legislation, knows and understands the terminology associated with the use of digital and media literacy in the context of pre-school and leisure education,
- is able to independently and responsibly design, implement, analyse and evaluate didactic activities in the context of the use of ICT and the implementation of media education in kindergarten and school children's club education,
- knows didactic strategies for the development of digital and media literacy of children and can independently, innovatively and responsibly apply them to the educational process in pre-primary education and leisure education, can justify their choice,
- has adequately developed critical thinking, can organise and plan own learning, preferably in the field of classical and digital media and the appropriateness of their use in relation to the age of the children.
- has a basic knowledge of children's somatic, psychological and social development in the context of media exposure.

Course contents:

Didactic technique. Basic concepts related to ICT and their definition (digital, information, media literacy, multimedia, media, mass media, etc.). Possibilities of implementing ICT in the educational process in kindergarten (in the context of the curriculum). Application of ICT in the Kindergarten. Adequacy of ICT use taking into account the developmental specificities of preschool and younger school-age children. Health protection. Electronic and programmable toys. Robotics in the Kindergarten. Working with interactive whiteboards in kindergarten. Working with graphics. Creating multimedia presentations. Educational software suitable for Kindergarten and Kindergarten. Definition of media, division and functions of media. Psychological aspects of media influence and mass communication.

The effect of media on the behaviour of preschool and young school-age children in the context of current research. Print media. Radio and television. Internet. Social media. Children's communication and activities on social media. PC gaming issues. Implementation of media education in pre-primary education in the context of the curriculum. Objectives of media education. Cooperation between family and school in the field of prevention against media exposure. 12. Media education in non-formal education (projects in Slovakia and abroad).

Recommended or required literature:

- BOBOT, V., JAKUBEKOVÁ, M., RURÁK, R. The use of information and communication technologies in teaching. Bratislava: MPC, 2012. 66 p. ISBN 978-80-8052-389-3.
- MISÚT, M. ICT in education. [online]. Trnava: PF TU, 2013. [cited 2021-10-10]. ISBN 978-80-80-8082-695-6. Available from: <https://pdf.truni.sk/e-ucebnice/iktv/>
- HORVÁTOVÁ, D. et al. A comprehensive view of multimedia. Banská Bystrica: Koprnt, 2001. 194 p. ISBN 80-8055-556-7.
- KALAŠ, I. Exploring the potential of digital technologies in pre-primary education. An analytical study. Bratislava: Institute of Information and Prognosis of Education, 2011. 167 p. ISBN 978-80-7098-495-6.
- KARASOVÁ, M. 2017. Current issues related to the effectiveness of ICT use in primary and pre-primary education. In *Studia Scientifica Facultatis Paedagogicae : Universitas Catholica Ružomberok*. 2017, vol. 16, no. 1, pp. 225-230. ISSN 1336-2232.
- BRESTOVANSKÝ, M. Introduction to media education. University scripts. Trnava: PF TU, 2010. ISBN 978-80-8082-396-2.
- CHAPMAN, G., PELLICANE, A. Digital children. Education in the light of dilemmas. Bratislava: Porta Libri, 2016. 199 p. ISBN 978-80-8156-070-5.
- IZRAEL, P., HOLDOŠ, J., ĎURKA, R., HASÁK, M. Slovak children and adolescents on the internet. Final report of the EU Kids Online IV research - Slovak Republic. Ružomberok: Katolícka univerzita v Ružomberku, 2020.
- JUSZCZYK, S., KARASOVÁ, M. Analysis of the current state of media education in younger school-age children. Ružomberok: VERBUM - KU Publishing House, 2017. ISBN 978-80-561-0507-8.
- KARASOVÁ, M. Media literacy of primary education pupils. Ružomberok: VERBUM, 2015. 173 p. ISBN 978-80-561-0174-2.
- NEWPORT, C. Digital minimalism. How to focus in a busy world. Bratislava: Lindeni, 2019. 263 p. ISBN 978-80-566-1341-2.
- SPITZER, M. Digital dementia. Bratislava: Citadella s.r.o., 2018. 302 p. ISBN 978-808182-088-5.
- SPITZER, M. Cyberdementia! How digitalised life is destroying our health. Brno: Host, 2016. 388 p. ISBN 978-80-7491-792-9.
- VRABEC, N. Media education: theoretical background and trends. Trnava: FMK, 2013. ISBN 978-80-8105-498-3.
- VRABEC, N., PETRANOVÁ, D. Media literacy of children and adolescents in the Slovak Republic. Trnava: UCM in Trnava, 2015. 75 p. ISBN 978-80-8105-769-4.

Language of instruction:

slovak

Notes:**Course evaluation:**

Assessed students in total: 20

A	B	C	D	E	FX
35.0	25.0	0.0	20.0	5.0	15.0

Name of lecturer(s): PaedDr. Mária Karasová, PhD.**Last modification:** 08.07.2023**Supervisor(s):**

Person 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-BD115A/22	Course title: Developing of Geometric concepts
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 2 hours per semester: 13 / 26 Teaching method: on-site	
Credits: 5	Working load: 125 hours
Recommended semester/trimester: 4.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: To verify the extent to which the student has acquired the relevant knowledge, skills and competences through the implementation of theoretical and practical examinations during the semester teaching of the subject. A prerequisite for the successful completion of the course is the verification of the student's knowledge and skills continuously during the semester by means of continuous written examinations and the development of a continuous project. The final assessment will consist of a written and then an oral examination, which can only be taken by those who achieve at least 55% of the continuous assessment. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Master the terminology of elementary geometry and didactics of geometry in pre-primary education. Characterize plane and space figures, congruent representations, plane and space geometry in pre-primary education, regular polyhedra from the theoretical and practical point of view, describe the problems of using geometry in pre-primary education. Learning Outcomes: Upon completion of the course, the student will acquire the following knowledge, skills and competencies: - master the current theoretical background of geometry in the context of pre-primary education, be able to deal with general knowledge in the field of geometry in the form of different concepts, approaches and methods, - is familiar with current curriculum documents and school legislation, knows and understands the terminology associated with geometry in the context of pre-primary education, - is able to independently and responsibly design, implement, analyse and evaluate didactic activities related to the implementation of geometry in kindergarten and pre-primary education,	

- knows didactic strategies for the development of geometric ideas and geometric imagination of children and can independently, innovatively and responsibly apply them to the educational process in pre-primary education and in leisure activities, can justify their choice,
- has adequately developed critical thinking, can organise and plan own learning,
- can explain and compare theories of conceptual and cognitive process in elementary mathematics geometry,
- can define the basic mathematical concepts of elementary geometry, knows and understands the methods of their introduction, properties and algorithms, can create tasks and diagnose the child's developed tasks,
- can correctly formulate problems in elementary geometry and discuss methods and procedures for solving them,
- knows how to diagnose and evaluate geometry problems.

Course contents:

Basic school documents: the National Curriculum, content and educational standards in the context of pre-school mathematics, specifically geometry. Pedagogical, philosophical and psychological theories and trends in the context of didactics of mathematics. Conceptual process. The cognitive process. Constructivism. Van Hiele theory. Intuitive cognition of selected planar and spatial geometric figures (jigsaw puzzles and building blocks) and their use in the consolidation of concepts in logic, sets and relations. Polygons, triangles, quadrilaterals and their properties. Corresponding representations in the plane, folding and decomposition of geometric figures. Filling parts of the plane and didactic applications. Solids and their nets, regular polyhedra, building blocks. Pop up geometry. Methods of developing spatial imagination. Constructions of cubes and their recording. Labyrinths, puzzles, jigsaw puzzles. Measurement and estimation activities. Fieldwork. Orientation in the plane and in space. Educational software designed to develop geometric ideas and knowledge in preschool children.

Recommended or required literature:

DIVÍŠEK, J. Methodology of developing mathematical ideas in kindergarten. Bratislava: SPN, 1987.

CSACHOVÁ, L., JUREČKOVÁ, M., TKAČIK, Š. 2021. Ružomberok: VERBUM. 165 p. ISBN 978-80-561-0936-6.

KOLLÁRIKOVÁ, Z., PUPALA, B. (Eds.) Preschool and elementary pedagogy. Prague: Portál, 2001.

KUŘINA, F. et al. Mathematics and understanding the world. Prague: Akademia, 2009.

HEJNÝ, M. et al. Twenty-five chapters in the didactics of mathematics. Prague: Pedagogical Faculty of Charles University, 2004.

HEJNÝ, M., KUŘINA, F. Díte, škola a matematika. Prague: Portál, 2001. 2007.

JITKOVÁ, D. et al. Pathways to improving the teaching of geometry. Prague: Charles University in Prague, 2010.

KOPÁČOVÁ, J. et al. Children's mathematical reasoning. Ružomberok: Verbum, 2014.

GREY, O., VALLO, D. Fundamentals of elementary geometry. Nitra: FPV UKV, 2009.

ŽILKOVÁ, K. Theory and practice of geometric manipulations in primary education. Prague: Powerprint, 2013

Language of instruction:

slovak, english

Notes:

Course evaluation:					
Assessed students in total: 120					
A	B	C	D	E	FX
5.83	13.33	5.83	17.5	27.5	30.0
Name of lecturer(s): PaedDr. Mária Karasová, PhD.					
Last modification: 08.07.2023					
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD123B/22	Course title: Development of technical creativity
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 5.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: To verify the extent to which the student has acquired the relevant knowledge, skills and competences through the implementation of theoretical and practical examinations during the semester course. Continuous assessment consists of active participation in seminars and presentation of a selected topic aimed at developing technical creativity in the context of learning in pre-primary and leisure education. The student will receive a maximum of 60 points and a minimum of 50 points as a condition for participation in the final test. A final written test in which the student will demonstrate the theoretical knowledge, skills and competencies acquired in the seminars during the semester. The student will receive a maximum of 40 points. The final grade is the summative percentage score of the written test (40%) and practical skills with demonstration of independence, autonomy and self-assessment skills (60%). Course Assessment: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Objective of the subject: The aim of the subject is to acquire and acquire basic knowledge about natural and technical materials, the possibilities of their use in the work activities of children in pre-primary and leisure education, to obtain a detailed overview of the materials and tools used in the scope of the curriculum of the educational field of man and the world of work. Understand active and creative learning and the requirements for one's own creative activity. Know the principles, methods, forms and strategies applied in technical education for the didactically correct mediation of the contents of the curriculum. Learning outcomes: After completing the subject, the student will acquire the following knowledge, skills and competences:	

- will acquire basic knowledge about the materials used in children's work activities in pre-primary and leisure education, within the scope of the content of the subject,
- is able to justify, explain and illustrate the acquired knowledge about working with technical material with examples of own creative activity with natural and technical material in accordance with the content of education in SEP in the educational field Man and the world of work in pre-primary and leisure education,
- applies knowledge from the world of work, technology and creative activity to the context of creating educational activities based on the idea of active and creative learning
- able to assess the appropriateness of the used learning procedures, methods and strategies in the educational project, with a focus on developing creativity, on the didactically correct mediation of the contents of the curriculum from the educational field Man and the world of work from SVP for pre-primary and leisure education.
- will create sample educational projects, thematically focused with the application of integrated knowledge, aimed at developing technical creativity, through various work techniques using tools, tools and aids in the creation of products from technical materials in pre-primary and leisure education.

Course contents:

Technical creativity, methods and strategies of creativity, educational content, planning and design in pre-primary and leisure education. Creation of teaching aids made with different techniques with creative use of materials paper, cardboard, cardboard, wood, metal, wire, plastic, modelling materials, etc. Creative use of natural and technical materials in the educational process of pre-primary and leisure education. Creative production of puppet theatre from wood, balsa and other suitable materials for preschool and younger school-age children. Production of different kinds of puppets, puppets, finger puppets, marionettes. Production and preparation of theatrical scenes and decorative items for the conditions of preschool and leisure environment. Classroom decoration and aesthetic products suitable for educational purposes in pre-primary and leisure education. Assembly and disassembly work in kindergarten and primary school. Creative construction work with jigsaw puzzles, building blocks of various kinds and materials. Integrated Thematic Educational Project (ITEP) on a selected topic (fairy tale, space, planet EARTH....), which is part of the work activities in the seminars.

Recommended or required literature:

ČELLÁROVÁ, L., TOMAN, M. Technical works. Banská Bystrica: PF UMB, 1998.

HONZÍKOVÁ, J., DEPEŠOVÁ J. Who creates, is not angry III or working with puppets in kindergarten. Plzeň: ZU v Plzni, 2017. 152 p. ISBN 978-80-261-0729-3.

HONZÍKOVÁ, J. Alternative approaches to technical education. Pilsen: ZU, 2007. ISBN 978-80-7043626-4.

HONZÍKOVÁ, J. Materials for work activities at primary school level 1. Plzeň: PF, 2006.

HONZÍKOVÁ, J. Theory and practice of creativity in work education. Plzeň: ZU, 2006. ISBN 80-7043453-8.

HULOVÁ, Z. Project-based, problem-based, cooperative and research conception of education in the undergraduate preparation of future teachers: for the field of technical education at the primary school level. 1st ed. Banská Bystrica: Matej Bel University, Faculty of Education, 2017. 79 s. ISBN 978-80-557-1275-8.

HULOVÁ, Z. Technical education at the primary school level in the historical and international context. I. Ružomberok: PF KU v Ružomberku, VERBUM Publishing House, 2019. 9,5 AH. 145 p. ISBN 978-80-561-0686-0.

KOŽUCHOVÁ, M. Content dimension of technical education. Bratislava: UK, 2003.

KOŽUCHOVÁ, M. Technical materials in pre-primary and primary education. Ružomberok: VERBUM- vydavateľstvo KU, 2010, 155 p. ISBN 978-80-80-8084-990-0.

KRUŠPÁN, I. et al. Technical interest creative activity. Banská Bystrica: PF UMB, 1986.

MYDLÍKOVÁ, B. Inspirations for clever hands. Bratislava: Príroda, 2001.

WORKBOOKS AND TEXTBOOKS FOR WORK EDUCATION FOR 1ST GRADE
STATE EDUCATIONAL PROGRAMME FOR PRIMARY EDUCATION AT THE 1ST LEVEL
OF PRIMARY SCHOOL. Bratislava, 2015.

ŽOLDOŠOVÁ, K., MINÁRECHOVÁ, M. Research-tuned concept of technical education for the first stage of primary school. Typi universitatis tyrnaviensis, 2016, ISBN 978-80-8082-959-9.

Language of instruction:

slovensky

Notes:**Course evaluation:**

Assessed students in total: 36

A	B	C	D	E	FX
72.22	16.67	5.56	0.0	2.78	2.78

Name of lecturer(s): doc. PaedDr. Zlatica Hul'ová, PhD., PaedDr. Jozef Zentko, PhD.**Last modification:** 08.07.2023**Supervisor(s):**

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

prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD113B/22	Course title: Environmental Education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Verify the degree of acquisition of the relevant knowledge, skills and competencies of the student through the implementation of theoretical and practical examinations during the semester teaching of the subject. During the semester, the student demonstrates his theoretical knowledge in the field of environmental education. During the semester, the student independently develops a project focused on the implementation of environmental education in the educational process, which he presents and defends in front of the plenary at the end of the semester, which will be part of the final evaluation (max. 100 points). 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: Objective of the subject: To understand the interrelationships between organisms and the relationship of man to the environment. Know, understand and analyze the theoretical starting points, concepts and perspectives of environmental education. Design, plan and methodically process the possibilities of implementing environmental activities in pre-primary education and in leisure education. Learning outcomes: After completing the subject, the student will acquire the following knowledge, skills and competences: - knows the current theoretical models of environmental education, knows how to deal critically with the theoretical background in the form of various concepts, approaches and methods, - critically evaluates, integrates and applies knowledge from the field of natural sciences and the environment into one's own pedagogical activities,	

- is able and able to independently, innovatively and responsibly project, manage, organize, analyze, evaluate and implement the cross-cutting topic of environmental education into the educational process.

Course contents:

Course contents:

Environmental education in the intentions of education. Interconnection of environmental and ecological education. Environmental problems related to the use of natural resources. Preservation of biodiversity and diversity of ecosystems. Protection of the country. Activating methods and strategies in environmental education. Implementation of environmental education in the educational process. Environmental games. Experiential knowledge of nature in the context of environmental education. Formation of an environmentally conscious personality.

Recommended or required literature:

PROUSEK, J., ČÍK, G. Fundamentals of ecology and environmental science. Bratislava: Slovak Technical University, 2011. 212 p.

TEREK, J., VOSTAL, Z. Fundamentals of ecology and environmentalistics. Prešov: University of Prešov, 2003. 210 p.

SANIGA, M. Nature calendar. Banská Bystrica: Slovak Environmental Agency, 2011, 400 p. ISBN 978-80-89503-10-0.

SANIGA, M. A Year in Nature. Bratislava: Perfekt, 2016, 224 p. ISBN 978-80-8046-774-6.

SANIGA, M. Our nature in a nutshell. Bratislava: Publishing house of the Slovak Academy of Sciences, 2016, 181 p. ISBN 978-80-224-1557-6.

UHRINOVÁ, M., PRACHÁROVÁ, I. Experiential learning as an important determinant of the development of science literacy. Ružomberok : VERBUM - publishing house of the Catholic University in Ružomberok, 2020. 151 p. ISBN 978-80-561-0780-5.

IZAKOVIČOVÁ, Z., MOYZEOVÁ, M., CIBIRA, P., MASARYKOVÁ, I., MIKLÓS, L., ŠTEFUNKOVÁ, D., ŠKULTÉTYOVÁ, Ľ. Methodological guidelines for environmental education. Topic: Sustainable development. Bratislava, Institute of Landscape Ecology of the Slovak Academy of Sciences, 2008. 87 p. ISBN 80-98325-06-1.

UHRINOVÁ, Miriam - Balážová, Mária - Kroufek, Roman - Synaková, Eva: Selected Aspects of Environmental Literacy Among Pupils with Regard to the Aims of Primary Education. ISSN 1732-6729. - Vol. 66, no. 4 (2021), pp. 57-70.

Language of instruction:

slovak, english

Notes:**Course evaluation:**

Assessed students in total: 59

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

Name of lecturer(s): Ing. Jozef Macko, PhD.

Last modification: 08.07.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD121B/22	Course title: Foreign Language (English)
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 2 hours per semester: 26 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 5.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student within the study of the subject is carried out mainly by continuous control during the teaching part of the study (control questions, tasks for independent work, etc.) and by examination. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: To improve oral and written communication in English with emphasis on the sphere of pedagogical activities and terminology related to it. Learning outcomes: Upon completion of the course the student will acquire the following knowledge, skills and competences: - Knows basic English terminology from the sphere of pedagogical sciences, - communicates in defined areas of oral communication in English, - understands oral and written expression in defined areas of communication in English.	
Course contents: Education and training: important professional terms. Fundamentals of pedagogical communication in a foreign language (dialogues, monologues, listening comprehension). Professional texts in a foreign language (reading comprehension), the basics of their translation into the student's mother tongue. Realities of foreign language countries from the sphere of education and training.	

Recommended or required literature:

BAILEY, S. Academic writing: a handbook for international students. London, 2015.
BUTIN, D.W. The education dissertation: a guide for practitioner scholars. Thousand Oaks, California, 2010.
HAYOT, E. Elements of academic style: writing for the humanities. New York, 2014.
HEWINGS, M. Pronunciation practice activities: a resource book for teaching English pronunciation. Cambridge, 2004.
MURPHY, R. English grammar in practice: A self-study reference and practice book for intermediate students with Answers. Cambridge, 2004.
REDMAN, S. English Vocabulary in Use: Preintermediate & intermediate. 100 units of reference and practice vocabulary. For self-study and classroom use. Cambridge, 2003.

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): Mgr. Lenka Matejčiková, PhD.

Last modification: 08.07.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD102A/22	Course title: Fundamentals of communication literacy
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 5	Working load: 125 hours
Recommended semester/trimester: 1.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: The mid-term evaluation is carried out during the semester and has the following parts: (1) development and presentation of two projects of educational activities aimed at the development of the speech of the pre-primary education child (40 points), (2) creation of a portfolio of didactic resources for the development of communicative competences in kindergarten (10 points). Final evaluation: the course is completed with a written examination of the content of the curriculum, the student receives 50 points. The overall grade for the course is a maximum of 100 points, based on the sum of the points for the mid-term assessment (maximum 50 points) and the final assessment (maximum 50 points). Course 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 aim of the course is to gain knowledge of the determinants of speech and language development of preschool children, to acquire the methodological competence to diagnose the language skills of a child in kindergarten, to creatively conceive and apply in pedagogical practice projects of educational activities aimed at the development of speech and communication skills of children in kindergarten. By completing the course the student acquires the following knowledge, skills and competences: <ul style="list-style-type: none"> - acquire professional knowledge of communication and communication literacy, - can characterise the linguistic means of communication, - can explain the principles of effective communication, - characterise the different types of communication, - can explain and justify the process of developing communicative competences in pre-primary education, - knows the rules for the development of the child's spoken language, - knows the conditions of the child's speech and language development, 	

- applies knowledge of language levels in educational activities for the development of communicative competences,
- creates and presents models of educational activities aimed at the development of pre-reading and pre-writing literacy, assesses the quality of own and colleagues' output.

Course contents:

The basic components of literacy in the context of contemporary theory and practice. Communicative literacy as a component of cultural literacy. Communication, language and speech in kindergarten. Aim, means and types of communication. Reception and production communication skills of preschool children. Communication ability and communication competence of the child. Procedures for developing children's communicative competence. The development of the child's speech. Ontogenesis of children's speech according to linguistic planes. Selected methods of diagnosing speech and language development of a preschool child. Basic rules for the development of spoken and written speech of the child. Methods and strategies of developing spoken and written language in kindergarten. Promotion of initial reading and writing in the projects of educational activities. Observation of the learning environment and activities of pre-primary teachers in developing communicative competence.

Recommended or required literature:

- ČECHOVÁ, M. Communication and style education. Prague: ISV nakladatelství, 1998. ISBN 80-85866-32-3.
- CHANASOVÁ, Z. Importance of narration in primary education. In: New Challenges in Education. Ružomberok: Verbum, 2013. 2013. ISBN 978-80-561-0065-3, pp. 87-96
- ĎUROŠOVÁ, E. Methods of teaching beginning reading and writing. Banská Bystrica: PF UMB, 2007. ISBN 978-80-8083-497-5.
- HARTMANOVÁ, E., PETRUFOVÁ, M. Social communication. Bratislava: SPN, 2005. ISBN 978-80-10-01159-9.
- KOLLÁRIKOVÁ, Z., PUPALA, B. Preschool and elementary pedagogy. Prague: Portal, 2001. ISBN 80-7178-585-7.
- LIPNICKÁ, M. Initial reading and writing of preschool children. Prešov: Rokus, 2009. ISBN
- LIPNICKÁ, M. Development of language and literacy in preschool and elementary pedagogy. Banská Bystrica: Belianum PF UMB, 2019. ISBN 978-80-557-1561-2.
- MIKULÁŠTÍK, M. Communication skills in practice. Prague: Grada, 2003. ISBN 80-247-0650-4.
- MISTRÍK, J., Vectors of communication. Bratislava: Comenius University, 1999. ISBN 80-223-1320-3.
- MURINOVÁ, B., MASTIŠOVÁ, J. Developing communicative competences in pre-primary and primary education. Ružomberok: Verbum, 2011. ISBN 978-80-8084-804-0.
- PRŮCHA, J. Children's speech and communication. Knowledge of developmental psycholinguistics. Prague: Grada, 2011. ISBN 978-80-247-3603-7.
- ŠUPŠÁKOVÁ, B. Writing and writing. Bratislava: Comenius University, 1998. ISBN 80-223-1293-2.
- VALÁŠKOVÁ, M., PETROVÁ, Z. Language and literacy in kindergarten: theoretical contexts and possibilities of its development. Bratislava: Renesans, 2007. ISBN 80-969777-5-8.

Language of instruction:

Slovak

Notes:

The aim of the course is to gain knowledge of the determinants of speech and language development of preschool children, to acquire the methodological competence to diagnose the language skills of a child in kindergarten, to creatively conceive and apply in pedagogical practice projects of educational activities aimed at the development of speech and communication skills of children in kindergarten.

Course evaluation:

Assessed students in total: 124

A	B	C	D	E	FX
11.29	12.1	15.32	23.39	29.84	8.06

Name of lecturer(s): PaedDr. Jana Mastišová, PhD.

Last modification: 11.07.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD114A/22	Course title: Fundamentals of special pedagogy
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 4	Working load: 100 hours
Recommended semester/trimester: 4.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: During the semester, the student will complete a term paper on the education of a child with disabilities in mainstream school settings, a mid-term written test and a final (oral/written) exam. The final grade will be the sum of the points the student receives from the mid-term assessment (maximum 40 points) and the final assessment (maximum 60 points). Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Acquire theoretical background knowledge of special education and the possibilities of educating children with special educational needs in school settings who are integrated in mainstream school settings or in special schools. To become familiar with the creation and use of an individual educational plan as a normal part of the educational process. By completing the course the student acquires the following knowledge, skills and competences: - The student has basic theoretical knowledge about the development of special pedagogy and consequently about the goals, tasks, system of special pedagogy oriented to people with disabilities. The student is able to apply the acquired knowledge in understanding the relationships between the related sciences and special pedagogy. - The student will be able to analyze, synthesize, compartmentalize, and transfer information about the etiology and symptomatology of disabilities in his/her profession as a school or school-based teacher. - The student will be able to apply the knowledge acquired about types, grades, types of disabilities, disruptions, and threats in the development of an individualized educational plan for a child with special educational needs. The acquired knowledge is also competent to be used within the framework of his/her profiling as a teacher. - Verification of the acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of the presentation of the seminar work in terms of the proposal of a	

solution to a specific situation in the form of a modular example of an individual educational plan for a child with special educational needs. Verification will be evaluated during interim and final verification in written and oral form.

Course contents:

History of special education - characteristics of different historical periods in relation to disabled people. Special pedagogy (aim, subject, tasks). Special pedagogy in the system of sciences-boundary and auxiliary disciplines of SP - classification and characteristics of boundary and auxiliary sciences. The system of special pedagogy (disciplines of special pedagogy). Norm, normality, abnormality, anomaly, developmental anomalies. Groups of persons with special needs (classification, characteristics.). Education of children with special educational needs in the conditions of schools and school facilities. Classification and possibilities of education of children on the basis of disability, disturbance and threat. Formation of individual educational plan and possibilities/limitations of its use in educational practice.

Recommended or required literature:

KOVÁČOVÁ, B. (ed.). 2018. Teaching assistant in school. Ružomberok: Verbum - publishing house of the Catholic University of Ružomberok, 2018. ISBN 978-80-561-0578-8.
KOVÁČOVÁ, B. 2019. Reziliencia, 2019. ISBN 978-80-972277-5-3.
PIPEKOVÁ, J. 2017. Educating and supporting children, pupils and students with special educational needs in inclusive settings. Brno: Masaryk University, 2017. ISBN 80-244-0698-5.
ŠKOVIERA, A. 2017. Propedeutics of special education. Ružomberok: Verbum, 2017. ISBN 978-80-561-0425-5.
VALENTA, M. et al. 2014. overview of special pedagogy. Prague: Portal, 2014. ISB 978-80-2620-602-6.
VALENTA, M. et al. 2020. Deficits of sub-functions and impairment of cognitive performance. Prague: Grada, 2020. ISBN 978-80-271-0621-9.

Language of instruction:

Slovak

Notes:**Course evaluation:**

Assessed students in total: 154

A	B	C	D	E	FX
27.92	27.92	24.03	12.99	3.9	3.25

Name of lecturer(s): doc. PaedDr. Vlasta Belková, PhD., PaedDr. Bohuslav Stupák, PhD., MBA

Last modification: 11.07.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD106B/22	Course title: Game and Methodology of It's Development
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. During the semester there will be independent student outputs in the exercises and also a written part (maximum 20 points). During the semester, the student will produce a creative playbook (20 plays), which will include plays for children in kindergarten and school children's club (maximum 80 points). The final assessment of the course will be based on the total number of points obtained from the creative and written part. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: After completing the course, the student should know and understand the basic theoretical background of the game and its importance for the development of the personality of the preschool child, be able to analyze more deeply and consistently the views of important pedagogical personalities and psychologists in the world on the essence and development of the game, to understand the game as a basic activity of the child and an important method for their pedagogical activities and be able to use it adequately in the educational process. He should be able to handle the appropriate selection of games and their application in pre-primary education and in the leisure time of children of younger school age. After completing the course, the student will acquire the following knowledge, skills and competences: - The student is able to deal with the historical context and theoretical basis of the field of play in the educational process, - is able to shape his/her own management activity in the educational process and to use the spectrum of play activities for the comprehensive development of the child's personality,	

- has the ability to plan his/her own education and the ability to self-evaluate in the light of his/her professional competences in the field of children's play.

Course contents:

The concept of "game" - definition, characteristics. Game and primitive forms of art. The child and the game. Play as the leading and basic activity of the preschool child. The essence of play activity. History of play - the origin and development of play in different countries in the world. Play and play in historical context. Play and toy - cultural heritage of a nation. Education through play. Important personalities - their influence on the development of play and insights into play for preschool children. Psychological theories about play. Theories of play. Theoretical problems of play and basic principles of developing play in children. The development of play in preschool - relationship to child development. The development of the child's relationship to the rules of play. Play as a diagnostic method in educational activity. Types of games. Play and play activities - influence on the development of the child's personality. Toys of the preschool child.

Recommended or required literature:

KOPINOVÁ, Ľ. et al. Songs, games and nursery rhymes of preschool children. Bratislava: Slovenské pedagogické nakladateľstvo, 2004. 180 s. ISBN 8010004278.

KOPINOVÁ, Ľ. KOPIN, L., et al. Songs, games and nursery rhymes of preschool children. Part 2. Bratislava: Slovenské pedagogické nakladateľstvo, 2005. 181 s. ISBN 8010007358.

PODHÁJECKÁ, M. et al. Educational games to get to know the world. Prešov: University of Prešov, Faculty of Education, 2006. ISBN 80-8068-514-2.

PODHÁJECKÁ, M., MALUKOVÁ, S. Implementation of games into the content of pre-primary education. Prešov: University of Prešov, Faculty of Education, 2012. ISBN 978-80-89561-03-2.

ŠPAČKOVÁ, R., POKORNÁ, E. 111 themes for children's creative play. Prague: Portál, 2004, 135 p. ISBN 80-7178-963-1.

VARGOVÁ, M. Multicultural education and its application in pre-primary education. Ružomberok: Verbum, 2012. ISBN 978-80-8084-916-0.

VARGOVÁ, M.: Didactic play in kindergarten as a means of distinguishing cultural diversity. In: Turiak, E., eds., Conceiving human personality in the dialogues of education II. Proceedings of the International Scientific Conference held on 10-11 March 2015 in Ružomberok. Ružomberok : Verbum, 2015. pp. 123-130. ISBN 978-80-561-0234-3.

VARGOVÁ, M.: Through play to children's technical literacy. In: QUAERE 2020: peer-reviewed proceedings of the interdisciplinary international scientific conference of doctoral students and assistant professors, Hradec Králové, 22-26 June 2020. Roč. 10. Hradec Králové (Czech Republic): Magnanimitas Academic Association, 2020. - ISBN 978-80-87952-32-0, pp. 805-812.

Language of instruction:

Slovak

Notes:**Course evaluation:**

Assessed students in total: 56

A	B	C	D	E	FX
66.07	21.43	10.71	0.0	0.0	1.79

Name of lecturer(s): PaedDr. Mária Vargová, PhD.

Last modification: 08.07.2023

Supervisor(s):

Person 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-BD104A/22	Course title: General and developmental psychology
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 7	Working load: 175 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of the assessment of activity and creativity during the exercises (solving model tasks, case studies, projects, etc.) and the final written exam. On-going assessment: active work on exercises consisting in a creative solution of assigned tasks aimed at the development of critical thinking and the application of psychological knowledge, min. 80% participation in exercises. A student can get max. 30 points in the interim evaluation phase. Final assessment: final written exam, from which the student can get max. 70 points. The final assessment will be the sum of the points obtained from the interim assessment and the final written exam. A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
Learning outcomes of the course: To acquire knowledge in the field of general and developmental psychology with regard to their application in the educational process of children. After completing the subject, the student will acquire the following knowledge, skills and competences: <ul style="list-style-type: none"> - The student will master the theoretical and methodological principles of general psychology, thereby obtaining prerequisites for understanding and studying other psychological disciplines. - The student will acquire theoretical knowledge regarding the starting points, laws and specifics of children's psychological development. - The student can adequately and creatively apply the acquired knowledge about the cognitive, emotional, social and moral development of children in the educational process. The process of upbringing and education adapts to the level of children's psychological development and chooses goals, strategies and methods accordingly. - The student is competent to use the acquired psychological knowledge and skills in solving practical tasks resulting from educational practice. He orients himself in the laws of psychological development, also in the specifics of children's play and children's drawings, which he can analyze and adequately evaluate. Can apply psychological knowledge in solving problems of educational practice. 	
Course contents:	

Psychology as a scientific discipline, basic concepts of general psychology, the subject of psychology in terms of its main directions. Perception and sensory cognition, attention. Cognitive processes (thinking and imagination: forms of thought, thought operations, problem solving, intelligence). Cognitive processes (learning and memory: models of memory, childhood amnesia, forgetting and its causes). Motivation (complex theories of motivation, social motives) and emotions. Language and speech. Subject and basic concepts from developmental psychology, laws of development, principles of contemporary developmental psychology. Periodization of development, description of the characteristics of sub-periods (prenatal development, newborn period, development of an infant, toddler, preschool child). Periodization of development, description of the characteristics of partial periods (younger school age). Theories of psychological development (social development, factors of socialization, school maturity, moral development). Theories of psychological development (cognitive development, development of children's play and drawings). Theories of psychological development (personality development, speech and communication development).

Recommended or required literature:

Recommended reading:

VÁGNEROVÁ, M. 2016. General psychology - partial aspects of human psyche and their organ basis. Prague : Karolinum, 2016. ISBN 978-80-246-3268-1

PLHÁKOVÁ, A. 2008. Textbook of general psychology. Prague : Academie, 2008. ISBN 978-80-200-1499-3.

NÁKONEČNÝ, M. 2016. General psychology. Prague : Triton, 2016. 664 p. ISBN 978-80-7387-929-7.

THOROVÁ, K. 2015. Developmental psychology - changes in the human psyche from conception to death. Prague: Portál, 2015. ISBN 978-80-262-0714-6.

ŘÍČAN, P. 2014. Journey through life - developmental psychology. 3rd ed. Prague : Portál, 2014. ISBN 978-80-262-0772-6.

LANGMEIER, J., KREJČÍŘOVÁ, D. 2006. Developmental psychology. 2nd ed. Prague : Grada publishing, 2006. ISBN 80-2471-284-9.

VÁGNEROVÁ, M. 2000. Developmental psychology : childhood, adulthood, old age. Prague : Portál, 2000. ISBN 80-7178-308-0.

VÁGNEROVÁ, M. 2012. Developmental psychology : childhood and adolescence. Prague : Karolinum, 2012. ISBN 978-80-246-2153-1.

KOHÚTOVÁ, K., PETLÁK, E., SCHACHL, H.: Typology of Adolescents in Terms of Risk Behavior - Differentiation in Terms of Parental Conditions. In The New Educational Review. ISSN 1732-6729, Vol. 63, No. 1 (2021), pp. 69-84.

RUSNÁKOVÁ, M., BARABÁSOVÁ, B. KOHÚTOVÁ, K.: A comparison of Relational Bond of Adolescents from Complete Nuclear Family, Single-Parent Family and Children's Homes in Postmodern Society. In Socialinis Darbas, 2019, Roč. 17, No. 2, pp. 134-151. VALIHOROVÁ, M. - PAŠKOVÁ, L. - STEHLÍKOVÁ, J. - PILKOVÁ, J. - HUĽOVÁ, Z. 2017. Specific of school aggression in young school age. 1st ed. Białystok: Niepaństwowa Wyższa Szkoła Pedagogiczna w Białymstoku, 2017. - 158 p. ISBN 978-83-61612-28-5.

HUĽOVÁ, Z. 2012. Continuity of pedagogical diagnostics in early education. In Diagnostics, assessment and evaluation in school : a collection of scientific research studies . Banská Bystrica : Matej Bel University, Faculty of Education, 2012. - ISBN 978-80-557-0442-5. - pp. 117-133.

HUĽOVÁ, Z. 2016. Elimination of aggressive behaviour of children through elements of art therapy. In Zagadnienia społeczne. - Białystok : Niepaństwowa Wyższa Szkoła Pedagogiczna w Białymstoku, 2016. - ISSN 2353-7426. - Roč. 6, no. 2 (2016), pp. 238-245.

HUĽOVÁ, Z. 2015. Issues of aggressive behaviour in selected publications of domestic and foreign experts. In Školský psychológ = Školní psycholog = School psychologist : journal of the Association of School Psychology of the Slovak Republic and the Czech Republic - Brno : Association of School Psychology of the Slovak Republic and the Czech Republic, 2015. - ISSN 1212-0529. - Vol. 16, no. 1 (2015), pp. 6-11.

Language of instruction:

slovak

Notes:**Course evaluation:**

Assessed students in total: 62

A	B	C	D	E	FX
58.06	20.97	19.35	1.61	0.0	0.0

Name of lecturer(s): PaedDr. Zdenka Zastková, PhD., PhDr. Katarína Kohútová, PhD.
Last modification: 11.07.2023
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD102B/22	Course title: Health Protection in Education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 1.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: During the semester, the student demonstrates his theoretical knowledge in the areas of health protection terminology with regard to children of preschool and younger school age. Continuous assessment during the semester: - Active participation in seminars (maximum 10 points), - The student prepares a semester paper on a specific topic in accordance with the content outline of the subject (maximum 40 points). The final assessment of the subject is in the form of presentation and defense of the semester's work with a total percentage gain of 50% and verification of practical skills from the ongoing assessment with a gain of 50%. 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: To master the basic terminological essence of health protection and environmental health in the conditions of education, health risks and factors affecting health safety and the provision of first aid with regard to children of preschool and younger school age in the educational process. After completing the subject, the student will acquire the following knowledge, skills and competences: - possesses basic general knowledge (at the level of synthesis) about protection and security health with regard to children of preschool and younger school age, - critically evaluates, integrates and applies prevention options for selected aspects of protection health and education, - independently and qualifiedly controls the principles of providing first aid for common injuries in kindergartens and ŠKD.	
Course contents:	

Theoretical starting points of the issue of health protection. Environmental health in the context of education. Health risks with regard to children of preschool and younger school age. Application of elements of health protection in educational work. Healthy lifestyle strategies. Strategies related to measures against the spread of legal and illegal drugs. Factors influencing safety and health protection in the conditions of pre-primary and leisure education. Practical activities in the field of health protection in the conditions of pre-primary and leisure education. Principles of providing first aid for common injuries in pre-primary and leisure education Work with literature and media in the context of health protection issues.

Recommended or required literature:

WIEGEROVÁ, A. Health, health support, health education. - 2nd ed. Bratislava: MPC in Bratislava, 2005, 88 pp., ISBN 80-8052-234-0.

WIEGEROVÁ, A. Teacher - school - health or a view of the target program of health education through the opinions and attitudes of primary school teachers. Bratislava: Regent, 2005, 163 pages, ISBN 80-88904-37-4.

NOVÁKOVÁ, J., HAMADE, J. Current topics in the field of child and youth hygiene.

Bratislava: Public Health Office of the Slovak Republic, 2010, 56 pp., ISBN 978-80-7159-185-6.

LIBA, J. Health education in school education. Prešov: Prešov University, Faculty of Education, 2016, 243 pp., ISBN 978-80-555-1612-7.

FARKAŠOVÁ, D., PADYŠÁKOVÁ et al. Determinants of health Martin : Osveta Publishing House, 2018, 118 pp., ISBN 978-80-8063-461-2.

BLAHÚTOVÁ, D. 2012: Attitudes of children in kindergartens towards the protection of the environment and health In: Experiential methods in the space of contemporary kindergartens in Slovakia and abroad: Ružomberok 22/06/2011: collection of contributions from the international scientific conference. Ružomberok: Verbum - publishing house of the Catholic University in Ružomberok, 2012. p. 6-13. ISBN 978-80-8084-856-9.

BLAHÚTOVÁ, D. 2008: Health and environment or environmental health in the educational process. In: Proceedings of a conference with international participation, Biology in school today and tomorrow III in Ružomberok 2007. Ružomberok: Verbum - publishing house of the Catholic University of Ružomberok, 2008. p. 88-91. ISBN 978-80-8084-342-7.

Language of instruction:

English language.

Notes:

Course evaluation:

Assessed students in total: 67

A	B	C	D	E	FX
53.73	14.93	8.96	10.45	5.97	5.97

Name of lecturer(s): Ing. Dana Blahútová, PhD.

Last modification: 08.07.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD100C/22	Course title: Healthy life for children
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: During the semester, the student demonstrates his theoretical knowledge in the areas of health terminology, hygiene of the school environment, environmental health with regard to the specifics of children. Continuous assessment during the semester: (1) active participation in seminars (maximum 10 points), (2) the student prepares and presents seminar papers on a specific topic in accordance with the content outline of the subject (maximum 40 points). The final assessment of the subject is in the form of a written exam with a total percentage gain of 50% and a verification of practical skills from an ongoing assessment with a gain of 50%. 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: To learn the basic terminology of public health from the aspect of selected issues of health, environmental health and school hygiene of children, taking into account their specificities. Upon completion of the course, the student will acquire the following knowledge, skills and competencies: - have basic general knowledge (at the synthesis level) about the healthy life of the child, - knows and understands health issues in terms of nutrition, life risk factors environment, hygiene of the school environment and the educational process of pre-school and school age in the context of basic theoretical concepts, - can identify risk factors affecting a child's healthy life, - can reflect on the healthy life of children's educational process in the school classroom and address specific health problems in preschool and school settings, - is familiar with health documents and school legislation.	
Course contents:	

Qualitative forms of life, health-illness, models of health. National health promotion programs. Environment and health - Environmental health and health protection. Natural toxins and children's health. Nutrition and health. Healthy nutrition and characteristics of basic nutrients: fats, carbohydrates, proteins, water, vitamins and minerals. Specifics of children's nutrition. Rules of proper nutrition. Infectious diseases. Civilization diseases. Hygiene of the school environment and criteria for internal school equipment. Hygiene of the educational process. The impact of school activities on children's health.

Recommended or required literature:

BELLOVÁ, R. Food chemistry, nutrition and health. Ružomberok: Verbum, 2011. 159 pp., ISBN 978-80-8084-796-8.

BLAHÚTOVÁ, D., UHRINOVÁ, M., 2017: Healthy nutrition with emphasis on the content of polyphenolic substances in small berry fruit In: QUAERE 2017 : reviewed collection of contributions of the interdisciplinary international scientific conference of doctoral students and assistant professors: year. VII: 26-30 June 2017, Hradec Králové, Czech Republic. Hradec Králové: Magnanimitas, 2017. - ISBN 978-80-87952-20-7, CD-ROM, p. 415-423.

BLAHÚTOVÁ, D., KVIATKOVÁ, A., BALÁŽOVÁ, M. 2017: Ascorbic acid – Vitamin C. In: Disputationes scientificae Universitatis Catholicae in Ružomberok. Ružomberok: VERBUM, ISSN 1335-9185, Vol. 18, no. 2 (2018), p. 127-138.

CAMPBELL, R. translation: Marcela Andoková, M., Your child and drugs. Bratislava: Porta libri, 2003, 169 pp., ISBN 80-89067-09-3.

ČELEDOVÁ, L., ČEVELA, R. Health education: selected chapters. Prague: Grada Publishing, 2010, 126 p. ISBN 978-80-247-3213-8.

KOPECKÁ, K., KOPECKÝ, P. Health and disease clinic. Martin: Osveta, 2007. 695 p. ISBN 978-80-8063-243-4.

KRŠKA, M., BLAHÚTOVÁ, D. 2012: Hidden threat in food - mycotoxins. In: Biology in school today and tomorrow: January 17-18, 2012 Ružomberok: collection of papers from the conference with international participation. Verbum - publishing house of the Catholic University of Ružomberok, 2013, / System requirements: Windows 95 and higher; CD-ROM drive./ p. 35-41, ISBN 978-80-561-0022-6.

MELICHERČÍKOVÁ, D. Nutrition, environment and health. Banská Bystrica: Matej Bel University, 2006. 141 pp., ISBN 80-8083-307-9.

NOVÁKOVÁ, J., HAMADE, J. Current topics in the field of child and youth hygiene. Bratislava: Slovak Public Health Office, 2010, 56 p. ISBN 978-80-7159-185-6.

ROVNÝ, I., BIELÍK, I., HALZLOVÁ, K., EŠTOKOVÁ, M., MIHALSKÁ, E. Selected chapters of public health. Environment and health. Bratislava: University of Health and Social Work St. Elizabeth, 2012, 143 pp., ISBN 978-80-8132-036-1.

ROVNÝ, I., LESŇÁKOVÁ A., SPÁLOVÁ, M. Basics of hygiene. Ružomberok: Verbum: Catholic University, Faculty of Health, 2015, 145 pp., ISBN 978-80-561-0212-1.

Language of instruction:

English language.

Notes:

Course evaluation:

Assessed students in total: 10

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

Name of lecturer(s): Ing. Dana Blahútová, PhD.

Last modification: 01.07.2023
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD110B/22	Course title: Inclusive pedagogy
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 4	Working load: 100 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: To verify the extent to which the student has acquired the relevant knowledge, skills and competences through the implementation of theoretical and practical examinations during the semester teaching of the subject. Conditions for successful completion of the course: (1) active participation in seminars, fulfillment of the conditions of max. 2 excused absences, (2) elaboration of a seminar paper and its presentation (oriented to the description of a specific problem in the framework of inclusive education). Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - acquire basic theoretical knowledge about school integrativeness, - become familiar with the system of inclusive education, and the organisation of counselling as part of inclusive education, - be able to apply the acquired knowledge to the understanding of the provision of educational counselling in the context of supporting the child as a unique personality, - can analyze, synthesize and compare the information conveyed about the use of counseling facilities from the perspective of the family and the professional, the different types and specific counseling activities.	
Course contents: Inclusive school. Inclusive education as an innovative philosophy of education. Indicated groups of inclusive education. Procedural aspect of inclusive education from the perspectives of different helping professions. Current counselling system in Slovakia. Approaches to counselling, counselling according to target groups. Working with the client in the process of counselling. Forms	

and methods of counselling work. Ethical principles of counselling. Supervision in counselling. The different phases of the counselling process. Record keeping and documentation. Roles of counselling in the inclusive process when working with children with special educational needs. Preparation of educators and environment for inclusive education in formal and informal process (praxeological dimension). Assessment tools for inclusive education.

Recommended or required literature:

Recommended reading:

CULLEY, S., BOND, T. An integrative approach in counselling and psychotherapy. Prague: Portál, 2008.

JABLONSKÝ, T. et al. Interdisciplinary and Intradisciplinary Strategies in Educational Situations in the Care for Intact Pupils and Pupils with Specific Needs. ed. Dublin (Ireland): ISBCRTI, 2019. 113 p. ISBN 978-0-9957986-9-4.

KOVÁČOVÁ, B. With inclusion from an early age: the child with difference and his/her entry into the collective. Resilience, 2019. 100 p. ISBN 978-80-972277-5-3.

KOVÁČOVÁ, B. Compensatory and special learning aids for a pupil with special educational needs. In: Integration in school: a guide to regulations and an advisor to the school principal in the process of school integration. Bratislava: Dr. Josef Raabe Slovakia, 2016. ISBN 978-80-8140-250-0, PP. 1-22.

LECHTA, V. et. al. al. Inclusive pedagogy. Prague: Portál. 2010. ISBN 978-80-7367-679-7.

LEVČÍKOVÁ, M. et al. Education of pupils with special educational needs in secondary schools. Bratislava.

NEUBAUEROVÁ, L., JAVORSKÁ, M., NEUBAUER, K. Comprehensive rehabilitation of persons with central nervous system disabilities . Hradec Králové: Gaudeamus, 2012. ISBN 978-80-7435-640-7.

NOVOSAD, L. Counselling for people with health and social disadvantages. Prague: Portál, 2009. ISBN 978-80-7367-509-7.

ORAVCOVÁ, J. Counselling the helping professions. Banská Bystrica: PF UMB, 2013. ISBN 978-80-557-0540-8.

ŘÍČAN, P. Journey through life (Developmental psychology), 2nd revised edition. Prague: Portál, 2006. ISBN 80-7367-124-7.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 47

A	B	C	D	E	FX
74.47	14.89	10.64	0.0	0.0	0.0

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

Last modification: 08.07.2023

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD125B/22	Course title: Intermedia project in education
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 2 hours per semester: 26 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 5.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: The student will be evaluated continuously through the presentation of a selected problem from artistic intermedia creation with a value of 40 points and the final presentation of the proposed intermedia project with a value of 60 points. The final assessment will be the result of the evaluation of these two activities. Course Evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Course Objective: The aim of the course is to acquire basic theoretical knowledge and practical skills in the design, creation and implementation of an intermedia project with multiaspect overlaps in primary education. Learning outcomes: After completing the course the student will acquire the following knowledge, skills and competences: - knows and understands the theoretical and practical background of the problems of creating an intermedia project, knows how to correctly navigate in the space of planning, design and implementation of a multiaspect project. - possesses important knowledge in the space of art education in theoretical and practical contexts in the context of primary education - is able to apply theoretical knowledge in practice, to create concrete projects in experiential pedagogy, is able to creatively use individual creative techniques and procedures, - is able to process, analyse and apply relevant information for the creation of an intermedia project from different sources and is also able to assess their value.	
Course contents:	

Intermedia creation in art, intermedia creation in art education. Contemporary alternative approaches and forms in intermedia creation. A look at project methods and project making in historical contexts. Division of projects and types of projects. Thematic focus of projects in intermedia production. Planning and creating projects with regard to a multifaceted art project. Analysis and evaluation of projects with regard to the intermedia project. Presentation of intermedia projects in a social and educational context.

Recommended or required literature:

MACHKOVÁ, E. Drama education projects for younger school age. Prague: Portal, 2013. ISBN 978-80-262-0374-2.

PETLÁK, E. Innovations in the educational process. Dubnica nad Váhom: Dubnica Institute of Technology, 2012. ISBN 978-80-89400-39-3.

ŠUPŠÁKOVÁ, B. 1999. Projects and alternative forms in art education. Bratislava: Gradient, 1999, ISBN 80-967231-4-6.

TOMKOVÁ, A. et al. Teaching in projects. Prague: Portal, 2009. ISBN

978-80-7367-527-1. COUFALOVÁ, J. Project-based learning for the first stage of primary school : suggestions for teachers. Prague: Fortuna, 2006. ISBN 80-7168-958-0.

KOLLÁRIKOVÁ, Z., PUPALA, B. acol. Preschool and elementary pedagogy. Prague: Portál, 2001. ISBN 80-7178-585-7.

ZENTKO, J.: The use of multiaspect analysis of photography in art education in primary education. In: CREA-AE 2017: proceedings of a scientific conference / eds. Daniela Valachová, Lenka Lipárová. - [1st ed.]. - Banská Bystrica : Matej Bel University in Banská Bystrica, 2017. - ISBN 978-80-557-1374-8, p. 206-211.

ZENTKO, J. 2021. Art illustration supporting children's technical thinking in preschool education. In: (Po)ethics of artistic creation for children and youth: proceedings of the international scientific conference Éthos and poésis in artistic creation for children and youth, organized on the occasion of the round jubilee of prof. PhDr. Zuzana Stanislavova, CSc. GAL DRZEWIECKA, I; DZIAK, D (ed.); - 1st ed. - Prešov: University of Prešov, 2021. - ISBN 978-80-555-2756-7, pp. 384-391.

KAŠČÁKOVÁ, S.: Educational use of literary text in primary education. In Edukacja wychowanie odpowiedzialność : z teorii i praktyki pedagogicznej / pod red. nauk. Teresa Zawajska. Warszawa : Szkoła Główna Gospodarstwa Wiejskiego w Warszawie. Wydawnictwo SGGW, 2013. ISBN 978-83-7583-409-3, pp. 143-148.

Language of instruction:

Notes:

Course evaluation:

Assessed students in total: 17

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

Name of lecturer(s): Mgr. Silvia Kaščáková, PhD.

Last modification: 01.07.2023

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPED/ ULCA-BD01C/22	Course title: Learner-centred Approach 1
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture Recommended study range: hours weekly: 2 hours per semester: 26 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Self-assessment of the student - 50% - Final assessment Based on the self-assessment questionnaire, the student will evaluate his strengths and weaknesses and outline a plan for his further development. Active participation and work in classes - 50% - Continuous assessment Responsible teachers will assess the attendance, the level of readiness for the lesson and the level of active involvement in teaching.	
Learning outcomes of the course: The aim of the course is to acquaint students with the process of forming a learner-centered approach and its basic principles, and also to point out the benefits of using this approach in the teaching process. The student knows and controls the basic features and principles of humanization. The student knows the basic theoretical basis of the learner-centered approach and its main principles. The student is able to evaluate the contribution of psychological-pedagogical and neuroscience disciplines for the learner-centered approach. The student knows the patterns of psychological development of the student at the appropriate age and identifies the individual characteristics of the student in the classroom. The student knows the basics and principles of neuroscience, can specify and distinguish individual parts of the nervous system for individual cognitive and affective processes, can apply the principles of neuroscience to increase attention and learning ability. The student is acquainted with the basic principles of Rogers psychology and its importance for the teaching process. The student recognizes and identifies the differences between traditional teaching and learner-centered teaching. The student knows the main principles of the learner-centered approach and is able to characterize their nature and importance for the teaching process. The student is able to master the principles of the learner-centered approach and under the guidance of the tutor to improve in the appropriate didactic skills.	
Course contents:	

1. Humanization and application of its principles in the field of education
2. Basic characteristics of a learner-centered approach
3. The main theoretical basis of the learner-centered approach: humanistic learning theory, constructivism
4. Learner-centered approach in the background of knowledge of development psychology and neuroscience
5. Use of neuroscience knowledge in the teaching process: basic principles; attention, learning and memory; emotions and learning, stress in the classroom
6. Carl Rogers and the learner-centered approach
7. Basic principles of learner-centered approach
8. Learner-centered approach and "traditional approach" in education
9. The teacher's path to learning the learner-centered approach (balance between teaching approaches - TDA; CCA; LCA; subjective learning and teaching theory; student knowledge)

Recommended or required literature:

- NYKL, L.: Carl Ransom Rogers a jeho teorie: Přístup zaměřený na člověka, Grada 2012.
- LOJOVÁ, G.: Učme cudzí jazyk efektívnejšie: Prístup zameraný na žiaka. Bratislava: Univerzita Komenského v Bratislave, 2019.
- PETLÁK, E. - TRNÍKOVÁ, J. Neurodidaktika a vyučovanie. GRIN Verlag, 2010.
- PETLÁK, E. Vybrané pohľady na neuropedagogiku a neurodidaktiku. 2010 Nitra : UKF, 2010.
- PETLÁK, E., VALÁBIK, D., ZAJACOVÁ, J. Vyučovanie – mozog – žiak. Úvod do problematiky mozgovokompatibilného učenia. Bratislava : IRIS, 2009
- ROGERS, C.R.H., Freiberg, J.H.: Sloboda učiť sa. Didaktis, Centrum inkluzívneho vzdelávania 2020.
- TUREK, I. Didaktika. Bratislava: Iura Edition, spol. s r. o., 2010.
- ZELINA, M. Humanizácia školstva, Bratislava: Psychodiagnostika, 1993.
- MIKOŠKA, P. Vzdělávání zaměřené na studenta, Vydavatelství Pavel Mervart, 2017.
- CAMPBELL, C., KRYSZEVSKA, H. Learner-based Teaching. Oxford: Oxford University Press. 1992.
- BLUMBERG, Ph. Developing Learner-Centered Teaching: A Practical Guide for Faculty, Jossey-Bass 2008.
- SOUSA, D. A. How the Brain Learns, SAGE Publications Inc, 2017.
- DOYLE, T. Helping Students Learn in a Learner-Centered Environment: A Guide to Facilitating Learning in Higher Education, Stylus Publishing 2008.
- WEIMER, M. Learner-Centered Teaching, John Wiley & Sons 2013.
- PRŮCHA, J. Psychologie učení: teoretické a výzkumné poznatky pro edukační praxi. Praha Grada 2020.
- KREJČOVÁ, L. Žáci potřebují přemýšlet : co pro to mohou udělat jejich učitelé. Praha: Portal 2013.

Language of instruction:

Slovak, English

Notes:

Course evaluation:

Assessed students in total: 1

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

Name of lecturer(s): PhDr. Slavomíra Bellová, PhD., MVDr. Gabriela Hrkľová, PhD., ThDr. Mykhaylyna Klusková, PhD., doc. ThDr. Branislav Kluska, PhD.
Last modification: 27.02.2023
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPED/ ULCA-BD02C/22	Course title: Learner-centred Approach 2
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture Recommended study range: hours weekly: 2 hours per semester: 26 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 4.	
Level of study: I.	
Prerequisites: KPED/ULCA-BD01C/22	
Requirements for passing the course: Active participation in lectures and classes - 50% - Continuous assessment during the semester Supervising of the responsible pedagogues Self-assessment of the student - 50% - Final assessment at the end of the semester The student assesses in writing his level of mastery and application of the presented principles of the learner-centered approach.	
Learning outcomes of the course: The aim of the course is to develop the didactic competencies and skills of teacher training students in the teaching process so that they know and master the basic principles of the learner-centered approach. The subject is aimed at making future teachers aware that the teaching process should be aimed at facilitating active learning for students and to know and be able to use methods that support active learning. Furthermore, to know the basic principles of adapting the content of teaching in learner-centered teaching and to be able to place adequate emphasis on cognitive and affective factors in the learning process. The student knows the first three basic principles of a learner-centered approach: active learning; teaching content; cognitive and affective domains. Knows and uses basic teaching methods that support active student learning. Knows and uses tasks that enable active discovery in learning: problem solving, brainstorming, discussions, experimentation, activity and experiential learning, research activities, reading comprehension. He/she knows how to provide support to students (scaffolding); is able to use means to support students' curiosity and imagination; masters modern information and presentation technologies to support student's learning. He/she knows and knows how to use approaches aimed at structuring and modifying learning content so that it is meaningful and relevant for students. Is able to create space and lead students to personalize the learning content; to effectively construct their own knowledge system; to apply the acquired theoretical knowledge in practice and in the lives of students; to use the acquired theoretical knowledge to develop students' skills and competencies; can provide students with a comprehensive view of the content of the curriculum. Knows the function of affective factors (motivation, emotions, needs, interests, attitudes, personality of students) in increasing the effectiveness of learning; knows the means and methods to increase motivation to learn the subject.	

Can use means and methods to increase motivation to learn a given subject; can place a balanced emphasis on cognitive (perception, thinking, memory, attention, speech) and affective processes. Knows and is able to develop higher cognitive processes (analysis, synthesis, evaluation); is able to lead students to understand the context; can stimulate the development of students' critical thinking and ability to work scientifically; can respect the needs, interests, emotions, attitudes and opinions of students in teaching; knows methods and strategies for developing students' metacognitive awareness (self-knowledge - learning styles and strategies, individual peculiarities).

Course contents:

1. Facilitation of active learning in a Learner-centered approach
2. Active learning methods in education
3. The question of the content of teaching in traditional teaching and in the learner-centered approach
4. The advisability of the teaching content
5. Relevance of the teaching content
6. Personalization of the teaching content
7. Teaching materials and quality of teaching content
8. The synergy of cognitive and affective factors in the learner-centered approach
9. Affective factors of learning: motivation, needs, interests, attitudes and opinions of students
10. Affective factors of learning: personal problems, current feelings and students' experiences; stagefright, fear, worries and anxiety

Recommended or required literature:

- LOJOVÁ, Gabriela: Učme cudzí jazyk efektívnejšie: Prístup zameraný na žiaka. Bratislava: Univerzita Komenského v Bratislave, 2019.
- MIKOŠKA, Petr: Vzdělávání zaměřené na studenta. Hradec Králové: Pevl Mevart, 2017.
- PETLÁK, Erich – VALÁBIK, Dušan – ZAJACOVÁ, Jana: Vyučovanie - mozog - žiak : úvod do problematiky mozgovokompatibilného učenia. Bratislava: Iris, 2009.
- NYKL, Ladislav: Pozvání do rogersovské psychologie : přístup zaměřený na člověka. Brno : Barrister & Principal , 2004.
- CAMPBELL, Colin - Kryszewska, Hanna: Learner-based Teaching, Oxford University Press 2010.
- HOFMANN, Eberhardt - Löhle, Monika: Jak se úspěšně učit. Nejlepší strategie a techniky, Vydavatelství Grada, 2017.

Language of instruction:

Slovak, English

Notes:

Course evaluation:

Assessed students in total: 1

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

Name of lecturer(s): PhDr. Slavomíra Bellová, PhD., MVDr. Gabriela Hrkľová, PhD., ThDr. Mykhaylyna Klusková, PhD., doc. ThDr. Branislav Kluska, PhD.

Last modification: 27.02.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok		
Faculty: Faculty of Education		
Course code: KPED/ ULCA-BD03C/22		Course title: Learner-centred Approach 3
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture Recommended study range: hours weekly: 2 hours per semester: 26 Teaching method: on-site		
Credits: 2		Working load: 50 hours
Recommended semester/trimester: 5.		
Level of study: I.		
Prerequisites: KPED/ULCA-BD02C/22		
Requirements for passing the course: Active participation in lectures and classes - 50% - Continuous assessment during the semester Supervising of the responsible pedagogues Self-assessment of the student - 50% - Final assessment at the end of the semester The student assesses in writing his level of mastery and application of the presented principles of the learner-centered approach.		
Learning outcomes of the course: The aim of the course is to develop the didactic competencies and skills of teacher students in the teaching process so that they know and master the basic principles of a learner-centered approach - specifically building and developing the atmosphere and relationships in the classroom; understanding and developing their role as a teacher and properly understanding, accepting and supporting the role of the student in the classroom. Knows the theoretical background and the essence of the basic principles of learner-centred approach: the atmosphere and relationships in the classroom; the role of teacher and the role of student. He/she knows the factors affecting the social climate and positive learning atmosphere in the classroom. Can create a positive social climate in the classroom without stress and frustration; knows how to support the development of positive relationships with students and classmates; is able to create conditions for the development of cooperation and teamwork instead of individual competition; is able to fully accept students with their individual peculiarities, reveal their strengths and through them develop the potential of students in a given subject; can maintain natural discipline in the classroom. He knows the methodological guidelines for evaluation and pedagogical-psychological regularities of the use of reward and punishment. Can use assessment tools that strengthen inner motivation, create a positive image of oneself, self-assurance and adequate self-confidence of students; is able to lead students to critical-analytical self-reflection and self-evaluation and evaluation of classmates' performance. He/she knows the methods and strategies for facilitating effective learning of students. He/she knows the rules of creating positive relationships with students and natural authority.		

Can effectively facilitate students' learning so that they optimally develop knowledge, skills and competences within their potential; can create a space for students to express their points of view and attitudes openly; knows methods and strategies for developing students' metacognitive awareness (self-knowledge - learning styles and strategies, individual peculiarities); knows how to enable students to participate in classroom decisions so as to develop their independence and responsibility for their learning.

Course contents:

1. Atmosphere and classroom relationships in a learner-centered approach - theoretical background
2. Positive teacher attitude, use of humor and games in learner-centred approach
3. Classroom relationships in learner-centred approach
4. Assessment in learner-centred approach
5. Undesired events in the classroom in learner-centred approach
6. The role of the teacher in learner-centred approach: teacher as facilitator, coach and advisor, partner, role model
7. The teacher's relationship to himself, his personal preconditions and "well being"
8. Teacher's cooperation with parents in learner-centred approach
9. Student's participation in decision-making in learner-centred approach
10. Students' autonomy in learner-centred approach

Recommended or required literature:

- LOJOVÁ, Gabriela: Učme cudzí jazyk efektívnejšie: Prístup zameraný na žiaka. Bratislava: Univerzita Komenského v Bratislave, 2019.
- MIKOŠKA, Petr: Vzdělávání zaměřené na studenta. Hradec Králové: Pevel Mevart, 2017.
- HANULIAKOVÁ, Jana: Kreovanie klímy triedy v edukačnej praxis. Bratislava: Iris, 2010.
- CAMPBELL, Colin - KRYSZEWSKA, Hanna: Learner-based Teaching, Oxford University Press 2010.
- DOYLE, Terry: Helping Students Learn in a Learner-Centered Environment: A Guide to Facilitating Learning in Higher Education, Stylus Publishing 2008.
- MCGUIRE, Saundra Yancy – MCGUIRE, Stephanie: Teach Students How To Learn : Strategies You Can Incorporate in Any Course to Improve Student Metacognition, Study Skills, and Motivation, Stylus Publishing 2015.
- STEVENS, Grace: Positive Mindset Habits for Teachers: 10 Steps to Reduce Stress, Increase Student Engagement and Reignite Your Passion for Teaching, Mountain House 2018.
- WEIMER, Maryellen: Learner-Centered Teaching, John Wiley & Sons 2013.

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. ThDr. Branislav Kľuska, PhD., ThDr. Mykhaylyna Kľusková, PhD., PhDr. Slavomíra Bellová, PhD., MVDr. Gabriela Hrkľová, PhD.

Last modification: 27.02.2023

Supervisor(s):

Person 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-BD100A/22	Course title: Learning theory and concepts of education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture Recommended study range: hours weekly: 2 hours per semester: 26 Teaching method: on-site	
Credits: 4	Working load: 100 hours
Recommended semester/trimester: 1.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: During the semester, the student demonstrates his/her theoretical knowledge in the areas of learning theories and concepts of teaching with practical implications for the didactic projection of his/her subject area. Final assessment: written test (100 %). Course 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 aim of the course is to acquire basic theoretical knowledge and didactic demonstrations of the application of different learning theories and concepts of education in educational situations to optimize one's own learning experiences. After completing the course, the student will acquire the following knowledge, skills and competences: - The student will be able to navigate in the current views and theories of learning and teaching, - can define the supporting concepts of the subject matter, - master the mechanisms of learning and teaching in the context of the development of cognitive processes, - knows the principles of designing empirical research on the effectiveness of learning processes, - master the didactic methods of learning development in a holistic concept, - is able to autonomously apply given theories in specific didactic situations, - is able to design learning procedures in terms of the effectiveness of the teaching process with an emphasis on the achievement of the set objectives.	
Course contents: Learning theory - general characteristics, didactic background. Behaviourist theories of learning, learning in the context of nativism and humanistic theories of learning, cognitivist approaches to learning, constructivist approaches to learning, connectionist theories of learning. Concepts of the	

teaching process: cooperative learning, problem-based learning, project-based learning, mastery learning, authentic teaching, activity-based learning, brain-compatible teaching.					
Recommended or required literature: FISHER, R. Teaching children to think and learn. Prague: Portal, 2011. HELD, L., PUPALA, B. Psychogenesis of pupil's cognition in teaching. Bratislava: PdF UK, 1995. JABLONSKÝ, T. Cooperative learning. Trnava: PF TU, 2006. JABLONSKÝ, T. Modern Trends in Teaching: Ružomberok: Verbum, 2006. MAREŠ, J. Learning styles of pupils and students. Prague: Portal, 1998. PIAGET, J., INGHELDEROVÁ, B. The psychology of the child. Prague: Portál, 1997. PRŮCHA, J. Psychology of learning. Prague: Potál, 2020. TUREK, I. Didactics. Bratislava: Wolters Kluwer, 2014. ZELINA, M. Strategies and methods of child personality development. Bratislava, Iris, 2011.					
Language of instruction: slovak					
Notes:					
Course evaluation: Assessed students in total: 124					
A	B	C	D	E	FX
29.03	17.74	21.77	18.55	8.87	4.03
Name of lecturer(s): prof. PaedDr. Tomáš Jablonský, PhD.					
Last modification: 11.07.2023					
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD101C/22	Course title: Mathematics and working with information
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 1 hours per semester: 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Verify the degree of acquisition of the relevant knowledge, skills and competencies of the student through the implementation of theoretical and practical examinations during the semester teaching of the subject. Continuous evaluation - the student develops his own project on the chosen topic, presents it and defends it in front of his classmates - a maximum of 80 points in total. Knowledge test in which the student proves the theoretical knowledge acquired during the semester - maximum 20 points. The final assessment is the total percentage gain from the interim assessment, project defense and knowledge test. 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: Objective of the subject: Know and understand theoretically and practically search, sort, organize, represent and interpret data with the aim of obtaining as much relevant information as possible. To prepare students for the use of acquired knowledge in teaching, for self-evaluation and in improving their qualifications. Learning outcomes: After completing the subject, the student will acquire the following knowledge, skills and competences: - the student can independently search for information necessary and suitable for his work, - the student controls basic statistical processing of data, can identify relationships between them, - the student understands causality and is able to represent and interpret data.	
Course contents: Basic concepts and terminology: data, information, information value of information, types and formats of information. Safety of work on the Internet. Copyrights and Licenses. The information value of the data set. The effect of searching and recording data on their informational value. Data	

arrangement. Data sorting. Mathematical relationships between data. Statistical characteristics of the set: mode, median, arithmetic mean. Data representation. Tables and graphs. Data interpretation. Working with data as application and integration of children's mathematical knowledge. Methods of working with data - combinatorial tasks. School project. Pedagogical information, school information system.

Recommended or required literature:

BENYAK, J. Information literacy in the conditions of primary education. 1st ed. Ružomberok: VERBUM - publishing house KU, 2018. 112 s. ISBN 978-80-561-0609-9.

Portal: www.matika.sk, www.delmat.org

SLAVÍK, J., NOVÁK, J. The computer as a teacher's helper. Prague: Portal, 1997. 119 p. ISBN 80-7178-149-5.

Mathematics textbook. Professional journals.

KOPÁČOVÁ J., ŽILKOVÁ K., MALINOVÁ D., PARTOVÁ E., SWOBODA E. Mathematical reasoning of children. 1st ed. Ružomberok: Verbum - publishing house of the Catholic University in Ružomberok, 2014. 100 p. ISBN 978-80-561-0162-9.

Language of instruction:

Notes:

Course evaluation:

Assessed students in total: 10

A	B	C	D	E	FX
60.0	20.0	10.0	10.0	0.0	0.0

Name of lecturer(s): Mgr. Lenka Matejčíková, PhD.

Last modification: 01.07.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD116B/22	Course title: Multicultural Education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 4.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. The student will be evaluated continuously in the form of project development during the semester (max. 50 points) and the final presentation of the developed project (max. 50 points). Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: After completing the course, the student should have a basic knowledge of multicultural education, understand it, and be able to apply it in pre-primary education and after-school education. He/she has sufficiently developed cultural tolerance and understanding. Knows the theoretical basis of multicultural education such as multiculture, multiculturalism, multicultural education and its application in the educational process and beyond. Can apply the acquired knowledge in practical tasks. After completing the course, the student will acquire the following knowledge, skills and competences: - master the knowledge of multicultural education and apply it in educational activities, - is able to use a spectrum of educational strategies in multicultural education in the context of pre-school and out-of-school education, - acquire the skills of working with resources in multicultural education and be able to apply them in pedagogical practice.	
Course contents: Basic concepts - culture, multiculture, multiculturalism. Basic concepts - multicultural education, prejudices, stereotypes. Multicultural education in the context of Slovak education. The child in	

the world of multicultural influences. Transition from the known to the unknown. Multicultural education, its goals and means. Multicultural education as a part of pre-primary education and out-of-school education. Possibilities of using multicultural in elements in the educational process and beyond. Effective practices in multicultural education. Application of multicultural education through material culture.

Application of multicultural education through non-material culture. Preparing future educators for multicultural education. Application of cultural and historical heritage in educational activities as part of preparation in multicultural education.

Recommended or required literature:

MISTRÍK, E. et al. Multicultural education in school. Bratislava: Open Society Foundation, 2008. ISBN 978-80-969271-4-2. Available at: www.osf.sk

PORTIK, M., MIŇOVÁ, M. The Roma child in the family and in kindergarten. Prešov: Publishing house of the University of Prešov, 2011. ISBN 978-80-555-0479-7.

PRŮCHA, J. Multicultural education. Prague: Triton, 2006. ISBN 8072548662.

VANČÍKOVÁ K. et al. Multicultural education: its place in teacher training. Banská Bystrica: Matej Bel University, Faculty of Education, 2013. ISBN 978-80-557-0511-8.

VANČÍKOVÁ K. Multicultural education: its place in the contemporary school. Banská Bystrica: Matej Bel University, Faculty of Education, 2013. ISBN 978-80-557-0512-5.

VARGOVÁ, M. Multicultural education and its application in pre-primary education. Ružomberok: Verbum, 2012. ISBN 978-80-8084-916-0.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 44

A	B	C	D	E	FX
59.09	36.36	4.55	0.0	0.0	0.0

Name of lecturer(s): PaedDr. Mária Vargová, PhD., Bc. Mgr. Zuzana Semričová

Last modification: 08.07.2023

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD122B/22	Course title: Music activities in pre-primary and leisure education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 5.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: For successful completion of the course it is necessary to demonstrate theoretical knowledge of didactics of music education and the ability to design, practically apply and implement them in the conditions of pre-primary and leisure education. Final assessment: preparation and implementation of a project - creative-musical activity in the context of integrative approaches (100 %). Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Course Objective: The aim of the course is to acquire the theoretical knowledge of didactics of music education, which is necessary for mastering and implementing practical musical activities and activities at the pre-primary level of education. Learning outcomes: After completing the course the student will acquire the following knowledge, skills and competences: - The student will theoretically master the basics of the musical alphabet and didactics of music education, - the student will be able to navigate the issues of aesthetic experience of art in the reflection of the preschool child, - the student masters new concepts of music education, which he/she will subsequently use in the creation and implementation of music-creative activities (projects) and activities in pre-primary education.	
Course contents: The musicality of the preschool child. Musical art as play and dialogue (child and art in mutual communication). Vocal games (games with breath, with voice). Playing with song (song in story,	

story in song - syncretism of music and literature). Rhythmic activities (body play, rhyming games, rhythmic dialogue games). Games in instrumental activities.

1. Auditory games as a determinant of music perception and development of the child's musical abilities.
2. Music and movement games (improvisational movement exercises). Musical-dramatic games (musical fairy tale). Musical - visual games. Colour, word and music - integrative approaches. Children's musical creativity.

Recommended or required literature:

DEREVJANIKOVÁ, A. Methodological letters. Playing with music. Narodna osveta 3/2016. 16 p.

DEREVJANIKOVÁ, A. Music education. Bratislava: State Pedagogical Institute, 2016. 59 p. ISBN 978-80-8118-177-1.

DOLINSKÁ, E. How colour, word and music make friends: (child and art in mutual communication). Ružomberok: Catholic University of Ružomberok. VERBUM - KU Publishing House, 2020. ISBN 978-80-561-0796-6. 138 s.

Kol. Music and musical activities to support the development of personality and creativity in children. Trenčín. ISBN 978- 80 -8075-748-9. 113 p. ROCHOVSKÁ, I., KRUPOVÁ, D. 2020. Musicians in kindergarten. Ružomberok : VERBUM - publishing house KU, 2020. ISBN 978-80-561-0853-6. 114s.

ŠVÁBOVÁ, B. 2021. Folk culture mediated by methods of creative dramatics in school. Ružomberok : VERBUM - publishing house KU, 2021. ISBN 978-80-561-0887-1. 134 p.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 1

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

Name of lecturer(s): PaedDr. Martina Krušínská, PhD.

Last modification: 08.07.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD107B/22	Course title: Musical Instrument
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 2 hours per semester: 26 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: For successful completion of the course it is necessary to acquire basic skills in the control of playing the chosen musical instrument and mastering a simple repertoire consisting of children's songs and songs for music and movement games (90%). At the same time, active participation in exercises and - if the social and health situation allows - participation in two concerts organized by the Department of Music is essential (the student will have to confirm his/her participation in the event after the concert by signing a participation card prepared in advance by a teacher). Verification of the degree of acquisition of the given skills and competences is carried out regularly in the exercises and finally the student's competence is verified in the playback of the playing of musical instruments at the end of the semester. The playbacks require the interpretation of one exercise from the sheet music and one children's song chosen by the committee. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Course Objective: To acquire elementary skills in playing a chosen musical instrument (piano, organ, soprano recorder flute, guitar, violin), to learn how to create simple musical accompaniment to songs using basic harmonic functions. Learning outcomes: Upon completion of the course, the student will acquire the following skills and competences: <ul style="list-style-type: none"> - mastery of playing a selected musical instrument, - Interpretation of selected exercises from relevant music schools (basic music literature), - interpretation of children's or folk songs, - the ability to create simple musical accompaniments to children's or simple folk songs (applies to piano, organ, guitar). 	

Course contents:

Acquisition of elementary skills in playing the chosen musical instrument.

Creating simple accompaniments to songs using basic harmonic functions (T, S, D - tonic subdominant, dominant).

Repertoire - piano: 5 exercises from the piano school chosen by the teacher (playing from sheet music); 5 songs in two keys from the chosen song repertoire (playing from memory).

Repertoire - organ: 5 exercises from the organ school as chosen by the teacher (playing from sheet music); 5 songs in two keys from the chosen song repertoire (playing by heart on the piano).

Repertoire - soprano recorder flute: 10 exercises from Daniel's flute school (playing from sheet music); 5 songs in one key from the selected song repertoire (playing from memory).

Repertoire - guitar: 5 exercises from the guitar school as chosen by the teacher (playing from sheet music); 5 songs in one key from the chosen song repertoire (playing from memory).

Repertoire - violin: 5 exercises from the violin school as chosen by the teacher (playing from sheet music); 5 songs in two keys from the chosen song repertoire (playing from memory).

Recommended or required literature:

BÖHMOVÁ, Z., GRÜNFELDOVÁ, A., SARAUER, A. Piano school for beginners. Prague: Bärenreiter 2002.

EMONTS, F. Europäische Klavierschule, Band. I. Mainz: Schott Music International, 1992.

DZEMJANOVÁ, E. Organ School. Košice: Amadeo, 2000.

KRAUS, B. Orgelschule. Hamburg: MKH Medien Kontor, 2009.

DANIEL, L. School of soprano recorder playing. Prague: Panton, 1986.

STACHAK, T. Guitar first class. Prague: Bärenreiter, 2013.

SÜSSER, C. Exercises and compositions for beginners op. 1. 1st ed. Ctibor Süsser, 2014.

ŠEVČÍK, O. Violin School for Beginners Op. 6, No. 1.

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

Assessed students in total: 46

A	B	C	D	E	FX
54.35	26.09	13.04	4.35	2.17	0.0

Name of lecturer(s): PaedDr. Miriam Matejová, PhD., doc. PaedDr. Janka Bednáriková, PhD.

Last modification: 08.07.2023

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD110A/22	Course title: Musical art in pre-primary and leisure education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 5	Working load: 125 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: 50% of the interim evaluation and 50% of the final evaluation. The continuous assessment includes active participation in the music education modules (30% of the assessment) and a written seminar paper (20% of the assessment). The final assessment includes a final examination (50% of the assessment). To pass the course, a minimum score of 60% is required. Course Assessment: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Course Objective: The aim of the course is to form a basic theoretical picture of the content and form, possibilities and limits of music education in pre-primary education in conjunction with an overview of the music-pedagogical trends in Europe. On a practical level, the course aims to develop the student's abilities and skills necessary for music education practice. Learning outcomes: Upon completion of the course, the student will acquire the following knowledge, skills and competences: - The student has acquired the basic professional terminology and uses it correctly, - the student knows the subject, aims and principles of the educational field of Art and Culture - Music Education in the pre-primary level of education, - the student knows the developmental laws of the preschool child in the context of the development of musical skills and abilities of the child at this age, - the student is familiar with the music pedagogical work of important personalities - reformers, the student is familiar with the content of musical activities/educational areas and the complementary area of the use of information and communication technologies, - the student acquires methodological procedures in individual musical activities/educational areas.	

Course contents:

The subject and aims of music didactics and music pedagogy. Subdivision of disciplines, affinities with other disciplines, basic terminology. School reform in Slovakia, characteristics of the educational field of Art and culture - music education of the pre-primary level of education with regard to the recent development of curriculum reform in Slovakia. The most famous music-educational methods and concepts in Europe in the context of pedagogical views of prominent personalities and creators of reform-pedagogical approaches. The aesthetic experience of the child and the formation of his/her personality in the music-artistic space. Internal and external determinants of the child's musical development: Musicality and musical talent. Musical abilities - their nature and classification. Rhythmic activities (vocal rhythmization of nursery rhymes, rhythmic games). Vocal activities in pre-primary education (vocal range of preschool children, vocal breathing, breath games, vocal warm-up, voice games, rehearsing and singing songs). Perceptual activities in pre-primary education (listening to songs with themes close to the children, listening to instrumental pieces). Instrumental activities in pre-primary education: objectives, methods, elementary musical instruments, playing techniques (C. Orff's concept). Music and movement in the pre-primary stage of education (elementary movement activities - playing on the body, movement games with music). Issues of musical-dramatic activities in the pre-primary stage of education (musical theatre - musical fairy tale). Integrative approaches in music education (pedagogical concept of J. Hatik and pedagogical approaches of B. Felix).

Recommended or required literature:

BARANOVÁ, E. Music, movement, experience. Banská Bystrica: Metodicko-pedagogické centrum, 2008. 60 s. ISBN 80-8041-453-X.

BARANOVÁ, E. Music education in an interesting and non-traditional way. Ružomberok: Catholic University of Ružomberok, 2003. 90 p. ISBN 978-80-8084-292-5.

BLAŽEKOVÁ, M. Orff's Schulwerk: Principles and Adaptation. Nitra: University of Constantine the Philosopher in Nitra, 2011. 194 p. ISBN 978-80-80-8094-997-6.

BOROŠ, T. [online]. Music as an act. 2021. Updated 20.7.2021. Available at: <https://www.in-music.sk/projekty/prave-realizujeme/hudba-ako-cin/>

DEREVJANÍKOVÁ, A. Music education: methodological guide to the educational area of Art and culture of the SPP for pre-primary education in kindergartens. Bratislava: State Pedagogical Institute, 2016. 59 p. ISBN 978-80-8118-177-1.

DEREVJANÍKOVÁ, A. Art and Culture: Music Education. In PUPALA, B., VANČÍKOVÁ, K. (eds.) Compulsory pre-primary education: a guide to objectives and content. Bratislava: State Pedagogical Institute, 2016. 1st ed. ISBN 978-80-8118-260-0. Updated 20.7.2021. Available at: <https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/materska-skola/metodicke-materialy/guide-targets-content.pdf>

DOLINSKA, E. How colour, words and music make friends: (Child and art in mutual communication). Ružomberok: Catholic University of Ružomberok. VERBUM - KU Publishing House, 2020. ISBN 978-80-561-0796-6. 138 s.

KRUŠINSKÁ, M. Muzilienka: Musical encounters with children of toddler age 1+ Ružomberok: Verbum, 2019. 90 p. ISBN 978-80-561-0652-5.

KRUŠINSKÁ, M. Education to music of preschool children with the application of music therapy approaches. 29 NS. In G. ZELEIOVÁ, J. (ed.): Inclusive trends in music pedagogy - expressive-therapeutic approaches [CD-ROM]. 2011. ISBN 978-80-8082-491-4.

KRUŠINSKÁ, M., ZELEIOVÁ, G. J. Music-educational and music-therapeutic modules: Implications from workshops emphasizing sources of folk creation and personal identity. Ružomberok: Catholic University of Ružomberok, 2011. 167 p. ISBN 978-80-8084-765-4.

STATE EDUCATIONAL PROGRAMME FOR PRE-PRIMARY EDUCATION IN KINDERGARTENS. [online]. Bratislava: State Pedagogical Institute. 2016 Updated 20.7.2021. Available at: <https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/svp-materske-skoly/>.

Language of instruction:

Slovak

Notes:

Prerequisite subjects: none

Course evaluation:

Assessed students in total: 184

A	B	C	D	E	FX
24.46	13.59	18.48	21.74	10.33	11.41

Name of lecturer(s): PaedDr. Martina Krušinská, PhD., Mgr. art. Mgr. Martina Procházková, PhD.

Last modification: 08.07.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD116A/22	Course title: Natural and Social Sciences Pre-school and Leisure Education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 5	Working load: 125 hours
Recommended semester/trimester: 4.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: o verify the extent to which the student has acquired the relevant knowledge, skills and competences through the implementation of theoretical and practical examinations during the semester teaching of the subject. The student will be evaluated continuously by preparing and presenting a term paper during the semester (max. 30 points). The student will be allowed a maximum of 10 points for the creation of his/her own teaching aid. In order to participate in the examination, at least 20 points must be obtained from the continuous assessment. The student may score a maximum of 60 points on the final exam. The final grade will be based on the total number of points obtained from the midterm assessment and the final oral/written examination. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Course Objective: To understand the basic theoretical foundations of science and social science education with regard to preschool and leisure time education of children. To acquire the ability to independently and responsibly design, project, organize, implement, critically analyze and evaluate innovative implementation of science and social science education in the educational process in pre-primary education and with regard to leisure education of younger school-age children. Educational Outcomes: Upon completion of the course the student will acquire the following knowledge, skills and competences: - knows the current basic theoretical background of science and social science education in the context of pre-school and leisure education, is able to deal with the theoretical background of the natural sciences in the form of different concepts, approaches and methods, - is familiar with current curriculum documents and school legislation in the context of science and social science education in pre-primary and leisure-time education,	

- is able to independently and responsibly design, implement, analyse and evaluate didactic activities, knows, analyses and evaluates the possibilities of developing initial scientific literacy, cultural literacy, as well as didactic strategies in their development in education in the relevant educational institutions and can independently, innovatively and responsibly apply them to the educational process, can justify their choice and thus create space for greater responsibility for their own educational process and planned personal growth.
- can evaluate solutions to methodological, professional, practical or scientific problems in a given field.

Course contents:

Science and social studies education and cognition in kindergartens and leisure institutions. Cultural literacy. Science literacy. The constructivist principle. Designing education in science and social studies education in the intents of pre-primary and leisure education. Activating didactic methods, contemporary concepts of education. Play and gamification. Exploration-oriented learning. Research-oriented conception of science education. Organizational forms, walks and excursions, cultural institutions as a space of education.. Didactic means in science and social science pre-school and after-school education, analysis of available teaching materials. Competences and self-reflection of the kindergarten teacher and educator with regard to natural and social science education in the intents of pre-school and out-of-school education. Selected methodological, professional and scientific problems in the field of science education in the intents of pre-school and out-of-school education.

Recommended or required literature:

UHRINOVÁ, M. Natural and social science cognition of children in the context of education. 1st ed. Ružomberok (Slovakia): Katolícka univerzita v Ružomberku. VERBUM - KU Publishing House, 2018. 135 p. ISBN 978-80-561-0592-4

OŽVOLDOVÁ, M. Exploratory play from kindergarten - themes and activities. Bratislava: RAABE, 2017, 192 p. ISBN 978-80-8140-253-1.

ROCHOVSKÁ, I., KRUPOVÁ, D. Developing science education of preschool children in the context of cultural literacy. Ružomberok: VERBUM - publishing house KU, 2015. ISBN 978-80-561-0254-1.

ROCHOVSKÁ, I. Using exploratory activities in kindergarten. Ružomberok: Verbum, 2011. 72 p. ISBN 978-80-8084-666-4.

ŽOLDOŠOVÁ, K. Man and nature. Methodological guide to the educational area of the SPP for pre-primary education in kindergartens. Bratislava. ISBN 978 - 80 - 8118 - 172 - 6.

VIŠŇOVSKÁ, M. Man and Society. Bratislava: ŠPÚ, 2016. ISBN 978-80-8118-172-6

ŽOLDOŠOVÁ, K. Implementation of constructivist principles of science education into school educational programs of kindergarten and 1st grade of primary school. Prešov: Rokus, 2011. ISBN 978-80-89510-00-9.

MINÁRECHOVÁ, M. Activities with animals in kindergarten - themes and activities. Bratislava: RAABE, 2015, 112 p. ISBN 978-80-8140-213-5.

Language of instruction:

slovak

Notes:

Course evaluation:

Assessed students in total: 77

A	B	C	D	E	FX
41.56	24.68	20.78	3.9	6.49	2.6

Name of lecturer(s): PaedDr. Miriam Uhrinová, PhD., Mgr. Ivana Prachárová, PhD.
Last modification: 08.07.2023
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD102C/22	Course title: Outdoor Study and Excursions
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 2 hours per semester: 26 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 4.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: During the semester, the student demonstrates his/her theoretical knowledge in the preparation and implementation of field exercises and natural science excursions. During the semester, the student independently develops a project of a field exercise or excursion, which he/she defends at the end of the semester before the plenary. Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Course evaluation: A - 100% - 93% B - 92% - 85% C - 84% - 77% D - 76% - 69% E - 68% - 60% Fx - 59% - 0%	
Learning outcomes of the course: Course Objective: The aim of the course is to acquire basic theoretical knowledge and practical skills for providing outdoor education in field exercises and science excursions in pre-primary and leisure education. Learning outcomes: Upon completion of the course the student will acquire the following knowledge, skills and competences: - The student knows selected objects of cultural and natural heritage (cultural, historical, natural and technical objects) from individual regions in Slovakia, - the student will acquire and be able to present the possibilities of implementing the acquired knowledge in pedagogical practice, - the student is able to master the work with cartographic material in the implementation of walks and excursions, - the student is able to actively observe, to compile records from the observation and subsequently appropriate methodological material for the relevant educational institutions,	

- on the basis of pedagogical and didactic reflection, the student is able to handle the analysis of appropriate didactic strategies.

Course contents:

Excursion as an organizational form. Selected cultural objects of Slovakia. Selected historical objects and events of Slovakia. Selected natural objects of Slovakia. Selected protected areas of Slovakia. Selected technical objects of Slovakia. Selected cultural events of Slovakia. Field trip to the nearby surroundings. Preparation and implementation of the excursion.

Recommended or required literature:

HOFMANN, E. Integrated field teaching. Brno: Paido, 2003. ISBN 80-7315-054-9.

MACKO, J., JUROVÁ, L. Selected aspects of the environmental literacy of elementary school students. In: QUAERE 2020, Hradec Králové, June 22-26, 2020. Year 10. – Hradec Králové : Magnanimitas academic association, 2020. ISBN 978-80-87952-32-0, p. 813-819.

MACKO, J. Honey bee and beekeeping as part of cultural heritage.

In: Studia Scientifica Facultatis Paedagogicae. Ružomberok: Catholic University in Ružomberok.

VERBUM - publishing house KU. ISSN 1336-2232. Year 20, no. 5 (2021), p. 123-129.

ROCHOVSKÁ, I. Formation of science literacy of students in the field of preschool and elementary pedagogy. Ružomberok: Verbum, 2012. ISBN 978-80-8084-859-0.

SANIGA, M. Our nature in a cube. Bratislava: Veda, 2016. ISBN 978-80-224-1557-6.

UHRINOVÁ M., ZENTKO, J., HOLLÁ, Z. Selected aspects of regional education in pre-primary and primary education. Ružomberok: Verbum, 2010. ISBN 978-80-8084-580-3.

ŽOLDOŠOVÁ, K. Natural science education in the field. Trnava: Trnava University, 2004. ISBN 80-89074-81-2.

Language of instruction:

Slovak

Notes:**Course evaluation:**

Assessed students in total: 7

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

Name of lecturer(s): Ing. Jozef Macko, PhD.

Last modification: 01.07.2023

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD105B/22	Course title: Outdoor physical activities
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 2 hours per semester: 26 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Verifying the degree of acquisition of the relevant knowledge, skills and competences of the student is through the implementation of theoretical and practical examinations at the end of the semester teaching of the subject. Theoretical knowledge in the field of movement activities in the natural environment, their organization and material provision for children from kindergartens; Organization of kindergarten in nature - legislation. Demonstration of practical skills from outdoor activities during the summer course, organization and use of suitable physical activities using natural materials. 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: Objective of the subject: To acquire theoretical knowledge about the content of outdoor activities usable in pre-primary education and in the school club, to implement them practically. Learning outcomes: After completing the subject, the student will acquire the following knowledge, skills and competences: <ul style="list-style-type: none"> - knows the content of outdoor activities in general, knows how to select suitable activities from them for children of preschool and younger school age, taking into account age characteristics, - knows the principles of safety and hygiene when staying in nature, knows how to organize an outdoor school, - knows the organization and provision of tourist outings, trips and courses, - has practical skills with adventure games in nature and field orientation, - is physically ready for activities in the natural environment. 	
Course contents:	

<p>Course contents:</p> <p>Organization and provision of summer and winter activities in nature, organization of trips and stays. Safety during outdoor activities. Legislation of school in nature, skiing activities. Equipment and equipment for hiking and skiing. Field orientation. Nature protection.</p> <p>Summer and winter adventure games in nature.</p>																	
<p>Recommended or required literature:</p> <p>Recommended reading:</p> <p>NOVOTNÁ, N., ROZIM, R. Basic locomotion and seasonal movement activities. Banská Bystrica: Matej Bel University, Faculty of Arts, 2014. ISBN 978-80-557-0754-9.</p> <p>BLAHUTOVÁ, A. Technique and didactics of teaching skiing. Ružomberok, KU, PF, 2017. ISBN 978-80-561-0504-7.</p> <p>HUBINAK, A.; ŠIŠKA, Ľ.; ONDREJKA, M. Non-traditional movement games and tasks for the development of balance, orientation and accuracy of movement. In: Sport and recreation 2021. Nitra: University of Constantine the Philosopher in Nitra. Faculty of Education UKF. Department of Physical Education and Sport, 2021. ISBN 978-80-558-1726-2, p. 114-124.</p> <p>BRTNÍK, J., NEUMAN, J. Winter games on and without snow. Prague, Portal, 2008. ISBN 978-80-7367-399-4</p> <p>COLLEGE OF AUTHORS. Outdoor activities, sports and specifics of staying in nature. Banská Bystrica, Matej Bel University, Faculty of Arts, 2017. ISBN 078-80-557-1342-7</p> <p>VOLKOVÁ, T. Outdoor activities in extracurricular education. Bratislava, Methodological and pedagogical center, 2015. ISBN 978-80-565-1386-6</p>																	
<p>Language of instruction:</p> <p>Slovak language</p>																	
<p>Notes:</p>																	
<p>Course evaluation:</p> <p>Assessed students in total: 36</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>97.22</td><td>2.78</td><td>0.0</td><td>0.0</td><td>0.0</td><td>0.0</td></tr> </tbody> </table>						A	B	C	D	E	FX	97.22	2.78	0.0	0.0	0.0	0.0
A	B	C	D	E	FX												
97.22	2.78	0.0	0.0	0.0	0.0												
<p>Name of lecturer(s): doc. PaedDr. Robert Rozim, PhD., PaedDr. Andrej Hubinák, PhD.</p>																	
<p>Last modification: 01.07.2023</p>																	
<p>Supervisor(s):</p> <p>Person responsible for the delivery, development and quality of the study programme:</p> <p>prof. PaedDr. Tomáš Jablonský, PhD.</p>																	

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD109B/22	Course title: Pedagogical Research in preschool Education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: To verify the extent to which the student has acquired the relevant knowledge, skills and competences through the implementation of practical examinations during the semester teaching of the subject. The student will be evaluated continuously by means of a term paper and a written examination during the semester (max. 50 points) and a final presentation of the project (max. 50 points). Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx – 59%- 0%	
Learning outcomes of the course: Course Objective: To learn the basic theoretical foundations of research methodology, to understand the differences between qualitative and quantitative research. Understand the basic concepts related to empirical research methods and apply theoretical knowledge in practice, be able to write a scientific text. Independently and responsibly design, project, organize, implement, critically analyze and evaluate the implementation of research in practice, especially qualitative research in the educational process in pre-primary education and in the out-of-school education of children of younger school age. Educational outcomes: After completing the course the student will acquire the following knowledge, skills and competences: - is able to handle the theoretical background of the field of pedagogical research, preferably in the implementation of qualitative research, - is familiar with the current theoretical background of research methodology in the context of pre-school and out-of-school education, - knows the methodology of conducting research in kindergarten and out-of-school education, knows the basic methods and techniques that can be used in research practice and can justify their choice,	

- is able to write a scientific text and analyse and interpret data obtained from field research in the context of qualitative research.

Course contents:

Foundations of scientific cognition. Science, research, epistemology, methodology, method, features of scientific work. Stages of work in research. Features of scientific research. Information preparation - scientific language, information sources, types of scientific publications, primary and secondary sources, literature search, databases. Research strategies (quantitative and qualitative research, basic rules and general algorithm for solving a research problem, method, methodology, means, instrument, research sample). Construction of a scientific text (basic parts of the text - introduction, core, conclusion, abstract, erratum, discussion and interpretation). Construction of a scientific text (chapter, paragraph, table of contents, list of bibliographic references). Ethics in research and citation (informed consent, verbatim quotation, paraphrase, excerpt, plagiarism, citation and referencing techniques - APA standard, Chicago, ISO 690). Formal editing of scientific text (graphic design - line spacing, font size, paragraphing, heading styles, margins, numbering). Argumentation in scientific writing (Toulmin model, Horecký, Slančanová). Research problem, research topic, hypotheses, variables. Validity and reliability of research instruments. Errors appearing in research- errors of environmentalism, individualism and reductionism.

Recommended or required literature:

JABLONSKÝ, T. Scientific research in pedagogy. In: Introduction to pedagogy. Trnava: TU, 2007.

JUSZCZYK, S. Qualitative research in social sciences. Methodological reflections. Ružomberok: VERBUM, 2012. 195 p. ISBN 978-80-8084-923-8.

JUSZCZYK, S. Methodology of empirical research in social sciences. Bratislava: Iris, 2003. 137 p. ISBN 8089018130.

STAROŇOVÁ, K. Scientific writing. How to write academic and scientific texts. Martin: Osveta, 2011. 247 p. ISBN 978-80-8063-359-2.

JUSZCZYK, S. Qualitative studies in social sciences : szkice metodologiczne. Katowice: Wydawnictwo Uniwersytetu Śląskiego, 2013. 246 p. ISBN 978-83-226-2177-6.

BENČO, J. Methodology of scientific research. Bratislava: IRIS, 2001. 194 p. ISBN 80-89018-27-0.

GAVORA, P. Introduction to pedagogical research. Bratislava: UK, 2001. 236 p. ISBN 8022316288.

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

GAVORA, P. A Guide to Qualitative Research Methodology. Bratislava: UK, 2007. 229 p. ISBN 9788022323178.

CHRÁSKA, M. Methods of pedagogical research. Prague: Grada, 2007. 265 p. ISBN 9788024713694.

ŠVAŘÍČEK, R. Qualitative research in pedagogical sciences. Prague: Portal, 2007. 377 p. ISBN 9788073673130.

Dean's guideline on graduation – the current guideline available on the faculty's website.

Language of instruction:

slovak

Notes:

Course evaluation:					
Assessed students in total: 8					
A	B	C	D	E	FX
37.5	50.0	0.0	0.0	12.5	0.0
Name of lecturer(s): PaedDr. Mária Karasová, PhD., Mgr. Lenka Matejčíková, PhD.					
Last modification: 17.06.2023					
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD120B/22	Course title: Pedagogical and social communication
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 2 hours per semester: 13 / 26 Teaching method: on-site	
Credits: 4	Working load: 100 hours
Recommended semester/trimester: 5.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: During the semester, the student demonstrates his/her theoretical knowledge of social and pedagogical communication by active participation in communication activities, games, pantomimes, etc. He/she performs a micro-output according to the recommendation: examples of developing communication skills (a narration limited by a set time and presented in front of a group), in which he/she demonstrates his/her acquired and improved verbal and non-verbal skills. Is capable of self-reflection and self-assessment, and can respond appropriately to peer feedback.	
Learning outcomes of the course: The aim of the course is to acquire knowledge, skills and experience of professional communication behaviour and social and pedagogical communication in teacher-child-parent relationships. To re-evaluate one's own way of communication, to point out purposeful communication in the educational process with understanding of verbal and non-verbal expressions. To acquire basic knowledge about empathy, assertiveness in communication and to be able to apply them in school practice. The student will be able to define the basic terminology of social and pedagogical communication. <ul style="list-style-type: none"> - The student will be able to list and understand the elements of verbal and non-verbal communication and will know the methodology of their use in school practice. - He/she will have knowledge of the use of empathic and assertive communication in school, he/she will be able to use correctly some techniques of non-violent communication in relationships in the educational environment. - He/she will be able to conduct monologue and dialogue during the educational process, appropriately form and verbalize questions, respond to children's answers. - Practically and creatively handle the solution of communicative educational situations. - He/she will be able to implement meetings with parents through experiential communication activities, to develop cooperation between school and family. - The student will be able to deal appropriately with devaluing communication problems in the classroom. - He/she will review and improve the communication skills of speaking and listening. - The student will acquire and practice communication, social, interpersonal, and personal competencies. 	

Verification of the degree of acquisition of relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations (analyses of micro-outcomes) during the semester teaching of the subject.

Course contents:

Introduction to interpersonal communication. Models and concepts in communication. Principles of communication. Social and pedagogical communication. Examples of developing communication skills. Communication - definition of pedagogical communication, its content, objectives and functions in the educational process. Planes of pedagogical communication. Participants of pedagogical communication. Types of communication. Non-verbal communication in the school environment. Brief characteristics of extralinguistic means. Mimicry, gaze speech, gestures, haptics in the work of the teacher. Non-verbal communication in the teacher's work. Proxemics, posturing, kinesics, communicating by modifying appearance and environment. Verbal communication in the teacher's work. Language as a tool of pedagogical communication. Proportion of verbal expressions of the teacher and the child. The linguistic aspect of the teacher's communicative expression. Communication skills of beginning teachers. Vocal hygiene. Rules of teacher-child communication. Monologue. Coherent speech, its preparation and realization. Lecture, explanation of the curriculum. Rhetoric in the work of the teacher. Speech preparation, preparation of the speaker. Audience and sustaining attention. Managing stage fright. Conversation and dialogue in the pedagogical process - their form and content, the structure of conversation. Questions and answers in the educational process. Typology of questions. The teacher's reaction to the child's answer. Devaluation and elevation in pedagogical communication. Manifestations of respect, disrespect, humiliation in school. Situations of devaluation and elevation, verbal and non-verbal devaluation, behaviour and reactions of the child during devaluation, ways of solving and helping in education. Pygmalion and Golem effect. Teacher's mistakes in communication. The art of listening. Listening. Attitudes to listening, types of listeners, ways of listening. Active listening techniques. Inappropriate listener response. Silence in listening. Space in communication. Different ways of arranging the classroom and their relationship to the characteristics of teacher-child communication. Communication with the family, factors facilitating communication with parents. Principles for organising meetings with parents. Class meetings, consultation hours. Empathy and assertiveness in pedagogical terms. Education of children for empathic and assertive communication.

Recommended or required literature:

TIŠŤANOVÁ, K. 2012. Specifics of pedagogical communication. Ružomberok: Verbum 2012.
ŠUTÁKOVÁ, V.- FERENCOVÁ, J. - ZAHATŇANSKÁ, M. 2017. Social and didactic communication. Bratislava: Wolters Kluwer 2017.
STANÍČEK, P. 2020. Prague: Grada 2020.
GORDON, T. 2015. School without losers (A practical guide to effective teacher-student communication). Olomouc: Malvern 2015.
KLIPPERT, H. 2013. A toolkit of activities for communication training. Brno: Edika 2013.
ŠEĐOVÁ, K. - ŠVAŘÍČK, R. - ŠALAMOUNOVÁ, Z. (2012). Prague: Portal 2012.

Language of instruction:

Slovak language

Notes:

Course evaluation:

Assessed students in total: 15

A	B	C	D	E	FX
20.0	40.0	13.33	20.0	6.67	0.0

Name of lecturer(s): PaedDr. Katarína Tišťanová, PhD.
Last modification: 11.07.2023
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD113A/22	Course title: Pedagogical diagnosis of the child
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 1 hours per semester: 26 / 13 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 4.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: To verify the extent to which the student has acquired the relevant knowledge, skills and competences through the implementation of theoretical and practical examinations during the semester teaching of the subject. Conditions for successful completion of the course: active participation in the exercises, fulfilment of the conditions of max. 2 excused absences, elaboration of a seminar paper and its presentation (oriented to the presentation of the portfolio of a child attending kindergarten). Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Course Objective: To identify the specific impairment of a child based on theoretical background and to propose appropriate measures based on the child's portfolio. Learning outcomes (knowledge, skills and competencies): - Possess a basic understanding of the child's personality in relation to educational diagnosis, - master the development and subsequent use of an evaluation tool for pedagogical diagnosis, accepts the individuality and diversity of the child in a socio-cultural context, - be able to propose measures resulting from pedagogical diagnosis and educational practice.	
Course contents: Brief outline of the course: Pedagogical diagnostics, the process of diagnostics and the problem of objectivity. Rules of assessment in kindergarten from the point of view of the kindergarten teacher's competences. Selected methods of diagnosis in early childhood and preschool. Assessment of impairment in the field of perception in early and preschool age. Assessment of impairment in the field of psychomotor skills in early and preschool age. Assessment of speech impairment in early childhood and preschool	

age. Assessment of cognitive impairment in early childhood and preschool age. Assessment of impairment in the area of sociability in early childhood and preschool. Assessment of impairment in laterality in early childhood and preschool. Assessment of attention and memory impairment in early childhood and preschool age. Child's portfolio. Specific measures to support the child in kindergarten. The child's readiness to enter primary school.

Recommended or required literature:

Recommended reading:

KOVÁČOVÁ, B. 2013. Diagnosing optical and acoustic memory impairment in the preschool child. In: Pedagogical diagnostics in kindergarten practice: an aid in revealing the personal individualities of the preschool child. Bratislava: Dr. Josef Raabe, 2013. PP. 1-10. ISBN 978-80-89182-63-3

KOVÁČOVÁ, B. 2013. Diagnosis of spatial orientation through the child's active agency.. In: Pedagogical diagnostics in kindergarten practice: an aid in revealing the personal individualities of the preschool child. Bratislava: Dr. Josef Raabe, 2013. S. 1-6. ISBN 978-80-89182-63-3

KOVÁČOVÁ, B. 2013. Diagnosing seriality in preschool children. In: Pedagogical diagnostics in kindergarten practice: an aid to revealing the personal individualities of the preschool child. Bratislava : Dr. Josef Raabe, 2013. PP. 1-16. ISBN 978-80-89182-63-3

KOVÁČOVÁ, B. 2014. Diagnosing the integrativeness of the kindergarten environment. In: Pedagogical diagnostics in kindergarten practice: an aid to revealing the personal individualities of the preschool child. Bratislava: Dr. Josef Raabe, 2014. PP. 1-26. ISBN 978-80-89182-63-3.

KOVÁČOVÁ, B. 2014. Diagnosing a child's speech expression through a puppet (animated object). In: Pedagogical diagnostics in kindergarten practice : an aide in revealing the personal individualities of the preschool child. Bratislava : Dr. Josef Raabe, 2014. PP. 1-24. ISBN 978-80-89182-63-3.

GAVORA, P. 2010. What are my pupils like. Nitra: Enigma, 216 p. ISBN 9788089132911

ZELINKOVÁ, O. 2011. Pedagogical diagnostics and individual educational programme. Prague : Portál, 2011. 208 p. ISBN 9788026200444.

MERTIN, V. KREJČOVÁ, L. 2016. Methods and procedures of pupil cognition : pedagogical diagnostics. 2nd, supplemented and updated edition. Prague: Wolters Kluwer, 2016. 400 p. ISBN 9788075520142

SPÁČILOVÁ, H. 2003. Pedagogical diagnostics in primary school. 1st ed. Olomouc : Palacký University, 2003. 74 p. ISBN 8024405687.

Language of instruction:

Notes:

Course evaluation:

Assessed students in total: 79

A	B	C	D	E	FX
45.57	21.52	12.66	11.39	7.59	1.27

Name of lecturer(s): PaedDr. Jana Mastišová, PhD.

Last modification: 08.07.2023

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD106A/22	Course title: Pedagogy of leisure time
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 6	Working load: 150 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: During the semester, there will be one written knowledge test in the field of free time pedagogy during the exercises, for which a maximum of 20 points can be obtained. To participate in the exam, a project of an educational program for the work of a school club or other extracurricular facility is required. A maximum of 20 points can be obtained for the project. At the final written exam, the student can get max. 60 points. The final evaluation will be based on the total number of points obtained from the background check, the submitted project and the final written exam. The project must be submitted before the final written exam. At the final written exam, the student can get max. 60 points. 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: Course Objective: To know and understand the theoretical background of leisure time pedagogy, to understand the procedures in extracurricular activities (from planning to implementation), to be oriented in the history of leisure time in our country and in the world. Apply the acquired theoretical knowledge in practice. After completing the subject, the student will acquire the following knowledge, skills and competences: <ul style="list-style-type: none"> - the student is able to deal with the historical context and theoretical basis from the field of leisure pedagogy, - knows how to shape his own management activity in the educational process and use the spectrum of educational strategies that develop children's competences, - is able to develop democratic values in the educational process with an emphasis on creating an inclusive and stimulating environment, - presents own opinions, applies a humane and ethical approach, - has the ability to plan his own education and the ability to self-evaluate with regard to his professional competences. 	
Course contents:	

Free time as a challenge for contemporary society, a part of life and its historical roots. Institutions for education in free time and outside of classes. Education in free time. The personality of the leisure teacher and his role. Educational and interest activities in education outside the classroom. Organizations and associations of children and youth for the realization of leisure activities. Movement of Christian communities of children - eRko. Activities of religious orders and church associations in the field of extracurricular education. Information and communication technologies in extracurricular education. New approaches in free time pedagogy. Extracurricular education and its components, goals and tasks. Educational principles of using free time. Interests and interest activities in education in free time. Extracurricular education in the school club. Leisure and recreational activities outside of school hours. Preparation for teaching in extracurricular education. Activating methods, forms and means of education in free time. Movement and physical education activities, art and work activities in free time. Literary-dramatic activities, music and dance, walks, trips and excursions in extracurricular education. Pedagogical diagnosis and planning of education in free time. Legal and safety regulations in the implementation of education outside the classroom. Audiovisual and computer technology in extracurricular education: pedagogical significance, methods, forms of use, conditions for working with computers in extracurricular education.

Recommended or required literature:

KOSTELANSKÝ, A. Pedagogy of leisure time - present and perspectives. Ružomberok: VERBUM, 2013. 140 p. ISBN 978-80-561-0100-1.

KOSTELANSKÝ, A. Leisure time and extracurricular activities of pupils in primary education. Ružomberok: VERBUM, 2013. 123 p. ISBN 978-80-561-0098-1.

KRATOCHVÍLOVÁ, E. Pedagogy of leisure time: education in the time outside the classroom in pedagogical theory and in practice. Trnava: Typi Universitatis Tyrnaviensis, 2010. 356 p. ISBN 978-80-80-8082-330-6.

HOFBAUER, B. Children, youth and leisure. Prague: Portál, 2004. 173 p. ISBN 80-7178-927-5.

HÁJEK, B. A KOL. How to develop an educational programme for school clubs. Prague: Portál, 2007 ISBN 978-80-7367-233-1.

HÁJEK, B., PÁVKOVÁ, J. AND KOL. School day care. Prague: Portál, 2007. ISBN 978-80-7367-268-3.

CHANASOVÁ, Z.: The importance of literary and dramatization methods in virtue education. Ružomberok: VERBUM - vydavateľstvo KU, 2018. - 78 p. - ISBN 978-80-561-0579-5.

ZASTKOVÁ, Z. Descriptions of selected methods of cooperative learning and their didactic use with pupils of younger school age. In: Studia Scientifica Facultatis Paedagogicae. Ružomberok: VERBUM. ISSN 1336-2232. Vol. 18, No. 5 (2019), pp. 169-182

Language of instruction:

slovak

Notes:

Course evaluation:

Assessed students in total: 81

A	B	C	D	E	FX
11.11	19.75	14.81	23.46	22.22	8.64

Name of lecturer(s): PaedDr. Zdenka Zastková, PhD., Mgr. Silvia Kaščáková, PhD.

Last modification: 17.06.2023

Supervisor(s):

Person 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-BD119A/22	Course title: Physical and health education in pre-primary and leisure education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 5	Working load: 125 hours
Recommended semester/trimester: 5.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student will be carried out in two areas: (1) Theoretical knowledge in the field of sports sciences, especially sports education in kindergarten, child biology and health education in the form of a written exam at the end of the semester (50% of the assessment) ; (2) Practical mastery of basic locomotion and non-locomotion activities, practical output of the student with the content of preparatory and complex exercises based on locomotion and non-locomotion exercises during the semester teaching of the subject (50% evaluation). 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: Objective of the subject: Know how to practically implement movement activities for children of preschool and younger school age while respecting their age characteristics. Learning outcomes: After completing the subject, the student will acquire the following knowledge, skills and competences: <ul style="list-style-type: none"> - knows general and specific knowledge about developmental and gender characteristics of children of preschool and younger school age with the most frequent deviations in children's development that affect the teaching process, - acquires knowledge about designing exercise and educational activities with physical education content; - acquires knowledge from the methodology of training basic locomotion and non-locomotion movement skills, - can use acquired basics and knowledge about locomotion movements (theoretically and practically), 	

applies basic locomotion activities and non-locomotion skills in strengthening health and in all-round physical and movement development of children,
acquires specific knowledge from professional communication in physical education activities.

Course contents:

Odporúčaná literatúra:

KRULL, J., NOVOTNÁ, N. Možnosti rozvoja pohybových schopností žiakov primárnej edukácie intervenčným programom. Banská Bystrica: Univerzita Mateja Bela – Belianum, 2015. ISBN 978-80-557-0910-9.

MASARYKOVÁ, D. Zdravie a pohyb v predprimárnom vzdelávaní. Metodicko-pedagogické centrum. Bratislava, 2015. ISBN 978-80-565-1414-6.

MASARYKOVÁ, D. Telesná a zdravotná výchova v predprimárnom vzdelávaní. Trnava: Trnavská univerzita, Pedagogická fakulta, 2020. ISBN 978-80-568-0259-5

NOVOTNÁ, N., VLADOVIČOVÁ, N., PALOVIČOVÁ, J. Kreatívne, estetické a psychomotorické pohybové činnosti. Banská Bystrica: Univerzita Mateja Bela – Belianum, 2013. ISBN 978-80-557-0579-8.

NOVOTNÁ, N., VLADOVIČOVÁ, N. Nelokomočné pohybové zručnosti a manipulačné, pohybové a prípravné športové hry. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied, 2013. ISBN 978-80-557-0408-1.

ROZIM, R. Rozvoj a hodnotenie rýchlostných schopností 10-ročných žiakov základnej školy. Banská Bystrica: Univerzita Mateja Bela, Pedagogická fakulta, 2007. ISBN 978-80-8083-449-4.

NOVOTNÁ, N., ROZIM, R. Základné lokomócie a sezónne pohybové činnosti. Banská Bystrica: Univerzita Mateja Bela, Filozofická fakulta, 2014. ISBN 978-80-557-0754-9.

Recommended or required literature:**Language of instruction:**

Slovak language

Notes:**Course evaluation:**

Assessed students in total: 148

A	B	C	D	E	FX
39.19	50.68	8.78	1.35	0.0	0.0

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

Last modification: 08.07.2023

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD101A/22	Course title: Pre-primary education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 6	Working load: 150 hours
Recommended semester/trimester: 1.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: To verify the extent to which the student has acquired the relevant knowledge, skills and competences through the implementation of theoretical and practical activities during the semester course. The student will be evaluated continuously by reading two works: Computer Science of Kindergarten and Emil or on Education (max. 20 points), by completing sub-assignments during the semester (max. 30 points) and by a final written test of knowledge (max. 50 points). Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Apply the theoretical foundations of pre-primary education and pre-primary education, understand the didactic procedures of learning in kindergarten (from planning to didactic analysis of learning), be oriented in the history of learning in pre-primary institutions at home and in the world. To apply the acquired theoretical knowledge of pre-primary pedagogy in the pedagogical practice of kindergarten. After completing the course, the student will acquire the following knowledge, skills and competences: - The student is able to deal with the historical context and theoretical basis in the field of pre-primary pedagogy, - is able to form his/her own management activity in the educational process and to use a spectrum of educational strategies developing children's competences, - is able to develop democratic values in the educational process with an emphasis on creating an inclusive and stimulating environment, - presents his/her own opinions, applies a humane and ethical approach, - has the ability to plan his/her own education and the ability to self-evaluate in the light of his/her professional competences.	

Course contents:

Basic concepts in pre-primary pedagogy and the importance of studying the history of pre-primary pedagogy. Education of preschool children to the Middle Ages. The emergence of pre-primary pedagogy. Significant pedagogical personalities related to preschool pedagogy in Europe, Slovakia. The emergence of institutional preschool education in Europe and Slovakia in the 19th century. Development of preschool education and pedagogy in the 20th century. Initial documents of pre-primary education and their changes up to the present period. Legislation - school laws. Development of the content of pre-primary education - basic curricula (1945 - to the present). Basic didactic concepts. Curriculum. State educational programme for pre-primary education in kindergartens. Teacher preparation for the educational process in kindergarten. Methods of upbringing and education of preschool children. The game - its importance in the upbringing and education of children. Organizational forms of the daily routine in the kindergarten. Pedagogical-psychological aspects of the organization of children's life in kindergarten. Teaching aids and didactic technology. Kindergarten teacher's competence - definition. Types and contents of competences. Self-evaluation, self-reflection in the educational work of the teacher. Pedagogical documentation and school legislation, designing of educational activity. Pedagogical diagnostics of the child and its record.

Recommended or required literature:

HULOVÁ, Z., VETRÁKOVÁ. Adaptation programme. Žilina: IPV, 2015. ISBN 978-80-972266-2-6.

KARBOWNICZEK, J., VARGOVÁ, M. Pre-primary education yesterday and today. Ružomberok: Verbum, 2011.

KOLLÁRIKOVÁ, Z., PUPALA, B. et al. Preschool and elementary pedagogy. Prague: Portál, 2010. ISBN 9788073678289.

KOSOVÁ, B., KASÁČOVÁ, B. Basic concepts and relations in education. Banská Bystrica: PF UMB, 2009. ISBN 978-80-8083-525-5.

PODHÁJECKÁ, M., GUZIOVÁ, K. Competences in preschool education. Prešov: University of Prešov, 2012. ISBN 978808055505923.

SYSLOVÁ, Z. et al. Didactics of kindergarten. Wolters Kluwer ČR, 2019. ISBN 9788075982766

State educational program for pre-primary education in kindergartens. Bratislava. ISBN 859-56-3700-101-5.

TRUBÍNIOVÁ, V. History of preschool pedagogy. Volume 1. Ružomberok: PF KU, 2007. ISBN 978-80-8084-165-2.

TRUBÍNIOVÁ, V. History of pre-school pedagogy. Volume 2. Ružomberok: PF KU, 2009. ISBN 978-80-8084-496-7.

VARGOVÁ, M., KLIM-KLIMASZEWSKÁ, A. Through the Diversity of Children's Play to the Subsequent Learning. In: The New Educational Review. ISSN 1732-6729. Vol. 65, No. 3 (2021), pp. 165-177.

Language of instruction:

Slovak

Notes:**Course evaluation:**

Assessed students in total: 124

A	B	C	D	E	FX
10.48	20.97	22.58	20.16	14.52	11.29

Name of lecturer(s): PaedDr. Mária Vargová, PhD.

Last modification: 11.07.2023
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD100B/22	Course title: Prosocial education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 4	Working load: 100 hours
Recommended semester/trimester: 1.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: During the semester, the student demonstrates theoretical knowledge of prosocial behaviour, primarily through direct application, in the context of assigned tasks and exercises. In an interactive twelve-hour training session, the student has the opportunity to acquire not only new, but also to consolidate the already acquired social-emotional skills that he/she needs for his/her didactic practice. Final assessment: summative percentage gain in practical skills (100%). Course 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 aim of the course is to acquire basic theoretical knowledge and practical skills to ensure prosocial and socio-emotional education in kindergartens and extracurricular activities. <ul style="list-style-type: none"> - The student will be able to define the prosocial factors that enter into educator-child-family-family interactions and the broader supportive community. - The student will be proficient in the methodology of the comprehensive concept of "Safe Schools". - He/she will have an overview of all stages and forms of prosocial education and direct social-emotional support of the school community based on the principles of Kids Skills, cooperative management of positive change, multidisciplinary, PBIS system, etc.. - It can identify, self-present and support basic and advanced self skills, also appropriately guide or empower the whole learning community in their lifelong practice. - He/she will be able to use social-emotional concepts flexibly and translate them into lifelong competencies throughout the educational process where he/she is directly involved. - The student will be able to deal effectively with problems and conflicts with a solution-focused approach. - He/she will be able to design, manage and evaluate a targeted well-being concept/programme in kindergarten, primary schools while respecting diverse individuals and their differences. 	

<p>- Verification of the extent to which the student has acquired the relevant knowledge, skills and competencies is done by comparing the specific competency profile of the student with that of the practitioner. As assessment methods we use: reflection, applicable standards and continuous assessment by the teacher.</p>
<p>Course contents: Prosocial Behaviour: Introduction; Factors of prosocial education; Self-esteem, self-assessment; Communication: Appreciative Inquiry; Uniqueness, creativity and initiative; Expression and perception of feelings: empathy, assertiveness; Prosocial role models: desirable, realistic and unrealistic; Collaboration, co-creation, positive evaluation styles; Socio-emotional learning, skills and nurturing in educational practice: Module 1 - What is a safe school (well-being)?; Module 2 - Self-management; Module 3 - Kids Skills; Module 4 - Resilience; Module 5 - Relationship Skills; Module 5 - Self-Assessment; Module 6 - Inclusive Legislation.</p>
<p>Recommended or required literature: ADAMS, Mark, 2016. Coaching Psychology in Schools. New York: Routledge, Taylor & Francis Group. 77 p. ISBN 978-1-138-77601-2. GERGEN, K. J. 2009. Relational Being. New York: Oxford University Press. BEDNAŘÍK, Aleš, 2004. Life skills and how to develop them. 1st ed. Bratislava: Foundation for Children of Slovakia. 231 p. ISBN 80-969209-5-2. BRÉDA, Jiří, ČAPEK, Robert, DANDOVÁ, Eva et al. 2017. The class teacher as a coach. Prague: Raabe s.r.o. 113 p. ISBN 978-80-7496-293-6. FURMAN, Ben, 2010. Kids 'Skills: Stories of playful and practical solution- finding with children. Bendigo: St. Luke's Innovative Resources. 123 p. ISBN 978-192094543-5. JABLONSKÝ, T., Podmanický, I., Brestovanský Martin et al. 2014. Prosociality and ethics education: experiences and perspectives. - [1st ed.] - Trnava : Typi Universitatis Tyrnaviensis, - 300 p. - ISBN 978-80-8082-804-2. JABLONSKÝ, T. 2008. Developing prosociality and cooperation in children as a prerequisite for building positive interpersonal relationships. In: Youth and Values 2007. Olomouc: CMTF UP, pp. 73-79. ISBN 978-80-244-2142-1. JABLONSKÝ, T. 2001. An analysis of the phases of educational action in an ethics education class. In: ACTA Facultatis Pedagogicae Universitas Tyrnaviensis, series D - sciences of upbringing and education. Trnava: University of Trnava, pp. 25-29. ISBN 80-89074-12-X. JABLONSKY, T., Kolibová D. - Matúšová S. 2012. European Values and Cultural Heritage - a New Challenge for Primary and Secondary School Education. 1st. edition. Debrecen : University of Debrecen, - 221 p. - ISBN 978-963-08-4634-9. JABLONSKÝ, T.- Matúšová, S. - Kolibová, D. 2012. Teacher and European values : a theoretical and professional guide to the concept of European values and cultural heritage in the continuous education of teaching staff 1st ed. - Ružomberok : Verbum - publishing house of the Catholic University of Ružomberok, - 142 s. - ISBN 978-80-8084-943-6. OKÁLOVÁ, Oľga, 2021: Safe school. Institute of Dialogical Practices, Ružomberok. KRČAHOVÁ, Eva, ŠESTÁKOVÁ, Soňa, 2013. Creation of individual educational plans for pupils with special educational needs. 1st edition. Bratislava. 44 p. ISBN 978-80-8052-511-8.</p>
<p>Language of instruction: slovak</p>
<p>Notes:</p>

Course evaluation:					
Assessed students in total: 106					
A	B	C	D	E	FX
78.3	12.26	6.6	0.94	0.0	1.89
Name of lecturer(s): PhDr. Oľga Okálová, PhD., Mgr. Beáta Pošteková					
Last modification: 11.07.2023					
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD119B/22	Course title: Recreational maths
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 5.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Verify the degree of acquisition of the relevant knowledge, skills and competencies of the student based on the implementation of theoretical and practical examinations during the semester teaching of the subject. Continuous evaluation consists of active participation and solving partial tasks at seminars - maximum 40 points. Semester work - design and implementation of an activity with the aim of developing a mathematical area of the student's choice (and the possibility of implementation in practice), presentation and defense in front of classmates - maximum 40 points. Final exam in which the student proves the acquired theoretical knowledge and practical competences acquired during practice - maximum 20 points. The final assessment is the total percentage gain from the interim assessment (80%) and the final exam (20%). Hodnotenie predmet: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Objective of the subject: The aim of the subject is to acquire knowledge that is necessary for organizing interest groups in mathematics, for preparing a mathematical bulletin board and using games in teaching. Verification of some didactic games during pedagogical practice is also expected. To gain knowledge about the classification and functions of the game, about the methods of using the didactic game to develop logical thinking in kindergarten, as well as about the possibility of using social and computer games in extracurricular activities. Create your own game stack. Learning outcomes: After completing the subject, the student will acquire the following knowledge, skills and competences: - understands the cognitive process of children in the area of developing mathematical ideas and spatial imagination, will be able to design a suitable didactic game depending on the goal and age of the child;	

- acquires knowledge about the functions, types and methods of using didactic games in the educational field of mathematics and working with information;
- the student organizes individual educational activities primarily in a playful way, dramatizing and in the form of various games and simple competitions
- the student knows how to work effectively with the sources of tasks from recreational mathematics, which he can use in his pedagogical practice for differentiation;
- the student has basic knowledge about the process of developing the mathematical ideas of children of preschool age and younger school age, using knowledge mainly from the areas of logic, arithmetic and geometry, as well as the basics of financial literacy and handling data;
- knows, analyzes and evaluates the stages of the cognitive and concept-forming process with an emphasis on motivation from the fields of elementary mathematics;
- applies various technologies in practice to develop logical and critical thinking, the ability to solve problems independently; identify, create and use applications of theoretical knowledge in activities intended for children of preschool age, as well as fun tasks intended for children of younger school age;
- the student can evaluate solutions to methodological, professional, practical or scientific problems in the mathematical field of preschool and school education;
- the student can professionally and understandably analyze and critically evaluate the process of pre-primary and primary mathematics education and, through self-evaluation, create space for greater responsibility for their own educational process and planned personal growth.

Course contents:

The importance of mathematics for the development of a child's thinking, the influence of motivation on success. Game and didactic game, classification of didactic games. Effectiveness of the didactic game. Didactic games, individual group and face-to-face, method of their use. Didactic role-playing games - dramatization. Mathematical games in the field. Didactic games on paper with different backgrounds (ticks, boats,...). Strategy games. Nim – games in pairs (dice games, nim, mill...).

Spells with numbers. Numerical puzzles. Algebrograms. Puzzles with matches. Logic puzzles. Use of playing cards and pictures. Didactic games with a calculator. Mathematical competitions for primary education. Interesting word problems. Tasks for a mathematical bulletin board.

Pop-art geometry and tessellations. Presentation and evaluation of semester papers.

Recommended or required literature:

Recommended reading:

PODHÁJECKÁ, M. et al.: Educational games to learn about the world. Prešov: University of Prešov, Faculty of Education 2006.

FÜLÖPOVÁ, E., ZELINOVÁ, M.: Games in kindergarten for the development of the child's personality. SPN : Bratislava, 2003.

OPRAVILOVÁ, E.: The child plays and gets to know the world. SPN : Bratislava, 1988.

KREJČOVÁ, E.: Games and mathematics at the 1st stage of primary school. Prague: SPN, 2009.

GUNČA, J., KOPÁČOVÁ, J.: Symmetry in primary education In. Vol. 27, no. 2 (2019), pp. 65-73 ISSN 1210-9037.

BERO, P.: Mathematicians, me and you. Bratislava: Mladé letá, 1989.

HEJNÝ, M. - NIEPEL, L.: 16 mathematical stories. Bratislava: Mladé letá, 1983.

HEJNÝ, M. - JIROTKOVÁ, D.: Square paper as a BRIDGE between geometry and arithmetic. Prague: PdF UK, 1999.

ZAPLETAL, M.: Book of puzzles. Bratislava: Mladé letá, 1987.

KOPKA, J.: Exploration in school mathematics, Ružomberok : PF KU, 2006.

KUŘINA, F.: The art of seeing in mathematics. Prague : SPN, 1990.

WISE, B.: Mathematical detective stories. Prague: Portál, 2003.

Educational servers www.matika.sk and www.delmat.org.

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

Assessed students in total: 34

A	B	C	D	E	FX
26.47	23.53	11.76	29.41	8.82	0.0

Name of lecturer(s): PaedDr. Mária Karasová, PhD.

Last modification: 08.07.2023

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD101B/22	Course title: Regional Education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 1.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: To verify the extent to which the student has acquired the relevant knowledge, skills and competences through the implementation of practical examinations during the semester course. The student will be evaluated continuously through the development of a project during the semester (max. 50 points) and a final presentation of the developed project (max. 50 points). Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Course Objective: To understand the basic theoretical foundations of regional culture. By acquiring adequate competences and skills to independently and responsibly design, project, organize, implement, critically analyze and evaluate innovative implementation of regional education in the educational process in pre-primary education and with regard to out-of-school education of children of younger school age. Learning outcomes: Upon completion of the course the student will acquire the following knowledge, skills and competences: - Theoretical background of the field of regional education in the form of different concepts, approaches and methods, - master the current theoretical background of regional culture in the context of pre-school and out-of-school education, - knows didactic strategies for the development of children's cultural literacy in a regional context and can use them independently, - innovatively and responsibly applies the strategies to the educational process in pre-primary education and out-of-school education, can justify their choice,	

- analyses and evaluates didactic activities in the context of regional culture.					
Course contents: Clarification of the concepts: cultural literacy, regional culture, regional education. Formation of cultural literacy with regard to regional culture. Regional education, its aims and means in the context of pre-school and out-of-school education. Activating didactic methods and strategies. Regional approaches in education. Presentation of individual regions of the Slovak Republic - geographical and ethnographic characteristics. Traditional material culture (crafts, culture of living and dress, ...). Spiritual culture, folklore, folk customs and traditions. Cultural and historical monuments in the various regions, important personalities of social, cultural and scientific life. Natural heritage of the Slovak Republic. Regional identity in the context of cross-cutting themes. Experiential learning in the context of regional culture. Competences of the kindergarten teacher and educator with regard to regional education.					
Recommended or required literature: UHRINOVÁ, M. Implementation of regional education in the educational process in primary education. Ružomberok: Verbum - Publishing House of the Catholic University of Ružomberok, 2014. ISBN 978-80-561-0153-7. UHRINOVÁ, M., ZENTKO, J., HOLLÁ, Z. Selected aspects of regional education in pre-primary and primary education. Ružomberok: Verbum – publishing house of the Catholic University in Ružomberok, 2010. 79 p. UHRINOVÁ, M. Children's knowledge of natural and social sciences in the context of education. 1st ed. Ružomberok (Slovakia): Catholic University in Ružomberok. VERBUM - KU publishing house, 2018. 135 p. ISBN 978-80-561-0592-4 BEŇUŠKOVÁ, Z. et al. Traditional culture of the regions of Slovakia. Bratislava: Science, 1998. BUGANOVÁ, K. History and ethnography of the regions of Slovakia. Košice: Technical University, 2003. ENCYCLOPEDIA OF SLOVAK FOLK CULTURE I, II. Bratislava: Science, 1995. UHRINOVÁ, M. - ZENTKO, J. Regional studies within the context of education. Milano: EDUCatt, 2014. ISBN 978-88-6780-082-7. UHRINOVÁ, M. Kulturelle Aspekte der regionalen Erziehung in den Dimensionen der Primarstufe. Wien: Internationale Stiftung Schulung, Kunst, 2015. 172 p. ISBN 978-3-9504061-8-4. Various regional magazine press.					
Language of instruction: slovak					
Notes:					
Course evaluation: Assessed students in total: 53					
A	B	C	D	E	FX
98.11	1.89	0.0	0.0	0.0	0.0
Name of lecturer(s): PaedDr. Miriam Uhrinová, PhD.					
Last modification: 17.06.2023					
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD122A/22	Course title: School Management and Legislation
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture Recommended study range: hours weekly: 1 hours per semester: 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 6.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Seminar papers will be continuously carried out according to the thematic units, thus demonstrating relevant knowledge and skills in the field of school management. Final assessment: results from the written test (60%) processing of the seminar papers (40%). Final assessment: the student will produce a seminar paper on school management and legislation Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Gain basic theoretical knowledge and deepen skills in school and educational management and relevant legislation. Learning outcomes: Upon completion of the course the student will acquire the following knowledge, skills and competences: - Know the basic terminology of school management, - be able to analyse the advantages and disadvantages of the existing organisational structure of a managed school or school establishment, - be familiar with the process of managing a school or school establishment and be familiar with the principles of developing internal organisational standards for a school or school establishment, - have an overview of the structure and content of legislation in the field of education and training, state administration and school self-government.	
Course contents: Basic terminology of school management. Pedagogical and economic school management. Innovative trends in the organisation and management of education and schools. The process of organizing and organizational structures of educational institution. School marketing. Legislation	

Recommended or required literature:

BENČO, J., KAMOŇA, J. Economics and management of education. Banská Bystrica: UMB, 2005. 300 p. ISBN 80-8083-156-4.

HRNČIAR, M., AKIMJAKOVÁ, B., JABLONSKÝ, T. et al. Supporting the management of an educational institution by management system standards - Ružomberok: Verbum, 2015.

KONEČNÁ VEVERKOVÁ, I. School and school management. Bratislava: Wolters Kluwer, 2019.

OBDRŽÁLEK, Z. Reflection of school management and education of school managers, Bratislava: Iura Edition, 2011.

PISOŇOVÁ, M. et al. School Management. Terminological and explanatory dictionary. Bratislava: Wolters Kluwer, 2017.

PISOŇOVÁ M. School management for teacher studies and the preparation of senior teaching staff. Bratislava: Comenius University, 2014. ISBN 978-80-223-3621-5.

Act No 138/2019 Coll. on pedagogical and professional staff and on amendments and supplements to certain acts

Act No 245/2008 Coll. on Education and Training (School Act) and on Amendments and Additions to Certain Acts

Language of instruction:

slovak

Notes:**Course evaluation:**

Assessed students in total: 79

A	B	C	D	E	FX
70.89	21.52	6.33	1.27	0.0	0.0

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

Last modification: 08.07.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD115B/22	Course title: Science experiments and exploration activities
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 4.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Verify the degree of acquisition of the relevant knowledge, skills and competences of the student through the implementation of practical checks during the semester teaching of the subject. Continuous assessment during the semester: (1) The student demonstrates practical skills in the laboratory or in the field in the areas of creative knowledge of living and non-living nature with the use of trials and experiments, he can get max. 40 points; (2) The student prepares in electronic form and defends a semester's work of proposed research activities for selected natural science topics, he can receive max. 60 points. Final assessment: cumulative percentage gain from the continuous assessment of practical skills (40%) and semester work (60%). 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 aim of the course is to acquire the basic theoretical foundations of the research-oriented concept of science education and to acquire skills in the application of appropriate didactic strategies of science education in pre-school educational institutions and in school educational institutions. After completing the subject, the student will acquire the following knowledge, skills and competences: - possesses basic natural science knowledge and skills, - knows and understands the concept of a research-oriented concept of science education, - can independently and competently use creative methods, tools, devices and materials to carrying out trials and experiments in selected natural science topics, - critically evaluates, integrates and applies appropriate possibilities for the use of research and activation methods with regard to science education in preschool educational facilities and v school educational facilities.	
Course contents:	

A research-oriented concept in science education, its principles. Getting to know nature through activating and research methods. Realization of trials and experiments in laboratory conditions on selected natural science topics: volume, mass, force, energy, properties of substances. Realization of trials and experiments in laboratory conditions on selected natural science topics: water, air, soil. Realization of trials and experiments in the field - nature. Possibilities of authentic detection of anthropometric indicators of the human body. Active work with information sources (texts, internet, videos, etc.) when designing and implementing creative science experiments.

Recommended or required literature:

- HELD, L., ŽOLDOŠOVÁ, K., OROLÍNOVÁ, M., JURICOVÁ, I., KOTULÁKOVÁ, K. 2011. Research-based science education (IBSE in the Slovak context). Trnava: Pedagogical Faculty of Trnava University, 2011. 138 p., ISBN 978-80-8082-486-0.
- LORBEER, G. C., NELSON, L. W. 1998. Biological experiments for children. Prague: Portál, 1998. 200 p. ISBN 80-7178-165-7.
- MELICHERČÍKOVÁ, D., MELICHERČÍK, M., ROCHOVSKÁ, I. 2012. Curiosities from living and non-living nature. Ružomberok: Verbum, 2012. 232 p. ISBN 978-80-8084-927-6.
- SANDANUSOVÁ, A. 2011. Nitra: University of Constantine the Philosopher, Faculty of Natural Sciences, 2011. 47 p., ISBN 978-80-8094-904-4.
- ŽOLDOŠOVÁ, K. 2004. Natural science education in the field. Trnava: University of Trnava, 2004. 102 p. ISBN 80-89074-81-2.
- UHRINOVÁ, M. 2011. Selected didactic aspects of science education in kindergarten. Ružomberok: Verbum, 2011. 97 p. ISBN 978-80-8084-786-9.
- UHRINOVÁ, M., PRACHÁROVÁ, I. 2020. Experiential learning as an important determinant of science literacy development. Ružomberok: Verbum, 2020. 150 p. ISBN 978-80-561-0780-5.
- My little Montessori experiments in free time / activities compiled by Coline Creton and Rémy Leglise ; from the French edition "Mes petites Experiences Montessori pour les vacances" ... translated by Jitka Madarášová, Bratislava: Svojtka & Co., 2019, 71 p., ISBN 978-80-567-0448-6.
- ŠIRCOVÁ, I. 2007. With children in nature: experiential education throughout the year. Prague: Portal, 2007. 159 p. ISBN 978-80-7367-201-0.
- BLAHÚTOVÁ, D., MACKO, J., 2013: Bádateľské aktivity vo výučbe biológie so zreteľom na vodný ekosystém = Investigative activities in biology education with regard to aquatic ecosystem. In: QUAERE 2013 : peer-reviewed proceedings of the interdisciplinary international scientific conference of doctoral students: Hradec Králové, 20 - 24 May 2013. Hradec Králové : Magnanimitas, 2013, /System requirements. III, pp. 2052-2059, ISBN 978-80-906243-7-8.
- BLAHÚTOVÁ, D., MACKO, J., 2017: Developing scientific literacy of students through school experiments = Developing scientific literacy of students through school experiments . In: Trends in the dimensions of pre-primary and primary education. Ružomberok: Verbum - vydavateľstvo Katolíckej univerzity v Ružomberku, 2017, CD-ROM, pp. 104-112, ISBN 978-80-561-0490-3.

Language of instruction:

English language.

Notes:

Course evaluation:

Assessed students in total: 38

A	B	C	D	E	FX
92.11	0.0	0.0	0.0	0.0	7.89

Name of lecturer(s): Ing. Dana Blahútová, PhD.

Last modification: 08.07.2023
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD104B/22	Course title: Selected aspects of linguistic culture
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Continuous assessment is carried out during the semester, the student can obtain a maximum of 40 points for it. It consists of two phases: (1) watching contemporary professional linguistic journal literature (Kultúra slova), radio or internet linguistic advice, which promptly reacts to new trends in the language and comments on various spelling problems, as well as the TV programme Nebojme sa slovinciny (Let's not be afraid of Slovak), (2) preparing and then presenting a language window with an interesting spelling issue (max. 40 points). The course ends with a final spelling test for which the student receives a maximum of 60 points (min. 30 points). The overall grade for the course (max. 100 points) is determined by the sum of the points for the mid-term assessment (max. 40 points) and the final written test (max. 60 points, min. 30 points). Course 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 aim of the course is to acquire orthographic competence, to apply it in various types of texts and to evaluate written expression in terms of compliance with the basic rules of Slovak orthography. After completing the course, the student will acquire the following knowledge, skills and competences: <ul style="list-style-type: none"> - is able to apply the theoretical knowledge and acquired skills in the production of their own linguistic (oral and written) expressions, - acquire the competence to detect defective constructions, ungrammatical words, spelling mistakes in the text and correct them, - be able to analyse and evaluate a written expression in terms of compliance with the basic rules of Slovak spelling, - can justify spelling principles in different types of texts and notice new trends in language and internet communication. 	

Course contents:

Codification spelling manual and dictionary portal of the Institute of Linguistics of the Ľudovít Štúr Slovak Academy of Sciences. Font in Slovak. Spelling principles of written Slovak (phonemic, morphemic, grammatical, etymological). Writing i, í /y, ý in the root of domestic words. Spelling of selected words and homophones. Writing i, í /y, ý in words of foreign origin. Writing of historical personal names from the Hungarian period of Slovak history. Occurrence and spelling of the vowel ä. Writing of consonants in prefixes and division of words. Writing words separately, together and with a hyphen. Principles of writing capital letters. Capital letters as a sign of respect. Formation of habitational names according to the latest PSP. Generalised nouns. Writing abbreviations and signs. Abbreviations of academic and scientific ranks. Specifics in spelling with regard to word-species affiliation. Spelling of words from religious terminology. Internet language and its reflection in contemporary spelling. Punctuation in simple sentences and in conjunctions. Diacritics in Slovak spelling. The rhythmic shortening rule and exceptions to it. Syntactic peculiarities in Slovak spelling and punctuation. Proofreading exercises. Ungrammatical words, incorrect syntactic constructions, bohemianisms.

Recommended or required literature:

HLADKÝ, J., MACULÁK, J., RENDÁR, Ľ., VESELSKÁ, E. Spelling and grammar manual with exercise book. Žilina - Trnava: Mozaika, 2008. ISBN 80-9694-7567.
 KOL. AUTHORS. Rules of Slovak spelling. 3rd revised and supplemented edition. Bratislava: Veda, SAV, 2020. ISBN 80-224-0655-4.
 MISTRIK, J. Grammar of Slovak. 2nd ed. Bratislava: Slovenské pedagogické nakladateľstvo, 2003. ISBN 80-10-00000-0.
 NAVRÁTIL, L., SHIMURKA, J. Practical guide to Slovak spelling. Nitra: Enigma, 2005. ISBN 978-80-89132-19-5.
 POVAŽAJ, M. Dynamic tendencies in Slovak spelling. Bratislava: VEDA, 2009. ISBN 978-80-224-1106-6.
 RIPKA, I., IMRICHOVÁ, M., SKLADANÁ, J. Handbook of Slovak spelling for schools and practice. Bratislava: Agency Cesty, 2005. ISBN 80-969159-1-6.
 MURINOVÁ Beáta - MASTIŠOVÁ Jana: Developing communicative competences in pre-primary and primary education. Ružomberok : Verbum -publishing house of the Catholic University in Ružomberok, 2011. - 108 p. - ISBN 978-80-8084-804-0.
 MURINOVÁ Beáta: Motivation in Slovak language teaching. Ružomberok : Verbum - publishing house of the Catholic University in Ružomberok, 2013. - 214 s. - ISBN 978-80-8084-992-4.

Language of instruction:

Slovak

Notes:

The aim of the course is to acquire orthographic competence, to apply it in various types of texts and to evaluate written expression in terms of compliance with the basic rules of Slovak orthography.

Course evaluation:

Assessed students in total: 83

A	B	C	D	E	FX
21.69	36.14	27.71	9.64	4.82	0.0

Name of lecturer(s): PaedDr. Beáta Murinová, PhD.

Last modification: 08.07.2023
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD120A/22	Course title: Semester project 1 - continuous pedagogical practice
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 4 hours per semester: 52 Teaching method: on-site	
Credits: 6	Working load: 150 hours
Recommended semester/trimester: 5.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Continuous assessment is not carried out during the semester. The final evaluation is composed of the following parts: (1) evaluation by the trainee teacher: the trainee teacher prepares a final evaluation of the pedagogical practice in which he/she evaluates the quality of the student's independent outputs, the quality of the teaching projects and the quality of the student's analysis during the pedagogical practice (max. 50 points); (2) portfolio: the evaluation of the portfolio is prepared by the methodologist of the pedagogical practice. The portfolio includes protocols of observation of the learning environment, characteristics of the social-emotional climate of the classroom, pedagogical diagnosis of the selected child, sample teaching projects from the student's outputs and well-crafted self-reflections (max. 45 points); (3) colloquium: final discussion in which the student reflects on his/her own performance in the teaching practice (max. 5 points). The overall course grade is a maximum of 100 points, determined by the sum of the points for the midterm evaluation (max. 40 points) and the final evaluation (max. 60 points). Course 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 aim of the course is to obtain information about the pedagogical and psychological peculiarities of the educational activity of the teacher of the kindergarten, to get acquainted with the didactic and educational process in the kindergarten, to develop and implement their own outputs in the real conditions of the kindergarten. The student by successfully completing the course: - will deepen specific ideas about pedagogical and psychological peculiarities of educational activity of a teacher in kindergarten, - is able to justify the relationships between theoretical preparation and the requirements of pedagogical practice,	

- consolidates personal prerequisites, teaching competences (communicative, diagnostic, competences for the implementation of the management of the educational process, interpretation of content) and evaluation and self-assessment competences,
- is able to handle and solve specific pedagogical situations,
- acquires the ability to evaluate and creatively adapt to new pedagogical situations,
- can plan tasks and activities in a meaningful way, create didactically correct educational projects,
- is able to create and use modern didactic means and aids in the educational process,
- acquires the ability to navigate in basic pedagogical documents,
- is able to analyse, justify and evaluate his/her own teaching projects.

Course contents:

Student observation: to record observations of the learning environment, pedagogical phenomena and situations, the activities of the teacher of the MŠ, the level of development of the child, the organization of the educational process. Student's own outputs: integration of knowledge of individual didactics of subjects into student's own outputs. The student's outputs in real conditions and the ability to acquire different pedagogical strategies used in the Kindergarten. Develop the student's ability to make contact with the class and with each child of the Kindergarten. Own conception of the educational process - clear formulation and definition of learning objectives, didactic analysis of the topic and content of children's learning, appropriate choice of methods, organizational forms of work, methods of evaluation and self-assessment of children.

The student's ability to master the organization and management of individual and group forms of education, the correct choice of effective procedures of the educational process, the ability to alternate reproductive and productive, relaxing and resting phases of the educational process in the kindergarten. Creation of modern didactic aids and means, their use in the educational process.

Developing the student's ability to influence the relationships between children in the kindergarten classroom. Systematically analyze and process self-reflection of own outcomes. To develop a pedagogical diagnosis of a selected child (developmental, personal abilities, interests, needs, preferred ways of learning, level of communication skills, motor and graphomotor skills, interest in play activities and basic elements of self-care). Familiarity with basic pedagogical documentation, school and class documentation in the Kindergarten. Preparation of a portfolio and participation in the final colloquium.

Recommended or required literature:

BEDNÁŘOVÁ, J., ŠMARDOVÁ, V. Diagnostics of the preschool child. Brno: Computer Press, 2007. ISBN 978-80-251-1829-0.

DOUŠKOVÁ, A., PORUBSKÝ, Š. Guiding students in professional teaching practice. Banská Bystrica: PF UMB, 2006. ISBN 80-8055-899-X.

DOUŠKOVÁ, A., LUPTÁKOVÁ-VANČÍKOVÁ, K. (eds.): Didactic competences of a teacher in a kindergarten and their development. Banská Bystrica: Pedagogical Faculty of the University of Medical Sciences, 2008. ISBN 978-80-8083-666-5.

DOUŠKOVÁ, A., LUPTÁKOVÁ-VANČÍKOVÁ, K. (eds.): Teacher competences and pedagogical practice (pre-school and elementary pedagogy, Bc.). Banská Bystrica: Pedagogical faculty of UMB, 2007. ISBN 978-80-8083-437-1.

DUCHOVIČOVÁ, J., LAZÍKOVÁ, A. Child's personality development and teacher's professionalism in kindergarten. Bratislava: Iris, 2008. ISBN 978-80-89256-28-0.

LIPNICKÁ, M. Pedagogy of kindergarten (Pre-primary pedagogy). Banská Bystrica: Faculty of Pedagogy, UMB, 2009. ISBN 978-80-89510-01-6.

LIPNICKÁ, M., JAREŠOVÁ, A. Theoretical foundations of preschool pedagogy. Banská Bystrica: UMB, 2007. ISBN 978-80-8083-430-2.

Language of instruction: Slovak					
Notes: The aim of the course is to obtain information about the pedagogical and psychological peculiarities of the educational activity of the teacher of the kindergarten, to get acquainted with the didactic and educational process in the kindergarten, to develop and implement their own outputs in the real conditions of the kindergarten.					
Course evaluation: Assessed students in total: 150					
A	B	C	D	E	FX
53.33	31.33	10.67	3.33	0.0	1.33
Name of lecturer(s): Mgr. Ivana Prachárová, PhD., PaedDr. Jana Mastišová, PhD.					
Last modification: 08.07.2023					
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD123A/22	Course title: Semester project 2 - continuous pedagogical practice
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 4 hours per semester: 52 Teaching method: on-site	
Credits: 6	Working load: 150 hours
Recommended semester/trimester: 6.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Continuous assessment is not carried out during the semester. The final evaluation is composed of the following parts: (1) evaluation by the trainee teacher: the trainee teacher prepares a final evaluation of the pedagogical practice in which he/she evaluates the quality of the student's independent outputs, the quality of the teaching projects and the quality of the student's analysis during the pedagogical practice (max. 50 points); (2) portfolio: the evaluation of the portfolio is prepared by the methodologist of the pedagogical practice. The portfolio includes protocols of observation of the learning environment, characteristics of the social-emotional climate of the classroom, pedagogical diagnosis of the selected child, sample teaching projects from the student's outputs and well-crafted self-reflections (max. 45 points); (3) colloquium: final discussion in which the student reflects on his/her own performance in the teaching practice (max. 5 points). The overall course grade is a maximum of 100 points, determined by the sum of the points for the midterm evaluation (max. 40 points) and the final evaluation (max. 60 points). A minimum of 93 points is required for an A grade, a minimum of 85 points is required for a B grade, a minimum of 77 points is required for a C grade, a minimum of 69 points is required for a D grade and a minimum of 60 points is required for an E grade. Course Assessment: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: The aim of the course is to obtain information about pedagogical and psychological peculiarities of the educational activity of the teacher of the kindergarten, to get acquainted with the didactic and educational process in the kindergarten, to develop and implement their own outputs in the real conditions of the kindergarten. Gain knowledge of the principles, functions, objectives, work organization, documentation in the Nursery School and acquire the ability to assess the correctness of own work with educational strategies, methods and organizational forms in the process of education of the Nursery School.	

Learning outcomes:

The student by successful completion of the course:

KINDERGARTEN:

- Strengthens personal prerequisites, teaching competences (communicative, diagnostic, competences of implementation of educational process management, interpretation of content) and evaluation and self-assessment competences,
- can plan tasks and activities in a meaningful way, create didactically correct educational projects in the Kindergarten,
- is able to create and use modern didactic means and aids in the educational process of the Kindergarten,
- create a pedagogical diagnosis of one selected child in the Kindergarten,
- can analyse, justify and evaluate own projects of educational process.

ŠKD:

- deepen specific ideas about pedagogical and psychological peculiarities of educational activity of a teacher in kindergarten and an educator in ŠKD,
- is able to justify the relationships between theoretical preparation and the requirements of pedagogical practice,
- acquires knowledge of the educational activities of a kindergarten teacher,
- is able to handle and solve specific pedagogical situations,
- is able to apply theoretical knowledge about the organisation of work and the content of educational activities in the ECD to practical skills in the creation of their own project of leisure-time activities in the ECD,
- acquire the ability to thoughtfully and effectively plan, implement and evaluate their own educational projects for all areas of activities (social-scientific, aesthetic, natural science, sports and physical education, labour-technical and interest),
- can explain and clarify the appropriateness and correctness of own work with educational strategies, methods and organisational forms in the process of education in the School of Education,
- acquire the ability to navigate in the binding pedagogical documents of the ECEC.

Course contents:

Student observation: observation of aspects of the educational process, the specific environment of Kindergarten, Kindergarten, the activities of the Kindergarten teacher and the trainee teacher in Kindergarten, planning and attendance of children in Kindergarten, Kindergarten. Student's own outputs: student's ability to apply theoretical knowledge from the study to their own outputs in the Nursery School, integration of knowledge of individual didactics of subjects into the student's own outputs in the Kindergarten and Kindergarten. Preparation of own concept of leisure time projects in the ECD and its comparison with the concept of the trainee teacher. The student's outputs in real conditions and the ability to master different innovative strategies used in the Kindergarten. To create sample projects of own outcomes in ECD. The student's ability to organize leisure education, plan and select appropriate goals, educational methods, forms and strategies of education suitable for leisure education in ECD. To create own concept of educational process of the Kindergarten. To compile a set of educational activities and use them in leisure, recreational and in leisure activities of the Nursery School. To create and use a set of activities for the development of cognitive and non-cognitive functions of children in the Kindergarten. The student's ability to assess the methodological appropriateness and correctness of working with educational strategies, methods, organizational forms of all areas of activity in the Kindergarten. To systematically analyze and reflect on own output on the basis of the observations of the trainee teacher/educator and to elaborate self-reflections. To formulate appropriate criteria for assessing and evaluating the educational outcomes of children in the Nursery School/SCD. Develop a pedagogical diagnosis of the selected child (developmental, personal skills, interests, observations, preferred learning styles,

school achievement, social background, sociability, communication, special educational needs) and a proposal for educational intervention measures when working with that child.
To elaborate an analysis of basic pedagogical documents (kindergarten curriculum, educational programme in the kindergarten). To elaborate an analysis of the basic duties of the teacher and the class teacher of the Kindergarten. Preparation of a portfolio and participation in the final colloquium.

Recommended or required literature:

BABIAKOVÁ, S. et al. Pedagogy of leisure time and school children's clubs. Banská Bystrica: PF UMB, 2007. ISBN 978-80-8083-431-9.

DOUŠKOVÁ, A., PORUBSKÝ, Š. Guiding students in professional teaching practice. Banská Bystrica: PF UMB, 2006. ISBN 80-8055-899-X.

DOUŠKOVÁ, A., LUPTÁKOVÁ-VANČÍKOVÁ, K. (eds.): Teacher competences and pedagogical practice (pre-school and elementary pedagogy, Bc.). Banská Bystrica: Pedagogical faculty of UMB, 2007. ISBN 978-80-8083-437-1.

KOSTELANSKÝ, A. Leisure time and extracurricular activities of pupils in primary education. Ružomberok: Verbum, 2013. ISBN 978-80-561-0098-1.

KRATOCHVÍLOVÁ, E. Pedagogy of leisure time. Education in the time outside the classroom in pedagogical theory and practice. Bratislava: UK, 2004. ISBN 978-80-80-8082-171-5.

JAKABOVÁ, T. Merry is in the school club. Bratislava: Aitec, 2012. Available at: <http://www.aitec.sk/produkt/veselo-je-v-skolskom-klube-1-53>

Language of instruction:

Slovak

Notes:

The aim of the course is to obtain information about pedagogical and psychological peculiarities of the educational activity of the teacher of the kindergarten, to get acquainted with the didactic and educational process in the kindergarten, to develop and implement their own outputs in real conditions of the kindergarten. Gain knowledge of the principles, functions, objectives, work organization, documentation in the Nursery School and acquire the ability to assess the correctness of own work with educational strategies, methods and organizational forms in the process of education of the Nursery School.

Course evaluation:

Assessed students in total: 79

A	B	C	D	E	FX
54.43	40.51	2.53	0.0	1.27	1.27

Name of lecturer(s): PaedDr. Jana Mastišová, PhD., Mgr. Ivana Prachárová, PhD.

Last modification: 08.07.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD124A/22	Course title: Seminar for final thesis 2
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 1 hours per semester: 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 6.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Participation in consultations with the supervisor of the bachelor thesis. Preparation of the bachelor thesis. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Course Objective: The aim of the course is to acquire the basic theoretical knowledge and practical skills necessary for the preparation of a bachelor thesis. Learning outcomes: After completing the course the student will acquire the following knowledge, skills and competences: - acquire the basic methodological and methodological procedures of creating a bachelor's thesis and PowerPoint presentation, - master the procedures for creating the practical part of the bachelor's thesis - to compile a project for the implementation of the survey, to select appropriate methods for obtaining and processing survey results, to analyze and interpret the obtained results, - formulates conclusions and recommendations for practice arising from the results of the practical part, - creatively use the knowledge in the creation of PowerPoint presentations.	
Course contents: Literature study and research. Analysis and analysis of selected appropriate literature sources. Reading list, working with literature. Preparation of excerpts, etc. Preparation of thesis outline. Abstract, thesis descriptors and preliminaries. Preparation of the theoretical part of the thesis.	

Recommended or required literature:

GAVORA, P. Introduction to educational research. Bratislava: Comenius University, 2008.
GAVORA, P. et al. Electronic textbook of pedagogical research [online]. Bratislava: Comenius University, 2010. Available at: <http://www.e-metodologia.fedu.uniba.sk/>.
MEŠKO, D., KATUŠČÁK, D., FINDRA, J. et al. Academic handbook. Martin: Osveta, 2005.
SILVERMAN, D. How to do qualitative research. Bratislava: Ikar - Pegas, 2005.
STAROŇOVÁ, K. Scientific writing. How to write academic and scientific texts. Martin: Osveta, 2011.
Directive of the Dean of the Faculty of Education of KU No. 6/2020 on the termination of studies at the Faculty of Education of KU in Ružomberok. Available at: https://www.ku.sk/images/dokumenty/pf/dokumenty/uradna_nastenka/vnutorne_predpisy/studium/guideline_o_ukon%c4%8den%c3%ad_6_2020.pdf

Language of instruction:

Slovak

Notes:**Course evaluation:**

Assessed students in total: 82

A	B	C	D	E	FX
58.54	19.51	14.63	1.22	4.88	1.22

Name of lecturer(s):

Last modification: 11.07.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD121A/22	Course title: Seminar of the final thesis 1
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 1 hours per semester: 13 Teaching method: on-site	
Credits: 2	Working load: 50 hours
Recommended semester/trimester: 5.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Participation in consultations with the supervisor of the bachelor thesis. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Course Objective: The aim of the course is to acquire the basic theoretical knowledge and practical skills necessary for the preparation of a bachelor thesis. Learning outcomes: After completing the course the student will acquire the following knowledge, skills and competences: - the basic methodological and methodological procedures of the bachelor's thesis development are mastered, - knows the appropriate literary sources, can identify the main key concepts and categories for the successful elaboration of the thesis, creates and compiles an outline of the thesis, - master the procedures for creating a bachelor thesis, especially its theoretical part, use the literary-comparative method, etc., - can process the theoretical part of the thesis under the guidance of the supervisor.	
Course contents: Literature study and research. Analysis and analysis of selected appropriate literature sources. Reading list, working with literature. Preparation of excerpts, etc. Preparation of thesis outline. Abstract, thesis descriptors and preliminaries. Preparation of the theoretical part of the thesis.	

Recommended or required literature:

GAVORA, P. Introduction to educational research. Bratislava: Comenius University, 2008.
GAVORA, P. et al. Electronic textbook of pedagogical research [online]. Bratislava: Comenius University, 2010. Available at: <http://www.e-metodologia.fedu.uniba.sk/>
MEŠKO, D., KATUŠČÁK, D., FINDRA, J. et al. Academic handbook. Martin: Osveta, 2005.
SILVERMAN, D. How to do qualitative research. Bratislava, Ikar - Pegas, 2005.
STAROŇOVÁ, K. Scientific writing. How to write academic and scientific texts. Martin: Osveta, 2011.
Directive of the Dean of the Faculty of Education of KU No. 6/2020 on the termination of studies at the Faculty of Education of KU in Ružomberok. Available at: https://www.ku.sk/images/dokumenty/pf/dokumenty/uradna_nastenska/vnutorne_predpisy/studium/guideline_o_ukon%c4%8den%c3%ad_6_2020.pdf

Language of instruction:

slovak

Notes:

The student attends an initial joint meeting of all the thesis writers, then consults and communicates with the supervisor individually and as mutually agreed.

Course evaluation:

Assessed students in total: 76

A	B	C	D	E	FX
7.89	26.32	25.0	22.37	18.42	0.0

Name of lecturer(s): Mgr. Lenka Matejčíková, PhD.

Last modification: 11.07.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD108A/22	Course title: Sociological aspects of education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture Recommended study range: hours weekly: 2 hours per semester: 26 Teaching method: on-site	
Credits: 5	Working load: 125 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: During the semester, the student actively works in class, develops and presents a seminar paper on the assigned topic, passes one midterm test and a final written exam. The final grade will be based on the total number of points obtained from the midterm assessment (max. 50 points) and the final written exam (max. 50 points).	
Learning outcomes of the course: Course objective: To acquire basic theoretical knowledge in the field of sociological aspects of education, so that after completing the subject, the student has knowledge about the social aspects of individual development, knows and understands the process of socialization in broader social science contexts. Educational learning outcomes (knowledge, skills and competences): - The student has acquired knowledge of the social aspects of individual development. The student has an overview of the social structure of society, its statics and dynamics. - He/she knows and understands the socialisation process in a broader social science context, as well as possible socialisation disorders. Has knowledge of socialisation factors and their influence on the personality of the pupil. - Is able to record, analyse and deal with a variety of pedagogical situations. - Applies the theoretical knowledge acquired in analysing the impact of socialisation factors on the pupil, particularly the family, school, peers and the mass media. Acquired theoretical knowledge will enable the student to solve problems effectively, to master effective communication with pupils, parents and professionals. - The student is able to work effectively as a team member and manage individuals and groups. The student is able to positively modify behavior and personal development. - He/she is able to process the acquired knowledge and use it in his/her further education. Verification of the degree of acquisition of relevant knowledge, skills and competences of the student is carried out on the basis of active work in classes, presentation of seminar work and written examinations.	
Course contents:	

Sociology as a science of society. Company and its components. Sociological approaches to education and training. Pedagogical-sociological concepts. Society and education. The influence of society on education and the influence of education on society. Society and education today. Socialization of personality. Socialization factors and the course of socialization. Socialization disorders.

Social aspects of the environment, the relationship between environment and education. The influence of the social environment on the emergence of sociopathological phenomena in children, prevention. Social aspects of the family. Family functions. Family as a social institution. Social aspects of the school. Characteristics and functions of the school, social and educational work in the school. School and family cooperation. The media and their influence. Modern information technologies - their benefits and risks. Sociological aspects of childhood. Current situation, current needs and trends.

Recommended or required literature:

Mandatory literature:

EMMEROVÁ, I.: Prevention in school and new trends of risky and problematic behavior of pupils. Ružomberok: 2019, 124 p. ISBN 978-80-561-0656-3.

EMMEROVÁ, I.: Preventive and social-educational work with problem children and youth. Banská Bystrica: 2012, 142 p. ISBN 978-80-557-0463-0.

HRONCOVÁ, J. – EMMEROVÁ, I. – HRONEC, M.: Sociology of education and social pathology. Žilina: 2016, 269 p. ISBN 978-80-554-1186-6.

HRONCOVÁ, J. – EMMEROVÁ, I. et al.: Social pedagogy – development and current state. Banská Bystrica: 2009, 276 p. ISBN 978-80-8083-819-5.

Recommended reading:

DANEK, J.: Personality, society, education. Overcoat: 2018, 211 p. ISBN 978-973-107-127-5.

ONDREJKOVIČ, P.: Socialization in the sociology of education. Bratislava: 2004, 197 p. ISBN 80-224-0781-X.

PROCHÁZKA, M.: Social pedagogy. Prague: 2012, 208 p. ISBN 978-80-247-3470-5.

KRAUS, B.: Social deviance in the transformation of society. Hradec Králové: 2015, 211 p. ISBN 978-80-7435-575-2.

Language of instruction:

slovak

Notes:

Course evaluation:

Assessed students in total: 134

A	B	C	D	E	FX
5.97	17.16	34.33	32.09	9.7	0.75

Name of lecturer(s): prof. PhDr. Ingrid Emmerová, PhD.

Last modification: 17.06.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD105A/22	Course title: Somatic development of the child
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture Recommended study range: hours weekly: 2 hours per semester: 26 Teaching method: on-site	
Credits: 4	Working load: 100 hours
Recommended semester/trimester: 2.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Requirements for passing the course: During the semester, students take one partial test focused on practical skills and at the end of the semester, a final exit written test. The final assessment will be the sum of the points obtained from both tests. Evaluation criteria: The final evaluation will be the sum of the points obtained from the partial (max. 40 points) and final (max. 60 points) written test. Subject assessment: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
Learning outcomes of the course: Aims and Objectives: The main aim of the course is to provide students with the most important concepts of ontogenetic development of the human from its origin, birth to reaching adulthood. The course focuses on the anatomy and physiology of individual organ systems and first aid options for life-threatening injuries to individual body parts. Learning outcomes of the course: After completing the course Somatic development of the child, the student will acquire the following knowledge, skills and competencies: The student knows the individual stages of human ontogenesis and their critical characteristics The student knows the anatomy and physiology of individual organ systems and their specificities in early ontogeny. The student understands the principles of the biological fundamentals of life-threatening conditions and the consequences resulting from damage to individual systems. The student can analyse internal and external factors affecting growth and development.	

The student can distinguish between pathological factors affecting in the prenatal, perinatal and postnatal period and identify the possibilities of eliminating their effect.

Course contents:

Syllabus/Indicative Content:

Individual stages of human ontogenesis. Characteristics of somatic stages of human development, early stages of development. Processes growth and development and the factors influencing them. Characteristics of the structure and function of the skeletal and muscular system and their specifics in early ontogeny. Characteristics of the structure and function of the circulatory, respiratory, digestive and urinary system and their specifics in early ontogeny. The human regulatory system and its specifics in early ontogeny. Human reproductive system, fertilization and factors affecting fertility and the developing fetus.

Introduction to first aid (legislation, basic principles of first aid, first aid kit requirements). Life-threatening conditions - causes, unconsciousness, disorders of airway patency, acute cardiac events, shock, cardiopulmonary resuscitation. Injuries, bleeding and wounds. Intoxication. Disorders of the nervous system (convulsions, strokes, mental disorders). Metabolic causes of health damage (hypoglycaemia). Sudden abdominal events. External causes of health damage - burns, frostbite, electric shock, drowning, animal bite

Recommended or required literature:

DOBIÁŠ, V. First aid for advanced providers. Dixit, 2017. ISBN 978-80-89662-24-1.

DROBNÁ, M., DROBNÝ, I. Developmental anthropology (The biology of childhood and adolescence. Biotypy). Bratislava: PF UK, 1978.

FEDOR, M., MINÁRIK, KUNOVSKÝ, P. et al. Intensive care in paediatrics. Martin: Osveta, 2002. ISBN 80-8063-094-1.

MacGREGOR, J. Introduction to the anatomy and physiology of children: a guide for students of nursing, child care, and health. 2nd ed. Taylor & Francis e-Library, 2008. ISBN10: 0-415-44624-4.

PÁVKOVÁ, M., JANOVSÁ, B., NOVÁK, I., Kampmillerová, L. First pre-medical aid. Bratislava: Raabe, 2013. ISBN 978-80-8140-084-1.

PEATE, I., GORMLEY-FLEMING, E. Fundamentals of children's anatomy and physiology: a textbook for nursing and healthcare students. John Wiley & Sons, Ltd, 2015. ISBN 978-1-118-62505-7.

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

Assessed students in total: 211

A	B	C	D	E	FX
15.17	45.02	25.12	10.9	0.95	2.84

Name of lecturer(s): RNDr. Mária Balážová, PhD., doc. MUDr. Viliam Žilínek, CSc., MVDr. Gabriela Hrkľová, PhD.

Last modification: 17.06.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD114B/22	Course title: Special Educational Approaches in Early Childhood Care
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 2 hours per semester: 26 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 4.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Master and acquire basic knowledge in the field of pedagogical diagnostics from the aspect of theoretical and praxeological starting points for the work of an educator/teacher's assistant in the educational process. After completing the course, the student will acquire the following knowledge, skills and competences: - Knows the basic terminology related to approaches in early care, - knows the subject of study oriented to special educational approaches to the person with special educational needs in early childhood care, - categorizes the different difficulties and stress situations that arise from knowledge of the problem, - knows the facilities and institutions that provide early care at the level of the Department of Education, the Department of Health and the Department of Family and Social Affairs.	
Course contents: Early intervention - terminological definition of basic terms. The process of diagnosis in early care. Concepts of special-educational assistance. Family resilience. Play as a basic unit in the process of helping a child with at-risk or potentially at-risk development. Therapeutic approaches in early intervention. Expressive therapies in early intervention - conditions of provision. Early art therapy - basic approaches, indicated groups, practice. Early occupational therapy - basic approaches, indicated groups, practicum. Early music therapy - basic approaches, indicated groups, practicum.	

Early bibliotherapy - basic approaches, indicated groups, practicum. Early psychomotor therapy - basic approaches, indicated groups, practicum. Facilities and institutions providing early care in the Slovak Republic. Early care and its conditions of provision abroad.

Recommended or required literature:

ALLENOVÁ, K., MAROTZOVÁ, L. Overview of child development from prenatal to 8 years. Prague: Portál, 2002. ISBN 80-7367-055-0.
HUDECOVÁ, A. (ed.). The family with a child at risk in early care. Ružomberok: Catholic University of Ružomberok. VERBUM - KU Publishing House, 2020. ISBN 978-80-561-0774-4.
KOVÁČOVÁ, B. Occupational therapy in early and preschool age. 1st ed. Bratislava: Comenius University, 2014. ISBN 978-80-223-3737-3.
KOVÁČOVÁ, B., VALEŠOVÁ, MALECOVÁ, B. Bibliotherapy in early and preschool age. Bratislava: Comenius University in Bratislava, 2018. ISBN 978-80-223-4487-6.
ŘÍČAN, P. Journey through life. Prague: Panorama, 1990. ISBN 80-7038-078-0.
SATIROVÁ, V. 1994. A book about the family, Prague: Praha, 1994. ISBN 80-901325-0-2.
SLANÁ, M., KOVÁČOVÁ, B. MOLNÁROVÁ, LETOVANCOVÁ, K., HROMKOVÁ, M. HRČOVÁ, J. Therapeutic concepts of help in early intervention. Trnava: University of Trnava, Faculty of Health and Social Work. 2020. ISBN 978-80-568-0267-0. Available at: DOI 10.31262/978-80-568-0267-0/2020.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 21

A	B	C	D	E	FX
42.86	33.33	19.05	0.0	4.76	0.0

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

Last modification: 08.07.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD100S/22	Course title: State Final Examination - Preschool and Elementary Pedagogy
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: 5., 6..	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Verify the extent to which the student has acquired the relevant knowledge, skills and competencies through a colloquial state examination. The colloquial state examination consists of: an evaluation of answers to questions from the state subjects of the study programme of pre-school and elementary pedagogy - pre-school and elementary pedagogy and methods of educational activities. It includes theoretical and practical questions related to the issues of education in pre-school and out-of-school settings; the student also submits a portfolio of pedagogical practice for the state examination, in which teaching and didactic strategies are applied with a focus on pre-primary education and leisure-time education of children of younger school age. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Aim of the course: to demonstrate comprehensive knowledge of the management of the educational process within the study programme of pre-school and elementary pedagogy. Learning Outcomes: Upon completion of the course the student will acquire the following knowledge, skills and competences: <ul style="list-style-type: none"> - is able to analyse and reflect on the theoretical knowledge of the study programme of pre-school and elementary pedagogy, - is able to orientate in curriculum documents and is able to independently plan, design, organize, lead, analyze and critically evaluate the implementation of the educational process at the level of preschool class and in groups of children of younger school age, is also able to propose solutions to methodological, professional and practical problems, - can systematically apply, analyse and critically evaluate the acquired professional knowledge and skills in the field of pre-school and elementary pedagogy, 	

- is familiar with the issues of pedagogical work in the context of the diversity of the educated population, has a general knowledge at the level of synthesis of the cultural and social contexts of education, knows the basic psychological conditions of education and training,
- possesses the basics of communicative, mathematical, scientific, information, digital and visual literacy, including with regard to practical and methodological knowledge in the field of pre-school and out-of-school education, which serves as a basis for educational practice and research in the field,
- has basic scientific knowledge and methodological competence in the profile educational areas with regard to the development of cultural literacy,
- has the ability to professionally present the results of his/her own studies or the results of educational practice and the ability to effectively self-evaluate and self-develop with regard to his/her professional competences and personal growth.

Course contents:

The syllabuses of the individual parts of the state examination in a given study programme are published at the beginning of the respective academic year. The syllabuses are in the field of preschool and elementary education.

Recommended or required literature:

According to the literature of compulsory courses of the given study programme.

Language of instruction:

Slovak

Notes:

Course evaluation:

Assessed students in total: 1211

A	B	C	D	E	FX
34.93	24.86	18.58	11.15	9.41	1.07

Name of lecturer(s):

Last modification: 08.07.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD118B/22	Course title: Surface and spatial art media
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 1 hours per semester: 13 / 13 Teaching method: on-site	
Credits: 3	Working load: 75 hours
Recommended semester/trimester: 4.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: To pass the course, it is necessary to hand in a portfolio, which consists of a collection of the best works created during the implementation of the exercises. The collection will consist of works executed with dry and wet trace art techniques, material techniques and combinations of techniques in surface and space. The maximum number of points obtained is 80. The evaluation also includes the presentation of an art project focused on the application of surface art techniques in pre-school and leisure time education with a maximum of 20 points. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Course Objective: The aim of the course is to acquire basic theoretical knowledge and practical skills in the field of surface and spatial art techniques along with their application in pre-primary and leisure education. Learning outcomes: After completing the course the student will acquire the following knowledge, skills and competences: - have basic knowledge of surface and spatial art media - has theoretical knowledge and practical experience in the application of surface and spatial art techniques in creative activities in pre-primary and leisure-time education - is familiar with compositional principles and perspective regularities in the representation of reality with regard to nature and the natural world and the basic principles of figurative composition - has mastered drawing, painting, model sculpture techniques in recording reality, its visual reworking in a studious form (study, stylization, abstraction), search for expression in various drawing, painting, modeling and sculpture techniques	
Course contents:	

Techniques of drawing (dry trace drawing, wet trace drawing, study of natural forms, contour line drawing, line drawing, coloured drawing. Stylization, simplification, departure from reality in drawing, rhythm in drawing. Painting techniques (watercolour, tempera, acrylic painting). Alternative approaches in painting (painting coloured surfaces, gestural or action painting). Graphic techniques. Material surface techniques, combinations of artistic techniques. Monumental surface art techniques (stained glass, mosaic, sgraffito). Modelling. Creation of sculpture, relief, bas-relief, convex, low relief. Casting, grinding, cutting in spatial techniques. Constructing. Material spatial techniques (creation of sculpture from wood, stone, metal, wire, creation of an object from paper or cardboard). Object art - Ready made. Non-traditional techniques in spatial creation (assemblage, accumulation, package). Inspirational stimuli in artistic currents of the second half of the 20th century (land-art, body art, object art, performance, happening, movement or dramatic interpretation of a sculptural work).

Recommended or required literature:

- MOORE, H. Sculptures and the ideas around them. Prague: Odeon, 1985.
- PARRAMÓN, J. How to paint watercolour. Prague: Sojka and Vasut, 1995. ISBN 80-7180-027-9.
- PARRAMÓN, J. Light and Shadow : Light and Shadow in the History of Painting. Physical and psychological properties of light. General principles. Perspective. Prague: Sojka and Vasut, 1995. ISBN 80-7180-044-9.
- PETRŽELA, Z. New ideas for old paper. Prague. ISBN 978-80-7367-478-6.
- ROESELVÁ, V.: Currents in art education. Prague: Sarah, 2000. ISBN 8090226736
- ROESELVÁ, V.: Techniques in art education. Prague: Sarah, 1996. ISBN 80-902267-1-X
- ROYT, J. Dictionary of symbols. Prague: Mladá fronta, 1998.
- RUSINOVÁ, Z. Vladimír Kompánek, Sculptures, Drawings. Bratislava: SNG, 1993. ISBN 80-85188-38-4.
- SLOUKA, J. et al. Stone : from rock to sculpture. Prague: Grada, 2007. ISBN 978-80-247-1258-1.
- ŠUPŠAKOVÁ, B. Children's artistic expression : from doodles to images and their meanings. Bratislava : Dolis, 2013. ISBN 978-80-970419-1-5.
- ŠUPŠAKOVÁ, B. Children's artistic expression. Bratislava : Digit, 2000. ISBN 80-968441-0-5.
- TOMAN, R. et al. Romanesque art : architecture - sculpture - painting. Prague. Slovart. ISBN 80-7209-765-2.
- VONDROVÁ, P. Art techniques for children. Prague. Portál, 2007. ISBN 978-80-7367-329-1.
- ZHOŘ, I., UŽDIL, J. Help book for teachers of drawing. Bratislava: Slovenské pedagogické nakladateľstvo, 1959.
- VARGOVÁ, M. - ZENTKO, J. 2021. In: QUAERE 2021: peer-reviewed proceedings of the interdisciplinary international scientific conference of doctoral students and research assistants, Vol. 10. - Hradec Kralove: Magnanimitas Academic Association, 2020. - ISBN 978-80-87952-34-4, pp. 515-522
- ZENTKO, J. The use of expressivity in learning about the sights of Slovakia among children in pre-primary education. In: Expressivity in education 2./ Valachová, D.; Oriščiková, H.; Kováčová, B.; Uhel, J.; Bergerová, X. - 1st ed. - Banská Bystrica: Matej Bel University in Banská Bystrica, 2018. - ISBN 978-80-557-1506-3, pp. 88-95
- UHRINOVÁ, M., ZENTKO, J.: Photography as an important element of cultural cognition. In: Jerzy Piwowarski: Edukacja plastyczna VIII. Photography. Czestochowa : Akademia im. Jan Długosz, 2013, pp. 9-14. ISBN 978-83-7455-330-8. ISSN 1896-7736.

Language of instruction:

Slovak

Notes:

Course evaluation:					
Assessed students in total: 42					
A	B	C	D	E	FX
85.71	14.29	0.0	0.0	0.0	0.0
Name of lecturer(s): PaedDr. Jozef Zentko, PhD.					
Last modification: 08.07.2023					
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD112A/22	Course title: Teaching practice 1
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 3 hours per semester: 39 Teaching method: on-site	
Credits: 5	Working load: 125 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: A prerequisite for mastering the course is the completion of teaching practice in the relevant school institutions in a strictly defined timeframe and demonstration of the student's pedagogical-psychological and professional-didactic skills - assessed by the trainee teacher and educator - 50 points. Observe and record specific pedagogical activities of the teacher, child and pupil in observation protocols - 10 points. Ability to implement four activities (two activities in the Kindergarten and two activities in the Kindergarten - 20 points). To carry out assistant activities (hygiene habits, self-service, dining, preparation of didactic aids) as needed or appropriate to the situation - 5 points. Evaluate and analyse the learning environment - 10 points. To orientate oneself in the binding pedagogical documents and to understand their relevance in the context of the design of teaching - 5 points. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Know and understand the issues of educational activities in kindergartens and kindergartens and acquire the theoretical and methodological knowledge and skills necessary for working with children in kindergartens and kindergartens. Identify, compare and analyze the peculiarities of the educational process and apply the acquired theoretical knowledge necessary for the analysis of observed pedagogical phenomena and situations. Familiarize yourself with the educational activities of teachers and educators in individual school facilities, acquire the ability to develop and form basic professional skills and habits for projecting the management of the educational process, record selected phenomena and activities in pre-prepared protocols, process and evaluate the results of observation and be able to compare the obtained data in school facilities Kindergarten, ŠKD. After completing the course, the student will acquire the following knowledge, skills and competences:	

- knows how to shape own management activity in the educational process and use a spectrum of educational strategies developing children's competences,
- is able to develop democratic values in the educational process with an emphasis on creating an inclusive and stimulating environment,
- presents his/her own opinions, applies a humane and ethical approach,
- has the ability to plan his/her own education and the ability to self-evaluate in the light of his/her professional competences.

Course contents:

Preparation of the student for the pedagogical practice - to complete the necessary documentation for the practice: observation sheets, to develop a specific plan for the pedagogical practice, selection and preparation of educational activities necessary for the micro-exit. Observational activities in school facilities of kindergarten, kindergarten. Completion of the practice in the relevant school facilities within the set term of the practice, implementation of tasks and activities resulting from the practice, demonstration of the student's competences. Monitoring and recording of individual pedagogical activities of the teacher, child (identification of educational objectives, strategies, methods, forms and means of learning and leisure activities, evaluation of the course and results of education) in observation protocols. Evaluating the results of the observation and comparing the data obtained. Planning and implementation of prepared activities (the student prepares 4 activities for his/her micro-exit: two for the children in the Kindergarten and two for the children in the Kindergarten), the ability to organize the children's activities. Develop a self-assessment of own output. To observe and evaluate the communicative expression of their colleagues during the realization of their own micro-outcomes. Implementation of assistant support. The student's ability to apply the acquired skills in the educational process (in games, hygiene habits, self-care work, alternation of organizational forms, dining). The active involvement of the student in storytelling and story reading, in games and in the implementation of rhythmic warm-up. Characteristics of the school establishment and familiarisation with the pedagogical documentation of the Kindergarten and the Kindergarten: location and material equipment, social relations and climate in the Kindergarten classroom, in the Kindergarten department. Familiarisation with professional pedagogical, psychological and didactic literature, school and classroom documentation and planned actions for parents.

Recommended or required literature:

BEDNÁŘOVÁ, J., ŠMARDOVÁ, V. Diagnostics of the preschool child. Brno: Computer Press, 2007.

DOLEŽALOVÁ, E. Games in nature. Prague: Mladá fronta, 2004.

DOUŠKOVÁ, A., PORUBSKÝ, Š. Guiding students in professional teaching practice. Banská Bystrica: PF UMB, 2006.

KRAJČIRÍKOVÁ, Ľ. Didactics of educational activities in school educational institutions. Ružomberok: Verbum, 2012.

Methodology of pre-primary education. Expresprint s.r.o., Partizánske 2011.

PÁVKOVÁ, J., HÁJEK, B. A KOL. Pedagogy of leisure time. Prague: Portal, 2002.

SKALKOVÁ, J. Municipal didactics. Prague: Grada, 2007.

VÁGNEROVÁ, M.. Developmental psychology. Prague: Karolinum, 2012.

State educational programme for pre-primary education in kindergartens. Bratislava: RAABE, 2016.

MASTIŠOVÁ, J., KUBÍKOVÁ, Z.: Predškolské obdobie a rozvoj gramotnosti = The pre-school period and literacy development. In: European society and its culture :Proceedings of an international scientific conference. - 1st ed. - Warszawa : Szkoła Wyższa im. Bogdana Jańskiego, 2016. - ISBN 978-83-87897-16-1. - S. 297-311

Language of instruction: Slovak					
Notes: To know and understand the issues of educational activities in kindergartens and kindergartens and to acquire the theoretical and methodological knowledge and competences necessary when working with children in kindergartens and kindergartens. To identify, compare and analyse the peculiarities of the educational process and to apply the acquired theoretical knowledge necessary in the analysis of observed pedagogical phenomena and situations. To become familiar with the educational activities of teachers and educators in individual school facilities, to acquire the ability to develop and form basic professional competences and habits for designing the management of the educational process, to record selected phenomena and activities in pre-prepared protocols, to process and evaluate the results of observation and to be able to compare the data obtained in the school facilities of the Kindergarten and Kindergarten.					
Course evaluation: Assessed students in total: 133					
A	B	C	D	E	FX
50.38	36.09	9.77	3.01	0.75	0.0
Name of lecturer(s): PaedDr. Jana Mastišová, PhD., Mgr. Ivana Prachárová, PhD.					
Last modification: 08.07.2023					
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD117A/22	Course title: Teaching practice 2
Type and range of planned learning activities and teaching methods: Form of instruction: Seminar Recommended study range: hours weekly: 3 hours per semester: 39 Teaching method: on-site	
Credits: 5	Working load: 125 hours
Recommended semester/trimester: 4.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: The condition for mastering the subject is to complete independent outcomes, the aim of which is to form their own pedagogical competence as a teacher of kindergarten and kindergarten educator. The student must demonstrate the following competences: to plan educational activities, to make appropriate use of educational resources, to organise educational activities and to evaluate their own and other students' outputs. The student is assessed by the trainee teacher and the tutor - 50 points. Develop four projects of own educational activity - 20 points. Produce 5 protocols of hospitality activity - 10 points. Characterize one selected child (pupil) - 10 points. To draw up a description of a school establishment - 5 points. Correctly fill in the weekly timetable of activities in the Kindergarten and Kindergarten - 5 points. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Thoughtfully and effectively plan, implement and evaluate educational processes (learning situations and children's learning). Analyse, justify and evaluate own practical experience in relation to the knowledge and skills that the student acquired in theoretical preparation during studies. Create own scenarios of educational activities in Kindergarten and in ŠKD with a connection to the objective theoretical knowledge that the student acquired in the teaching of psychological and pedagogical-didactic disciplines. Theoretically reflect on own practical experience, analyze, justify and evaluate own educational activities in relevant school facilities. After becoming familiar with the educational activity of a teacher in school facilities (kindergarten, ŠKD), the subject strengthens the student's independence, engagement and responsibility in acquiring the competences of a kindergarten teacher and ŠKD educator. After completing the course, the student will acquire the following knowledge, skills and competences:	

- knows how to shape own management activity in the educational process and use a spectrum of educational strategies developing children's competences,
- is able to develop democratic values in the educational process with an emphasis on creating an inclusive and stimulating environment,
- presents his/her own opinions, applies a humane and ethical approach,
- has the ability to plan his/her own education and the ability to self-evaluate in the light of his/her professional competences.

Course contents:

Know how to apply knowledge from different theories, didactic disciplines, methodologies, concepts, educational programmes to prepare and implement valuable educational activities. Ability to organise educational and training activities, to plan and select appropriate objectives, content, methods, forms and strategies of education that are focused on the educational needs of children. Develop their own personal qualities (honesty, acceptance, empathy, sensitivity, authenticity, helpfulness and love for children, inventiveness, responsibility, patience, activity, creativity, self-control and others). Develop students' ability to formulate appropriate criteria for assessing and evaluating children's educational outcomes. To orient themselves in the binding pedagogical documents, to understand their meaning in the framework of designing educational activities. To plan, implement and evaluate educational activities (teaching and learning situations of children) thoughtfully and effectively. Analyse, justify and evaluate own practical experiences in relation to the student's knowledge and understanding. Develop the ability to observe, identify, and record observed phenomena in observation protocols. To be able to produce their own written projects of learning and educational activities. Student activities during the pedagogical practice - student observation activity taking place at the time when the student is not involved in direct educational activity, focused on a specific goal and specific tasks, direct teaching activity (preparation of didactic material, material and spatial conditions, preparation of material for individual work with children - worksheets, material and aids for children's interest and didactic games and activities. To analyse and evaluate own output, to elaborate self-reflection on the basis of the observations of the trainee teacher, the tutor and the students' observations. To be able to characterize a selected child (developmental, personal skills, interests, needs, preferred learning styles, school achievement, social background, sociability, communication, special educational needs). Characteristics of the kindergarten and pre-school facilities (location and material equipment, social relations and climate in the kindergarten classroom, in the pre-school department).

Recommended or required literature:

HOFBAUER, B. Children, youth and leisure. Prague: Portál, 2004.
 JAKABOVÁ, T. Cheerfulness is in the school club. Aitec, Bratislava 2012.
 KOPINOVÁ, Ľ. AND KOL. Songs, games and nursery rhymes of preschool children for secondary pedagogical schools, pedagogical and social academies, pedagogical and cultural academies. part 1. Bratislava: SPN, 2004.
 LIPNICKÁ, M. Initial reading and writing of preschool children. Prešov: Rokus, 2009.
 LIPNICKÁ, M., JAREŠOVÁ, A. Theoretical foundations of preschool pedagogy. Banská Bystrica: UMB, 2007.
 PODHÁJECKÁ, M., GUZIOVÁ, K. Competences in preschool education. Prešov: University of Prešov, 2012.
 State educational programme for pre-primary education in kindergartens. Bratislava: RAABE, 2016.
 MURINOVÁ B., MASTIŠOVÁ, J.: Developing communicative competences in pre-primary and primary education. Ružomberok : Verbum -publishing house of the Catholic University in Ružomberok, 2011. - 108 p. - ISBN 978-80-8084-804-0.

Language of instruction: Slovak					
Notes: Plan, implement and evaluate educational processes (teaching and learning situations) thoughtfully and effectively. Analyse, justify and evaluate their own practical experiences in relation to the knowledge and understanding acquired in the theoretical preparation during their studies. To create own scenarios of educational activities in the Kindergarten and Kindergarten with a link to the objective theoretical knowledge that the student has acquired in the teaching of psychological and pedagogical-didactic disciplines. Theoretically reflect on own practical experience, analyse, justify and evaluate own educational activities in respective school institutions. Having familiarized with the educational activities of the teacher in school institutions (kindergarten, kindergarten), the course strengthens the student's independence, commitment and responsibility in acquiring the competences of a kindergarten teacher and kindergarten teacher.					
Course evaluation: Assessed students in total: 78					
A	B	C	D	E	FX
74.36	20.51	2.56	1.28	0.0	1.28
Name of lecturer(s): PaedDr. Jana Mastišová, PhD., Mgr. Ivana Prachárová, PhD.					
Last modification: 08.07.2023					
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD111A/22	Course title: Technical and artistic pre-primary and leisure education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 3 hours per semester: 26 / 39 Teaching method: on-site	
Credits: 5	Working load: 125 hours
Recommended semester/trimester: 3.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: To participate in the final examination, it is necessary to submit an artistic or work-technical portfolio with a maximum score of 40 points. The portfolio consists of a collection of the best work produced during the exercises. The collection will consist of works made with basic dry and wet trace art techniques, combinations of techniques and material techniques in flat representation as well as objects of a spatial nature. The intermediate evaluation will be carried out in the form of a presentation of an artistic or technical project applicable in pre-school or leisure education with a maximum of 20 points. The final assessment will be carried out by means of a test within the scope of the course syllabus, where the student can obtain a maximum of 40 points. The final assessment will be based on the total number of points obtained from the portfolio, the project presentation and the written work. Course 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 aim of the course is to acquire basic theoretical knowledge and practical skills necessary for pre-primary and leisure education in the context of technical and art education. After completing the course, the student will acquire the following knowledge, skills and competences: - Knows and understands the theoretical background of art and technical education with regard to pre-primary and leisure education. - The student is able to navigate in the space of children's artistic expression and children's technical activities and understands the important knowledge of art and technical education in theoretical and practical contexts and interdisciplinary overlaps. - is able to apply the acquired theoretical knowledge in practice, to create concrete projects in experiential pedagogy and creative education, - is able to creatively apply current and classical art surface, spatial techniques and working practices to pre-primary and leisure education, - is able to seek new opportunities for making art and technology education more effective, - acquire knowledge of the issues of art and technical education with regard to current trends in pre-primary and leisure education in theoretical and practical contexts - is able to create concrete projects of own art and technical realization in pedagogical reality with the necessary base of creative impulses.	
Course contents:	

The content of art and work-based learning in pre-primary and leisure education. Didactic methods and principles in art and technical education (application of didactic principles in art and work areas). Forms and means of creative work in the educational process of art and work area. Motivation, creativity in the art and work area. Children's artistic expression. Artistic language (basic means of expression in artistic creation). Properties of artistic and technical materials. Interdisciplinary overlaps of art and technical education. Current trends in art and work education I. Current trends in art education II (gallery pedagogy, museum pedagogy). 10. Art games and the development of children's technical thinking in the educational space in pre-primary and leisure education.

Recommended or required literature:

HUĽOVÁ, Z. Technical education at primary school level in historical and international context. - 1st ed. - Ružomberok (Slovakia) : Catholic University of Ružomberok. VERBUM - publishing house KU, 2019. - 145 s.- ISBN 978-80-561-0686-0. HUĽOVÁ, Z. - ROCHOVSKÁ, I.-LIPÁROVÁ, L. Technical education at the primary school level: theory - research - development. - 1st ed. - Ružomberok : Katolícka univerzita v Ružomberku. VERBUM - publishing house KU, 2021. - 150 s.- ISBN 978-80-561-0915-1. KOLLÁRIKOVÁ, Z., PUPALA, B. et al. Preschool and elementary pedagogy. Prague: Portál, 2001. ISBN 80-7178-585-7. ŠUPŠAKOVÁ, B. Children's artistic expression : from doodles to pictures and their meanings. Bratislava : Dolis, 2013. ISBN 978-80-970419-1-5. ŠUPŠAKOVÁ, B. Children's artistic expression. Bratislava : Digit, 2000. ISBN 80-968441-0-5. ŠUPŠAKOVÁ, B. Projects and alternative forms in art education. Bratislava : Gradient, 1999. ISBN 80-967231-4-6. ŠUPŠAKOVÁ, B. The world of children's drawing. Bratislava : Gradient, 1995. - 59 p. - ISBN 80-967231-3-8. ŠUPŠAKOVÁ, B., TACOL, T., MARKOFOVÁ, J. Art education in the system of general education. Bratislava: Linwe/KRAFT, 2009. ISBN 978-80-970214-1-2. ZENTKO, J. Illustration for children. In: Preschool pedagogy - Terminological and explanatory dictionary. Ružomberok: Pedagogical Faculty of the Catholic University of Ružomberok, p. 900. ISBN 978-80-8084-162-1. ZENTKO, J.: Interdisciplinary overlaps of scenic art in technical education. In: Zagadnienia społeczne. - Białystok : Niepaństwowa Wyższa Szkoła Pedagogiczna. - ISSN 2353-7426. - No. 1 (2020), pp. 21-30 ZENTKO, J.: Puppet as an artefact in the educational process. In: Therapeutic Pedagogy V: Puppet as artifact in the process of education, therapy and spirituality / ed. Barbora Kováčová. - [1st ed.]. - Ružomberok : Verbum - publishing house of the Catholic University in Ružomberok, 2017. - ISBN 978-80-561-0474-3, S. 52-72 STATE EDUCATIONAL PROGRAMME FOR PRE-PRIMARY EDUCATION IN KINDERGARTENS. 2016. Available at: <https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/svp-materske-skoly/>

Language of instruction:

slovensky

Notes:

Course evaluation:

Assessed students in total: 133

A	B	C	D	E	FX
81.2	13.53	5.26	0.0	0.0	0.0

Name of lecturer(s): PaedDr. Jozef Zentko, PhD., doc. PaedDr. Zlatica Huľová, PhD.

Last modification: 08.07.2023

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD118A/22	Course title: Theory and Practice of Literary Education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 1 / 2 hours per semester: 13 / 26 Teaching method: on-site	
Credits: 5	Working load: 125 hours
Recommended semester/trimester: 5.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Verify the degree of acquisition of the relevant knowledge, skills and competencies of the student through the implementation of theoretical and practical examinations during the semester teaching of the subject. During the semester, the student demonstrates his theoretical knowledge in the field of literature for preschool children in the form of a presentation about the selected author. Subsequently, he demonstrates his own reading skills in the interpretation of a selected book work from children's literature. At the end of the semester, the student proves his theoretical knowledge in the form of a final written examination. Final assessment: total percentage gain from the final written examination (30%) and practical skills during the semester teaching (presentation about the author 35% and interpretation of the work 35%). A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
Learning outcomes of the course: Objective of the subject: To acquire basic theoretical knowledge and practical skills for the provision of educational activities in the framework of literature for children of preschool age. Learning outcomes: After completing the subject, the student will acquire the following knowledge, skills and competences: - the student can define basic concepts and features of children's literature, - has an overview of literary work for children from its beginnings to the present, in its thematic and genre direction, - can design and implement activities with an emphasis on the use of literature for children in kindergartens while respecting age characteristics, - is able to choose appropriate literature for children in kindergartens and thus improve children's pre-reading literacy.	

Course contents:

Basic concepts and features of children's literature. Intentional and non-intentional literature. Genre composition. Childish aspect. Periodization of children's literature from its beginnings to the present and characteristics of individual periods from the point of view of creation for children. Genres of folk literature as a source in children's literature. A folk tale and its poetics. Collectors of folk tales. Reputation and its poetics. Collectors of folk tales. Reputation in contemporary literature. Poetry for children (rustic-folkloric model and urban-civilistic model of poetry).

Interwar prose with a social motif (J. Bodenek, F. Král', M. Rázus, Ľ. Ondrejov, Ľ. Podjavorinská). Slovak author's fairy tale in children's literature. The most famous authors and currents of the author's fairy tale in literature (J. C. Hronský, M. Ďuričková, K. Bendová and others). Slovak literature for children and youth after 2000. Thematic and genre direction of children's literature. Forms of the contemporary author's fairy tale (D. Hevier, Ľ. Feldek, P. Karpinský, E. J. Groch, D. Pastirčák, D. Podracká, J. Bodnárová, J. Milčák, J. Uličiansky and others). From Czech and world literature for children and youth. (Content, genres). Specifics of literature for preschool age (fables, picture books, comics, book toys, spatial books, etc.).

Recommended or required literature:

DOLINSKÁ E. Dimensions of creativity in literary education classes : didactic reflections.

Ružomberok : Catholic University, 2008. ISBN 978-80-8084-368-7.

DOLINSKÁ, E. How colour, word and music make friends : (child and art in mutual communication). Ružomberok: Catholic University of Ružomberok. VERBUM - KU Publishing House, 2020. ISBN 978-80-561-0796-6.

Magazine: Bibiana, a magazine about art for children and youth. <https://www.bibiana.sk/sk/archiv/digitalna-bibiana/revue-bibiana>

CHANASOVÁ, Z. Selected chapters from children's literature with a focus on virtue education. Ružomberok: Verbum - publishing house of the Catholic University in Ružomberok, 2014. ISBN 978-80-561-0158-2.

KAŠČÁKOVÁ, S., KOVÁČOVÁ, B. Educational and therapeutic potential of a book in early care for a family with a child with developmental risk. Ružomberok: Verbum - publishing house of the Catholic University in Ružomberok, 2020. ISBN 978-80-561-0808-6.

RUSŇÁK, R. The modern fairy tale and its children's reception. Prešov: PU, 2008.

RUSŇÁK, R. World literature for children and youth in didactic communication. Prešov: PU, 2009.

SLIACKY, O. Dictionary of Slovak writers for children and youth. Bratislava: Literary Information Centre, 2009. ISBN 978-80-89222-64-3.

SLIACKY, O. History of Slovak literature for children and youth up to 1960. Bratislava: Literary Information Centre, 2013. ISBN 978-80-8119-073-5.

STANISLAVOVÁ, Z. et al. History of Slovak literature for children and youth after 1960. Bratislava: Literary Information Centre, 2010. ISBN 978-80-8119-026-1.

STANISLAVOVÁ, Z., KLIMOVIČ, M., DZIAK, D. (K)year after (k)year in Slovak literature for children and youth (Value aspects of original poetry and prose in the years 1990 - 2020. Prešov: PU, 2021. ISBN 978-80-555-2739-0.

VITÉZOVÁ, E. The child and the book. Trnava: TU, 2016. ISBN 978-80-8082-961-2.

ŽILKA, T. Poetic dictionary. Bratislava: Tatran, 1987.

Language of instruction:

slovak

Notes:

Course evaluation:					
Assessed students in total: 15					
A	B	C	D	E	FX
80.0	0.0	13.33	6.67	0.0	0.0
Name of lecturer(s): Mgr. Silvia Kaščáková, PhD., doc. PaedDr. Eva Dolinská, PhD.					
Last modification: 08.07.2023					
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Tomáš Jablonský, PhD.					

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-BD103A/22	Course title: Theory and practice of language education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site	
Credits: 5	Working load: 125 hours
Recommended semester/trimester: 1.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: Continuous assessment is carried out during the semester, the student can obtain a maximum of 40 points for it. It consists of two parts: (1) the preparation of a seminar paper focused on current phenomena in the language with a practical presentation of one's own speech (max. 20 points); (2) the verification of spelling skills in the form of a dictation (max. 20 points). The course ends with a written examination for which the student receives a maximum of 60 points (min. 30 points). The overall grade for the course (max. 100 points) is determined by the sum of the points for the mid-term assessment (max. 40 points) and the final examination (max. 60 points, min. 30 points). Course 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 aim of the course is to acquire basic linguistic concepts, to improve the level of linguistic culture, linguistic correctness and comprehensively linguistic awareness in spoken and written form. After completing the course, the student will acquire the following knowledge, skills and competences: <ul style="list-style-type: none"> - is able to clarify the relationship between linguistic practice (anxiety), norm and codification, - is able to produce and deliver a sophisticated oratorical speech, - can identify and correct the most common linguistic and stylistic errors in communication practice, especially in radio and television, but also in publications and the daily press, - is able to follow the spelling rules of Slovak in spoken and written communications. 	
Course contents: Language as a phenomenon of humanity. Culture of language, language culture, its state in the media and in contemporary society. Language norm. The notion of spelling and written language. Codification manuals. Linguistic journals. The sound level of speech (phonetics) and	

the sound level of language (phonology). Organs of speech and their activity. The segmental and suprasegmental system of Slovak. Orthoepic norms of Slovak. Pronunciation of ä, l and ľ. Rhythmic shortening. Syllable assimilation.

Principles of Slovak spelling. Lexical level of the language. Morphological level of the language. Word types and their classification. The syntactic level of the language. Formal and semantic syntax. Sentence and testimony. Semantic structure of the sentence. Statements according to the communicative intention of the speaker.

Recommended or required literature:

BUJALKA, A., DUBNÍČEK, J. Slovak language II. Morphology. Bratislava: Comenius University, 1998. ISBN 80-223-1676-8.

BUJALKA, A., BALÁŽ, P. RÝZKOVÁ, A. Slovak language I. The sound side of the language. Vocabulary teaching. Bratislava: Comenius University, 2000. ISBN 80-223-1564-8.

DOLINSKÁ, E., DUPKALA, R. MARINICOVÁ, M. Aesthetics, media, interpretation -cultural reflexives. Prešov: University of International Business ISM Slovakia in Prešov, 2013. ISBN 978-80-89372-55-3.

DOLNÍK, J. General linguistics. Bratislava: VEDA, publishing house of the Slovak Academy of Sciences, 2009. ISBN 978-80-22410-78-6.

DOLNÍK, J. Language - man - culture. Bratislava: Kalligram, 2010. ISBN 978-80-8101-377-5.

DOLNÍK, J. The theory of written language. Bratislava: VEDA, publishing house of the Slovak Academy of Sciences, 2010. ISBN 978-80-22411-19-6.

DORUĽA, J. et al. Spoken Slovak and linguistic culture. Bratislava: VEDA, 1995. ISBN 80-2240-428-4.

FINDRA, J. Linguistic communication and the culture of expression. Martin: Osveta, 2013. ISBN 978-80-80-8063-385-1.

FINDRA, J. Stage language and artistic performance. Banská Bystrica: Academy of Arts in Banská Bystrica.

Bystrica, Faculty of Dramatic Arts, 2010. ISBN 978-80-89078-69-1.

GOTTHARDOVÁ, G. Slovak language. Syntax. Ružomberok: VERBUM - vydavateľstvo KU, 2013. ISBN 978-80-561-0009-7.

IVANOVÁ, M. Syntax of the Slovak language. Prešov: Publishing house of the University of Prešov, 2020. ISBN 978-80-555-1753-7.

KAČALA, J. Cultural dimensions of language. Reflections of a linguist. Bratislava: Korene Foundation, 1997. ISBN 80-8517-033-7.

KOL. AUTHORS. Rules of Slovak spelling. 3rd revised and supplemented edition. Bratislava: Veda, SAV, 2020. ISBN 80-224-0655-4.

KRÁĽ, Á., RÝZKOVÁ, A. Fundamentals of linguistic culture. Bratislava: SPN, 1990. ISBN 80-08-00280-8.

KRÁĽ, Á. Rules of Slovak pronunciation. 3rd ed. Martin: Matica slovenská, 2016. ISBN 978-80-81281-59-4.

NAVRÁTIL, L., SHIMURKA, J. Practical guide to Slovak spelling. Nitra: Enigma, 2005. ISBN 80-8913-219-7.

OČENÁŠ, I. Speech techniques and culture of oral professional speech. Banská Bystrica: UMB, 2011. ISBN 978-80-557-0171-4.

OGOŇOVÁ, O., BOHUNICKÁ, A. Lexicology of Slovak. Teaching texts and exercises. Prague: 2nd edition, Columbus, 2012. ISBN 978-80-8127-030-7.

Language of instruction:

Slovak

Notes:

The aim of the course is to acquire basic linguistic concepts, to improve the level of linguistic culture, linguistic correctness and comprehensively linguistic awareness in spoken and written form.

Course evaluation:

Assessed students in total: 118

A	B	C	D	E	FX
13.56	20.34	27.97	16.95	18.64	2.54

Name of lecturer(s): PaedDr. Beáta Murinová, PhD.

Last modification: 11.07.2023

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD.