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University: Catholic Unive	ersity in Ružomberok
Faculty: Faculty of Educat	tion
Course code: KGE/Ge- MD103A/22	Course title: Concurrent Teaching Practice 1
Type and range of planne Form of instruction: Se Recommended study ra hours weekly: 1 hou Teaching method: on-sit	ed learning activities and teaching methods: minar .nge: urs per semester: 13 te
Credits: 1	Working load: 25 hours
Recommended semester/	trimester: 1.
Level of study: II.	
Prerequisities:	
Requirements for passing Verification of the level of methodology based on the the submitted pedagogic d The preparation of pedago outputs in elementary or so - 1 listening session (teach a training teacher. Subject evaluation: $A - 10$ Fx - 59%-0%	g the course: acquired knowledge, skills and competences is carried out by the practice e assessment of the student by the trainee teacher and the evaluation of iary. gic diaries, analysis of lessons with a practicing teacher, and independent econdary school are evaluated. er), 6 listening sessions (students), 3 outputs, 8 hours of discussions with 00%-93%, B – $92%-85%$ , C – $84%-77%$ , D – $76%-69%$ , E – $68%-60%$ ,
After completing the sub competences: - is able to observe, analyz and psychological aspects - is able to navigate the ge of a teacher, in the pedago school, - controls the creation of practice through e-learning - is able to cooperate in so - he is able to carry out respresent his results external	bject, the student will acquire the following knowledge, skills and e and record in hospital records and pedagogical diaries the pedagogical of the educational process, nerally binding legal, ethical, economic regulations relating to the work gical documentation, in other conceptual and strategic documents of the methodological materials with wider applicability in connection with g or multimedia aspects, lving professional projects in the field of geography and didactics, search into pedagogical phenomena, formulate research conclusions and lly.
Course contents: 1. The student will take p primary or secondary scho 2. The student will attend 3. The student himself pre- 4. Together with the teacher	art in 1 lesson in geography led by a practicing teacher at the selected ool. 6 lessons taught by his classmates. pares and conducts 3 lessons. er, the student will analyze the given lessons (8 lessons).

5. The student submits a pedagogical diary processed according to the requirements of the trainee teacher and the practice methodology.

#### **Recommended or required literature:**

GNOTH, M. et al. (2003): Pedagogical practice for students of teacher combinations, Faculty of Natural Sciences Bratislava, 140 p.

MADZIKOVÁ, A. KANCÍR, J. (2015): Didactics of geography. PU Prešov, 198 p. ČIŽMÁROVÁ, K. (2008): Didactics of geography I. Banská Bystrica: FPV UMB. ČIŽMÁROVÁ, K. (2006): Didactics of geography 2. Banská Bystrica: FPV UMB. LIKAVSKÝ, P. (2006): General didactics of geography. Bratislava., PriF UK. TOMČÍKOVÁ, I. (2018): The concept of teaching the geography of the local landscape in elementary school, In: Geografické informácie, Ročník 22, Ísró 1, 2018, p. 496-507, ISSN 1337-9453, available at: http://www.kgrr.fpv.ukf.sk/index.php/publikacie/publ/geografickeinformacie/23-clanky-gi/458-koncepcia-vyucovania- geography-local-country-primary-school TOMČÍKOVÁ, I. (2010): Status and content of the physical geography curriculum in the geography textbook for the 1st year of grammar schools. In: Geography: magazine for primary, secondary and higher schools. ISSN 1335-9258. year 18, no. 2 (2010), p. 69-71. Geography textbooks for primary and secondary schools.

#### Language of instruction:

Slovak

#### Notes:

#### **Course evaluation:**

Assessed students in total: 18

А	В	С	D	Е	FX
94.44	5.56	0.0	0.0	0.0	0.0

Name of lecturer(s): RNDr. Ivana Tomčíková, PhD.

Last modification: 31.08.2022

#### Supervisor(s):

University: Catholic Univer	University: Catholic University in Ružomberok				
Faculty: Faculty of Education					
Course code: KGE/Ge- MD108A/22	Course title: Concurrent Teaching Practice 2				
Type and range of planned Form of instruction: Sem Recommended study ran hours weekly: 1 hour Teaching method: on-site	learning activities and teaching methods: inar ge: s per semester: 13				
Credits: 2	Working load: 50 hours				
Recommended semester/tr	imester: 2.				
Level of study: II.					
Prerequisities:					
<b>Requirements for passing the course:</b> Verification of the level of acquired knowledge, skills and competences is carried out by the practice methodology based on the assessment of the student by the trainee teacher and the evaluation of the submitted pedagogic diary. The preparation of pedagogic diaries, analysis of lessons with a practicing teacher, and independent outputs in elementary or secondary school are evaluated 1 listening session (teacher), 6 listening sessions (students), 3 outputs, 8 hours of discussions with a training teacher					
<ul> <li>Learning outcomes of the course:</li> <li>After completing the subject, the student will acquire the following knowledge, skills and competences: <ul> <li>is able to observe, analyze and record in hospital records and pedagogical diaries the pedagogical and psychological aspects of the educational process,</li> <li>is able to navigate the generally binding legal, ethical, economic regulations relating to the work of a teacher, in the pedagogical documentation, in other conceptual and strategic documents of the school,</li> <li>controls the creation of methodological materials with wider applicability in connection with practice through e-learning or multimedia aspects,</li> <li>is able to cooperate in solving professional projects in the field of geography and didactics,</li> <li>he is able to carry out research into pedagogical phenomena, formulate research conclusions and present his results externally.</li> </ul> </li> </ul>					
<ul> <li>present his results externally.</li> <li>Course contents: <ol> <li>The student will attend 1 lesson in geography led by a practicing teacher at a selected primary or secondary school</li> <li>The student will attend 6 lessons taught by his classmates</li> <li>The student himself prepares and conducts 3 lessons</li> <li>Together with the teacher, the student will analyze the given lessons (8 hours)</li> <li>The student submits a pedagogical diary processed according to the requirements of the trainee teacher and the practice methodology.</li> </ol> </li> </ul>					

#### **Recommended or required literature:**

GNOTH, M. et al. (2003): Pedagogical practice for students of teacher combinations, PriF UK Bratislava, 140 p.

MADZIKOVÁ, A., KANCÍR, J. (2015): Didactics of geography. PU Prešov, 198 p.

ČIŽMÁROVÁ, K. (2008): Didactics of geography I. Banská Bystrica: FPV UMB.

ČIŽMÁROVÁ, K. (2006): Didactics of geography 2. Banská Bystrica: FPV UMB.

LIKAVSKÝ, P. (2006): General didactics of geography. Bratislava., PriF UK.

TOMČÍKOVÁ, I. (2018): The concept of teaching the geography of the local landscape in elementary school, In: Geografické informácie, Ročník 22, Ísró 1, 2018, p. 496-507, ISSN 1337-9453, available at: http://www.kgrr.fpv.ukf.sk/index.php/publikacie/publ/geograficke-informacie/23-clanky-gi/458-koncepcia-vyucovania- geography-local-country-primary-school TOMČÍKOVÁ, I. (2010): Status and content of the physical geography curriculum in the geography textbook for the 1st year of grammar schools. In: Geography: magazine for primary, secondary and higher schools. ISSN 1335-9258. year 18, no. 2 (2010), p. 69-71. Geography textbooks for primary and secondary schools.

#### Language of instruction:

Slovak

#### Notes:

### **Course evaluation:**

Assessed studen	nts in total: 9				
А	В	С	D	Е	FX
100.0	0.0	0.0	0.0	0.0	0.0

Name of lecturer(s): RNDr. Ivana Tomčíková, PhD.

Last modification: 31.08.2022

#### Supervisor(s):

University: Catholic University in Ružomberok					
Faculty: Faculty of Education	Faculty: Faculty of Education				
Course code: KGE/Ge- MD113A/22	Course code: KGE/Ge- MD113A/22Course title: Continuous Teaching Practice				
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/tr	imester: 3.				
Level of study: II.					
Prerequisities:					
Requirements for passing to Verification of the level of ac methodology practice methodology based evaluation of the submitted The preparation of pedagogi outputs in elementary or sec 1 audition, 19 outputs, 10 ho	che course: equired knowledge, skills and competences is carried out by the practice d on the assessment of the student by the trainee teacher and the pedagogical journal. c diaries, analysis of lessons with a practicing teacher, and independent condary school are evaluated. burs of analysis with a practice teacher.				
<ul> <li>After completing the subject, the student will acquire the following knowledge, skills and competences:</li> <li>is able to independently make written preparation for the lesson and lead it independently,</li> <li>is able to navigate the generally binding legal, ethical, economic regulations relating to the work of a teacher, in the pedagogical documentation, in other conceptual and strategic documents of the school,</li> <li>controls the creation of methodological materials with wider applicability in connection with practice through e-learning or multimedia aspects,</li> <li>is able to cooperate in solving professional projects in the field of geography and didactics,</li> <li>he is able to carry out research into pedagogical phenomena, formulate research conclusions and present his results externally.</li> </ul>					
<ul> <li>present his results externally.</li> <li>Course contents: <ol> <li>The student is obliged to develop a personal internship plan and submit it to the supervisor.</li> <li>The student will participate in 1 lesson in geography led by a practicing teacher at a selected primary or secondary school.</li> <li>The student must have prepared a written project for each taught lesson before his/her own output. The written project (its structure) meets the requirements: it contains a clearly formulated and student-oriented cognitive and affective learning goal defined by the curriculum, activities and learning requirements in the direction of the development of specific knowledge and skills, controllable (measurable), expressed in terms of student performance.</li> </ol> </li> </ul>					

4. After his own outputs, he will analyze his lessons with the trainee teacher and process them in a pedagogical diary.

5. For the evaluation, it is necessary to submit a pedagogical diary for review, which contains: analysis from 1 hearing with the trainee teacher and own preparations for 19 hours, notes from the analyzes and self-reflection of lessons learned, evaluations of the trainee teacher from individual lessons.

#### **Recommended or required literature:**

GNOTH, M. et al. (2003): Pedagogical practice for students of teacher combinations, PriF UK Bratislava, 140 p. MADZIKOVÁ, A., KANCÍR, J. (2015): Didactics of geography. PU Prešov, 198 p. ČIŽMÁROVÁ, K. (2008): Didactics of geography I. Banská Bystrica: FPV UMB. ČIŽMÁROVÁ, K. (2006): Didactics of geography 2. Banská Bystrica: FPV UMB. LIKAVSKÝ, P. (2006): General didactics of geography. Bratislava., PriF UK. Geography textbooks for primary and secondary schools. TOMČÍKOVÁ, I. (2009): Basics of geography 1: (introduction to the study of geography, basics of physical geography): (university textbook) 1st ed. Verbum, 132 p. - ISBN 978-80-8084-487-5. TOMČÍKOVÁ, I. (2011): Meteorology and climatology in teaching geography, In: Meteorology and climatology in teaching II. : Air in motion : collection of lectures from a seminar for primary and secondary school teachers / ed. Anna Pribullová. -Bratislava: Geophysical Institute of the Slovak Republic, 2011. - ISBN 978-80-85754-23-0, pp. 90-94.

#### Language of instruction:

Slovak

#### Notes:

#### **Course evaluation:**

Assessed students in total: 11

А	В	С	D	Е	FX
90.91	9.09	0.0	0.0	0.0	0.0

Name of lecturer(s): RNDr. Ivana Tomčíková, PhD.

Last modification: 31.08.2022

#### Supervisor(s):

University: Catholic University in Ružomberok				
Faculty: Faculty of Education				
Course code: KGE/Ge- MD102A/22	Course title: Didactics of Geography 1			
Type and range of planned Form of instruction: Lect Recommended study ran hours weekly: 1 / 1 ho Teaching method: on-site	l learning activities and teaching methods: ture / Seminar ge: ours per semester: 13 / 13			
Credits: 2	Working load: 50 hours			
Recommended semester/tr	imester: 1.			
Level of study: II.				
Prerequisities:				
<b>Requirements for passing t</b> The verification of acquire evaluation of the student's of the written test and the final During the semester, active presentation of seminar exer his theoretical knowledge fit exam, it is necessary to obt 100%-93%, B – 92%-85%,	the course: ed knowledge, skills and competences is carried out based on the ongoing tasks during the semester and on the basis of the evaluation of oral exam. e participation in seminars is required in the form of preparation and recises on assigned topics. At the end of the semester, the student proves rst in the form of a written test. In order to participate in the final oral tain at least 60% of the points from the test. Subject evaluation: A – C - 84%-77%, D – 76%-69%, E – 68%-60%, Fx – 59%-0%			
Learning outcomes of the out After completing the coun competencies: - knows and is able to p determination by pedagogic - knows the content of geog - knows how to use school to - understands the transform (creating the curriculum), - can define the goals, meth their content, structure. - is familiar with and oriented Course contents:	rese, the student will acquire the following knowledge, skills and resent the development of geography teaching concepts and their al theories and school reforms. raphy education at primary and secondary school, books when teaching geography, nation of the scientific system of geography into a didactic system ods and organizational forms of geography teaching, types of lessons, ed in basic curriculum documents.			
<ul> <li>Course contents:</li> <li>Didactics of geography and its position in the system of sciences.</li> <li>2. Development of geography as a teaching subject in Slovakia.</li> <li>3. Content of geographic education.</li> <li>4. State educational program ISCED 2, ISCED 3A. Application of educational competencies in teaching.</li> <li>5. Educational goals in teaching geography.</li> <li>6. Teaching process of geography.</li> </ul>				

7. Didactic principles, principles of teaching geography and didactic methods in teaching geography.

- 8. Organizational forms of teaching geography.
- 9. Material teaching aids of geography.
- 10. Didactic diagnostics in geography.
- 11. Preparation for teaching geography.
- 12. The personality of the teacher and the student in the teaching of geography.
- 13. Working with school books when teaching geography.

#### **Recommended or required literature:**

ČIŽMÁROVÁ, K. (2008): Didactics of geography I. Banská Bystrica: FPV UMB.

KALHOUS, Z. et al. (2009): School didactics. Portal, Prague.

LIKAVSKÝ, P. (2006): General didactics of geography. Bratislava, PriF UK.

MADZIKOVÁ, A., KANCÍR, J. (2015): Didactics of geography, VŠ učebnica, University of Prešov in Prešov.

SKALKOVÁ, J. (2007): General didactics. Grada, Prague.

TOMČÍKOVÁ, I. (2011): The position of branch didactics in the system of sciences (an example of geography didactics). In: Proceedings of the international conference Interdisciplinary dialog of union didactics, Verbum - publishing house of the Catholic University in Ružomberok, 2011. - ISBN 978-80-8084-690-9, p. 1-7.

TOMČÍKOVÁ, I. (2010): Education reforms and geography in grammar schools, In:

Disputationes Scientificae Universitatis Catholicae in Ružomberok. ISSN 1335-9185. year 10, no. 2, p. 12-15.

TOMČÍKOVÁ, I. (2010): Status and content of the physical geography curriculum in the geography textbook for the 1st year of grammar schools. In: Geography: a magazine for primary, secondary and higher schools. - ISSN 1335-9258. - Year 18, no. 2 (2010), p. 69-71.

TUREK, I. (2008): Didactics. Iura Edition, spol. with r. o., Bratislava.

Geography textbooks for the 5th to 9th grade of elementary school and 1st to 3rd grade of grammar schools.

School atlases, educational standards ISCED 2, ISCED 3a.

## Language of instruction:

Slovak

Notes:

#### **Course evaluation:**

Assessed students in total: 18

А	В	С	D	Е	FX
27.78	44.44	16.67	5.56	5.56	0.0

Name of lecturer(s): RNDr. Ivana Tomčíková, PhD.

Last modification: 31.08.2022

Supervisor(s):

	· · · · · · · · · · · · · · · · · · ·			
University: Catholic Univer	sity in Ružomberok			
Faculty: Faculty of Education				
Course code: KGE/Ge- MD106A/22	Course code: KGE/Ge- MD106A/22 Course title: Didactics of Geography 2			
Type and range of planned Form of instruction: Sem Recommended study ran hours weekly: 2 hour Teaching method: on-site	learning activities and teaching methods: inar ge: s per semester: 26			
Credits: 2	Working load: 50 hours			
Recommended semester/tr	imester: 2.			
Level of study: II.				
Prerequisities: KGE/Ge-MI	D102A/22			
Verification of the level of a of the evaluation of assigned various topics in front of the During the semester, the stu of active participation in ex- on assigned topics and whe exam, it is necessary to obt the semester. Subject evaluat E - 68%-60%, Fx - 59%-09	Requirements for passing the course: Verification of the level of acquired knowledge, skills and competences is carried out on the basis of the evaluation of assigned tasks during the semester (separate presentations of assigned tasks on various topics in front of the whole group) and the final oral exam. During the semester, the student continuously demonstrates his theoretical knowledge in the form of active participation in exercises and applies his knowledge when developing seminar exercises on assigned topics and when presenting them at seminars. In order to participate in the final oral exam, it is necessary to obtain 80% of the points from the prepared seminar assignments during the semester. Subject evaluation: A – 100%-93%, B – 92%-85%, C – 84%-77%, D – 76%-69%,			
<ul> <li>Learning outcomes of the course:</li> <li>After completing the subject, the student will acquire the following knowledge, skills and competences: <ul> <li>knows and uses approaches aimed at structuring and modifying learning content so that it is meaningful and relevant for students,</li> <li>is skilled in working with professional and scientific literature, can analyze the information obtained, critically evaluate it and then take and defend his own position,</li> <li>is ready to present professional issues in a high-quality way, applying the latest knowledge from the field of general didactics, but also didactics of geography,</li> <li>controls the possibilities and specific ways of using current didactic and IT technology, which creates the prerequisite for supporting the development of pupils' information literacy,</li> <li>has the ability to present acquired professional knowledge in activating forms and methods in teaching and to develop students' critical thinking in geographic education, in teaching respects the needs, interests, emotions, attitudes and opinions of pupils.</li> </ul> </li> </ul>				

#### **Course contents:**

1. Educational goals, content, structure of the geography curriculum at primary and secondary schools. State and school educational program.

- 2. Status and importance of special didactics of geography.
- 3. Selected didactic methods in geography.
- 4. Selected didactic methods in geography.

- 5. Working with cartographic material a specific didactic method in geography.
- 6. Learning tasks in teaching geography.
- 7. Didactic games in teaching geography.
- 8. Use of motivation in teaching geography.
- 9. Use of ICT in teaching geography.
- 10. Development of creative thinking in the teaching of geography.
- 11. Geographic walks and excursions.
- 12. Project teaching, project creation.
- 13. Research-oriented teaching.

### **Recommended or required literature:**

ČIŽMÁROVÁ, K. (2006): Didactics of geography 2. Banská Bystrica: FPV UMB. MADZIKOVÁ, A., KANCÍR, J. (2015): Didactics of geography, VŠ učebnica, University of Prešov in Prešov. LIKAVSKÝ, P. (2006): General didactics of geography. BA., PriF UK. TOMČÍKOVÁ, I. (2018): The concept of teaching the geography of the local landscape in elementary school, In: Geografické informácie, Ročník 22, Ísró 1, 2018, p. 496-507, ISSN 1337-9453, available at: http://www.kgrr.fpv.ukf.sk/index.php/publikacie/publ/geografickeinformacie/23-clanky-gi/458-koncepcia-vyucovania- geography-local-landscape-at-basic-school TOMČÍKOVÁ, I. (2011): Meteorology and climatology in teaching geography. In: Meteorology and climatology in teaching II. Air in motion: collection of lectures from a seminar for primary and secondary school teachers / ed. Anna Pribullová. - Bratislava Geophysical Institute SAS, 2011. ISBN 978-80-85754-23-0, p. 90-94. TOMČÍKOVÁ, I. (2010): Education reforms and geography in grammar schools, In: Disputationes Scientificae Universitatis Catholicae in Ružomberok. ISSN 1335-9185. year 10, no. 2, p. 12-15. TOMČÍKOVÁ, I. (2010): Status and content of the physical geography curriculum in the geography textbook for the 1st year of grammar schools. In: Geography: a magazine for primary, secondary and higher schools. - ISSN 1335-9258. year 18, no. 2 (2010), p. 69-71. TOMČÍKOVÁ, I. (2009): Basics of geography 1: (introduction to the study of geography, basics of physical geography): university textbook, 1st ed. Verbum, 132 p. - ISBN 978-80-8084-487-5. DUBCOVÁ, A. et al. (2013): Didactics of geography in the field. 1st ed. Nitra: FPV UKF, 2013, 395 p. ISBN 978-80-558-0297-8. Geography textbooks for the 5th to 9th grade of elementary school and 1st to 3rd grade of grammar schools. School atlases, educational standards ISCED 2, ISCED 3a.

## Language of instruction:

Slovak

Notes:

#### Course evaluation:

Assessed students in total: 8

А	В	С	D	Е	FX
100.0	0.0	0.0	0.0	0.0	0.0

#### Name of lecturer(s): RNDr. Ivana Tomčíková, PhD.

#### Last modification: 31.08.2022

#### Supervisor(s):

University: Catholic Univer	sity in Ružomberok		
Faculty: Faculty of Education	on		
Course code: KGE/Ge- MD111A/22	<b>Course title:</b> Didactics of Geography 3		
Type and range of planned Form of instruction: Sem Recommended study rang hours weekly: 2 hour Teaching method: on-site	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: 3.			
Level of study: II.			
Prerequisities: KGE/Ge-MD106A/22			

#### **Requirements for passing the course:**

Verification of the level of acquired knowledge, skills and competences is carried out on the basis of the evaluation of the prepared lesson plan on the given topic from the disciplines of geography and presentation in front of the group at the seminar during the semester and on the basis of the evaluation of the written test and the final oral examination.

During the semester, the student continuously demonstrates his theoretical knowledge in the form of active participation in exercises and applies his knowledge when developing (designing) a lesson on a given topic from the disciplines of geography and then presents it. The condition for participation in the final exam is to obtain min. 80% of the interim assessment. At the end of the semester, the student will prove his theoretical knowledge first in the form of a written test, in order to participate in the final oral exam, it is necessary to obtain at least 60% of the points from the 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:

After completing the subject, the student will acquire the following knowledge, skills and competences:

- knows the theoretical and practical connections in the didactics of the individual disciplines of geography, which will enable him to independently project and implement the educational process in the subject of geography,

- knows how to prepare for teaching geography and implement a didactic output according to it,

- controls the possibilities and specific ways of using current didactic and IT technology, which creates the prerequisite for supporting the development of pupils' information literacy,

- has the ability to present acquired professional knowledge in activating forms and methods in teaching and to develop students' critical thinking in geographical education, in teaching respects the needs, interests, emotions, attitudes and opinions of pupils,

- is able to acquire, analyze and synthesize new knowledge from professional and scientific literature in the field of geography and implement them appropriately in the teaching process,

- is able to continuously educate himself throughout his life, maintain contact with the latest trends in his field and in the field of pedagogical sciences, thus continuing to further improve his qualifications

- is competent to communicate at a qualified professional level with representatives of other departments and also with the public

#### **Course contents:**

- 1. Status and importance of special didactics of geography.
- 2. Teacher preparation for teaching.
- 3. Didactic interpretation of the thematic unit Planetary geography.
- 4. Didactic interpretation of the thematic unit Cartography.
- 5. Didactic interpretation of the thematic unit Physical geography.
- 6. Didactic interpretation of the thematic unit Human geography.
- 7. Didactic interpretation of the thematic unit Regional geography of Africa.
- 8. Didactic interpretation of the thematic unit Regional geography of Asia.
- 9. Didactic interpretation of the thematic unit Regional geography of America.
- 10. Didactic interpretation of the thematic unit Regional geography of Australia and Oceania.
- 11. Didactic interpretation of the thematic unit Regional geography of Europe.
- 12. Didactic interpretation of the thematic unit Regional geography of Slovakia.
- 13. Didactic interpretation of the thematic unit Regional geography of the local country.

#### **Recommended or required literature:**

ČIŽMÁROVÁ, K., (2006): Didactics of geography 2. Banská Bystrica: FPV UMB.

LIKAVSKÝ, P. (2006): General didactics of geography. BA., PriF UK.

TOMČÍKOVÁ, I. (2018): The concept of teaching the geography of the local landscape in elementary school, In: Geografické informácie, Ročník 22, Ísró 1, 2018, p. 496-507, ISSN 1337-9453, available at: http://www.kgrr.fpv.ukf.sk/index.php/publikacie/publ/geograficke-informacie/23-clanky-gi/458-koncepcia-vyucovania- geography-of-local-country-in-primary-school

TOMČÍKOVÁ, I. (2011): The position of branch didactics in the system of sciences (an example of geography didactics). In: Proceedings of the international conference Interdisciplinary dialog of union didactics, Verbum - publishing house of the Catholic University in Ružomberok, 2011. – ISBN 978-80-8084-690-9, p. 1-7.

TOMČÍKOVÁ, I. (2011): Meteorology and climatology in teaching geography, In: Meteorology and climatology in teaching II. : Air in motion : collection of lectures from a seminar for primary and secondary school teachers / ed. Anna Pribullová. - Bratislava: Geophysical Institute of the Slovak Republic, 2011. - ISBN 978-80-85754-23-0, pp. 90-94.

TOMČÍKOVÁ, I. (2010): Status and content of the physical geography curriculum in the geography textbook for the 1st year of grammar schools. In: Geography: a magazine for primary, secondary and higher schools. - ISSN 1335-9258. Year 18, no. 2 (2010), p. 69-71.

TOMČÍKOVÁ, I. (2009): Basics of geography 1: (introduction to the study of geography, basics of physical geography): (university textbook) 1st ed. Verbum, 132 p. - ISBN 978-80-8084-487-5. Geography textbooks for the 5th to 9th grade of elementary school and 1st to 3rd grade of grammar schools.

School atlases, educational standards ISCED 2, ISCED 3a

## Language of instruction:

Slovak

Notes:

Course evaluat Assessed stude	<b>ion:</b> nts in total: 11					
А	В	С	D	E	FX	
81.82	81.82 9.09 9.09 0.0 0.0 0.0					
Name of lecturer(s): RNDr. Ivana Tomčíková, PhD.						
Last modification: 31.08.2022						
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: doc. RNDr. Pavel Bella, PhD.						

University: Catholic Univer	sity in Ružomberok
Faculty: Faculty of Education	
Course code: KGE/Ge- MD107A/22	Course title: Field Course in the Geography of Slovakia
Type and range of planned Form of instruction: Sem Recommended study rang hours weekly: 3 hour Teaching method: on-site	learning activities and teaching methods: inar ge: s per semester: 39
Credits: 2	Working load: 50 hours
Recommended semester/tri	imester: 2.
Level of study: II.	
Prerequisities:	
Requirements for passing tDuring the semester, there wthe end of the semester in a sievaluations: 1. active participcourse and its presentation oftopic and from the curriculuithe interpretation from the curriculuithe interpretation from the curriculuithe interpretation from the colspan="2">own share in the creation orinteractive internet map)Subject evaluation:A - 100%-93%B - 92%-85%C - 84%-77%D - 76%-69%E - 68%-60%Fx -59%- 0%	<b>he course:</b> 'ill be preparation for the field course, which will usually take place at x-day block. The overall evaluation will consist of the following partial pation; 2. a report on a given topic submitted at the beginning of the field huring the field course; 3. oral answers to questions from the assigned m covered during the field course; 4. own notes documenting in detail entire field course, especially from the individual locations visited; 5. f a joint student website documenting the field course (including an second sec
After completing the subjecompetences:	ect, the student will acquire the following knowledge, skills and

- can present knowledge about the complex geographical characteristics of Slovakia directly in the field,

- through direct field observation and the use of a map, he is able to apply theoretical knowledge from the regional geography of Slovakia in the selected area,

- can practically use basic methods for collecting and processing data on natural and social objects, phenomena and processes in the country and for preparing textual, tabular, graphic and cartographic outputs,

- is able to prepare and successfully implement a geographical excursion.

#### Course contents:

1. Preparation of the geographical excursion: Selection, preparation and preliminary documentation of the content and route of the excursion.

2. Efficiency and safety when traveling and moving in the field.

3. Overview of basic methods of obtaining information about objects, phenomena and processes of the physical-geographical and human-geographical sphere during preparation for field observation and mapping, during their actual implementation and information processing methods after the end of their actual implementation in the field.

4. Obtaining data and information from various sources (including maps).

5. Comparison and validation of data and information with objective reality in the field.

6. Examination of the components of the physical-geographical and human-geographical spheres

in the selected territory, their analysis and subsequent synthesis.

7. Geographic observation.

8. Distinguishing vertical and horizontal relations in the country directly in the field, examining the mutual conditionality of the components of the physical-geographical and human-geographical spheres.

9. Demonstrations and practical practice of physical-geographical regionalization methods.

10. Demonstrations and practical practice of human geographic regionalization methods.

11. Demonstrations and practical practice of methods of complex geographic regionalization.

12. Processing (sorting, analysis and synthesis) of collected data.

13. Final documentation and presentation of the field course content and route.

### **Recommended or required literature:**

DUBCOVÁ, A. - LAUKO, V. - TOLMÁČI, L. - CIMRA, J. - KRAMÁREKOVÁ, H. -KROGMANN, A. - NEMČÍKOVÁ, M. - NÉMETHOVÁ, J. - OREMUSOVÁ, D. - GURŇÁK, D. - KRIŽAN, F. (2008): Geography of Slovakia (CD-ROM). University of Konstantin Filozof, Faculty of Natural Sciences, Nitra, 348 p. [ISBN 978-80-8094-422-3] http://www.kgrr.fpv.ukf.sk/ GSR/index.htm

KOREC, P. et al. (1997): Regions and districts of Slovakia: New administrative division. Q111, Bratislava, 392 p. [ISBN: 80-85401-58-4]

SOTÁK, J., 2016: Structure, composition and dynamics of the Earth. VERBUM – KU Ružomberok publishing house, ISBN 978-80-561-0416-3 (CD)

SOTÁK, J., 2016: Geological past and paleogeography of the Earth. VERBUM – KU Ružomberok publishing house, ISBN 978-80-561-0415-6 (CD)

SPIŠIAK, P. - KUSENDOVÁ, D. - PAVLIČKOVÁ, K. - HALÁS, M. - KOLÉNY, M. -ZUBRICZKÝ, G. - ŠVOŇAVEC, M. - HURBÁNEK, P. - PAĽUCH, T. - LABUDA, M. (2005): Agro-rural structures of Slovakia after 1989. Geo-grafika, Bratislava, 186 p. [ISBN 80-969338-4-1]

DŽUPINOVÁ, E. - HALÁS, M. - HORŇÁK, M. - HURBÁNEK, P. - KÁČEROVÁ, M. -MICHNIAK, D. - ONDOŠ, S. - ROCHOVSKÁ, A. (2008): Periphery and spatial polarization in Slovakia . Geografika, Bratislava, 183 p. [ISBN 978-80-89317-06-6]

RAKYTOVÁ, I. (2007): Human and regional geography of the Slovak Republic. Faculty of Education of the Catholic University, Ružomberok, 96 p. [ISBN 9788080841522] TOMČÍKOVÁ, I. (2009): Basics of geography 1. Verbum, Ružomberok, 132 p. [ISBN 9788080844875]

RAKYTOVÁ, I. (2010): Basics of geography 2. Basics of human geography and regional geography of the world and the Slovak Republic. Verbum, Ružomberok, 300 p. [ISBN 9788080845315]

LAUKO, V. - POTOMOVÁ, J. (2009): The potential of the Ružomberok district and its influence on the development of industry. Disputationes Scientificae Universitatis Catholicae in Ružomberok, Vol. 9, No. 4/B, pp. 134-139

LAUKO, V. et al. (2014): Regional dimensions of Slovakia. Comenius University in Bratislava, Bratislava, 524 p. http://www.regionalnageografia.sk/index.php?p=3265792585

GURŇÁK, D. et al (2019): 30 years of the transformation of Slovakia. Comenius University in Bratislava, Bratislava, 462 p. ISBN 978-80-223-4859-1 http://www.regionalnageografia.sk/publikacie/pub/30\_rokov/30\_rokov\_transformacie\_SR.pdf

MLADEK, J. et al. (eds.) (2006): Atlas of the population of Slovakia. Comenius University, Bratislava, 166 p.

HRNČIAROVÁ, T. et al. (eds.) (2002): Country Atlas of the Slovak Republic. Ministry of the Environment of the Slovak Republic, Bratislava, Slovak Environmental Agency of the Slovak Republic, Banská Bystrica, 342 p. https://app.sazp.sk/atlassr/

LUKNIŠ, M. ed. (1972). Slovakia 2, Nature. Bratislava, Obzor, 917 p.

LUKNIŠ, M., Princ, J. eds. (1974). Slovakia 3. People – Part I. Bratislava, Obzor, 732 p.

FILOVÁ, B. - MJARTAN, J. (1975). Slovakia 3rd People – II. section. Bratislava, Obzor, 488 p. Regional geographical literature and map materials according to selected territories

#### Language of instruction: Slovak

Notes:

Course evaluat Assessed stude	ion: nts in total: 8					
А	В	С	D	Е	FX	
62.5	25.0 12.5 0.0 0.0 0.0					
Name of lecturer(s): PaedDr. Rastislav Čief, PhD., doc. RNDr. Ján Soták, DrSc.						
Last modification: 31.08.2022						
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: doc. RNDr. Pavel Bella, PhD.						

University: Catholic Univer	sity in Ružomberok			
Faculty: Faculty of Education	on			
Course code: KGE/Ge- MD109A/22	Course title: Geoecology			
Type and range of planned Form of instruction: Lect Recommended study ran hours weekly: 1 / 1 ho Teaching method: on-site	learning activities and teaching methods: ture / Seminar ge: burs per semester: 13 / 13			
Credits: 2	Working load: 50 hours			
Recommended semester/tr	imester: 3.			
Level of study: II.				
Prerequisities:				
<b>Requirements for passing t</b> Verification of the degree of student is carried out based of on the basis of the evaluation participation in seminars is r on assigned topics. At the e in the form of a written test at least 60% of the points ff 84%-77%, D – 76%-69%, E	the course: of acquisition of relevant knowledge, skills and competencies of the on the evaluation of the student's ongoing tasks during the semester and n of the written test and the final oral exam. During the semester, active equired in the form of preparation and presentation of seminar exercises end of the semester, the student proves his theoretical knowledge first . In order to participate in the final oral exam, it is necessary to obtain from the test. Subject evaluation: $A - 100\%-93\%$ , $B - 92\%-85\%$ , $C - E - 68\%-60\%$ , $Fx - 59\%-0\%$			
Learning outcomes of the of After completing the subj competences: - The student geography, landscape scient (geographical) sphere and of basic knowledge about land changes Understands the forms of physical-geograph the stages of its transformat assess the appropriateness interventions in the land H geography at primary and se	ect, the student will acquire the following knowledge, skills and t will master the basic knowledge of geoecology (complex physical nee), understand the systemic approach to exploring the landscape environmental applications of knowledge about the landscape Has lscape complexes, their spatial structure, temporal and spatiotemporal laws of spatial differentiation of the landscape sphere, the content and ical regionalization, the spatial structure of the cultural landscape and tion, as well as the essence and purpose of landscape synthesis Can of land use and propose a basic solution to negative anthropogenic e can apply the acquired knowledge in a specific area and when teaching econdary schools.			
1. Geoecology (complex pl in the system of geograph complex, research models, g 3. Types of physical-geograp complexes – topical, choric and catenas. 6. Morphologi spatiotemporal changes of of the physical-geographic	hysical geography, landscape science) – object and subject, position ical sciences. Land sphere and landscape. 2. Physical-geographical geosystemic and ecosystem approach to the study of landscape systems. ohical complexes. 4. Geographical dimensions of physical-geographical , regional, continental and planetary units. 5. Paradynamic complexes ical structure of the physical-geographic landscape. 7. Temporal and physical-geographical complexes. 8. Laws of spatial differentiation sphere (planetary zonality, own horizontal zonality, foothill zonality,			

altitude zonality, azonality). 9. Basics of physical-geographical regionalization and regional taxonomy. 10. Cultural landscape and its spatial structure. 11. Geotechnical systems in the country. 12. Negative anthropogenic interventions in the country and degrees of its transformation. 13. Landscape synthesis and rational use of the landscape.

#### **Recommended or required literature:**

MIČIAN, Ľ. (2008). General geoecology. Faculty of Science, UK, Bratislava, 88 p. TREMBOŠ, P. – MIČIAN, Ľ. – MINÁR, J. – HRADECKÝ, J. (2009). Geoecology. Faculty of Science, UK, Bratislava, 111 p. (CD-ROM) https://fns.uniba.sk/fileadmin/prif/geog/kfg/O\_katedre/ Publik\_fulltexty/TrembosMicianMinarHradecky2009\_Geoekologia\_CD.pdf MINÁR, J. et al. (2001). Geoecological (complex, physical-geographical) research and mapping on large scales. Geographical Spectrum, 3, Faculty of Natural Sciences, UK, Bratislava, 209 p. MAZUR, E. et al. (1985). Landscape synthesis of the Tatranská Lomnica area. Geographical model of rational land use in national parks. Science, Bratislava, 109 p. BELLA, P. (2008). Caves as natural geosystems – geoecological research and environmental protection. ŠOP SR, SSJ, Liptovský Mikuláš, 167 p. BELLA, P. (2012). Vulnerability, ecostabilizing factors and disturbance of the cave environment. Geographical Journal, 64, 3, 201–218. https://www.sav.sk/journals/uploads/03101237Bella.pdf

#### **Language of instruction:** Slovak

#### Notes:

Assessed	students	in	total:	11

А	В	С	D	Е	FX
27.27	18.18	45.45	9.09	0.0	0.0

Name of lecturer(s): doc. RNDr. Pavel Bella, PhD.

Last modification: 31.08.2022

Supervisor(s):

University: Catholic Univer	rsity in Ružomberok	
Faculty: Faculty of Education	on	
Course code: KGE/Ge- MD100B/22	Course title: Geographical Aspects of International Relations	
Type and range of planned Form of instruction: Sem Recommended study ran hours weekly: 1 hour Teaching method: on-site	l learning activities and teaching methods: inar ge: rs per semester: 13	
Credits: 1	Working load: 25 hours	
Recommended semester/tr	imester: 1.	
Level of study: II.		
Prerequisities:		
Requirements for passing to Verification of the degree of student is carried out on the teaching of the subject. During the semester, the Geographical aspects of inter Final assessment: cumulati (50%). Subject evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%-0%	the course: f acquisition of the relevant knowledge, skills and competences of the e basis of theoretical and practical examinations during the semester student demonstrates his theoretical knowledge from the subject ernational relations during discussions on individual topics. ve percentage gain from the written test (50%) and semester paper	
<ul> <li>Learning outcomes of the course:</li> <li>After completing the subject, the student will acquire the following knowledge, skills and competences: <ul> <li>the student can describe the development of the political map of the world in the 20th century</li> <li>characterize the development of international relations in the world</li> <li>describe the development of international law</li> <li>explain the basic principles of international law</li> <li>characterize the origin, development and importance of the most important international organizations</li> <li>list and explain the basic doctrines of individual great powers</li> <li>characterize current events in international relations</li> </ul> </li> </ul>		
<ol> <li>Course contents:</li> <li>Political map of the world</li> <li>Development of international international development of international develo</li></ol>	d in a historical context onal relations in Europe onal relations in America	

- 4. Development of international relations in Asia
- 5. Development of international relations in Africa
- 6. Development of international law
- 7. The origin, development and importance of SN and UN and associated organizations
- 8. Doctrines and strategic concepts of the USA
- 9. Doctrines and strategic concepts of the USSR and Russia
- 10. Doctrines and strategic concepts of Great Britain
- 11. Doctrines and strategic concepts of Germany and France
- 12. Doctrines and strategic concepts of China
- 13. Transformation from bipolar to unipolar to multipolar world

#### **Recommended or required literature:**

IŠTOK, R. (2004). Political geography and geopolitics. PU, Prešov, 392 p. ISBN 80-8068-313-1 VOLNER, Š (2007). Classical and new geopolitics. Elected, 160 p. ISBN 978-80-89241-13-2 STARIKOV, N. (2015). Geopolitics: how it's done. Bratislava, 372 p. ISBN 978-80-8061-856-8 ZUBRICKÝ, G. (2009): Geography of the countries of the world. Map of Slovakia, Bratislava. ISBN 978 80 8067 227 0

LIŠČÁK, V. (2009): States and territories of the world. Libri, Prague. ISBN 978-80-7277-414-2

#### Language of instruction:

Slovak

#### Notes:

#### **Course evaluation:**

Assessed students in total: 0

А	В	С	D	Е	FX
0.0	0.0	0.0	0.0	0.0	0.0

Name of lecturer(s): PaedDr. Rastislav Čief, PhD.

Last modification: 31.08.2022

#### Supervisor(s):

University: Catholic Unive	rsity in Ružomberok
Faculty: Faculty of Educat	ion
<b>Course code:</b> KGE/Ge- MD107B/22	Course title: Geography of Biblical Lands
Type and range of planned Form of instruction: Ser Recommended study ran hours weekly: 1 hou Teaching method: on-site	d learning activities and teaching methods: ninar nge: rs per semester: 13 e
Credits: 2	Working load: 50 hours
Recommended semester/t	rimester: 3.
Level of study: II.	
Prerequisities:	
Requirements for passing Verification of the degree of student is carried out on the 50% of the total final evalua Subject evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%-0%	<b>the course:</b> If acquisition of the relevant knowledge, skills and competencies of the e basis of the presentation of the final semester work, which constitutes ation of the subject and the written examination (50% of the evaluation).
Learning outcomes of the After completing the sub competences: - the student has basic know - the student acquires so countries, - can explain the causes of - identifies the current posi - knows the historically an researching the historical c - he creates his own map o important places of biblical	<b>course:</b> ject, the student will acquire the following knowledge, skills and wledge of the current and historical geography of biblical countries, ocio-economic and political-geographical knowledge about biblical the Israeli-Palestinian conflict, its causes and connections, tion of Christians in biblical countries, d scientifically indisputable places of biblical events, the problems of onnections of historical-geographical information, f biblical events based on the documents and is able to locate the most l events on the map.
<ul> <li>Course contents:</li> <li>1. Biblical geography, its placed countries.</li> <li>2. Delineation, historical and 3. Geological and geomorp</li> <li>4. Climatic and hydrological</li> </ul>	lace in the system of geographical sciences, subject of research, biblical nd current map of the territory of biblical countries. hological conditions of biblical countries. al conditions of biblical countries.

5. Economy of biblical countries.

#### 6. Israel.

7. Israeli-Palestinian conflict.

8. Significant biblical places in Israel, their location and events connected to them.

9. Significant biblical places in Jordan, their location and events connected to them.

10. Significant biblical places in Syria, their location and events connected with them.

11. Significant biblical places in Egypt, their location and events connected to them.

12. – 13. Presentation of semester papers

#### **Recommended or required literature:**

1. Holy Bible, Trnava, (2003)

2. Beitzel, B. et al. Biblica, biblical atlas. Prague: Fortuna Libri, 2007, 576 pp., ISBN 978-80-7321-302-2

#### Language of instruction:

Slovak

Notes:

#### **Course evaluation:**

Assessed students in total: 0

А	В	С	D	Е	FX
0.0	0.0	0.0	0.0	0.0	0.0
		V			

Name of lecturer(s): PaedDr. Rastislav Čief, PhD.

Last modification: 31.08.2022

#### Supervisor(s):

ř	
University: Catholic Univer	rsity in Ružomberok
Faculty: Faculty of Educati	on
Course code: KGE/Ge- MD100S/22	Course title: Geography with Didactics
Type and range of planned Form of instruction: Recommended study ran hours weekly: hours Teaching method: on-site	learning activities and teaching methods: ge: per semester:
Credits: 8	Working load: 200 hours
Recommended semester/tr	imester: 3., 4
Level of study: II.	
Prerequisities:	
Requirements for passing The state exam can be take study program and the Study of the studies completed in The grade will be included	the course: in by a student who has fulfilled the obligations set by the accredited y Regulations of the University of Ružomberok during the examination the last year of study. The state exam has the character of a colloquium. in the overall evaluation of the state exam.
Learning outcomes of the of After completing the subj competences: - can integrate knowledge ff - he has relevant knowledge the world parts. - has basic knowledge of geo the systemic approach of applications of knowledge a - can assess the appropriate interventions in the land. - he can apply the acquired k agency worker. - he masters the methodo educational process in geo students. - is able to independently pl 3 levels in profile education - possesses professional co subject, information-communication Course contents: Updated theses for the coll	<b>course:</b> ect, the student will acquire the following knowledge, skills and rom different geographical disciplines in terms of regional geography. e of the regional geography of Slovakia and the regional geography of becology (complex physical geography, landscape science), understands researching the landscape (geographical) sphere and environmental ibout the landscape. hess of land use and propose a basic solution to negative anthropogenic knowledge from individual areas of geography in the position of a travel plogy, gnoseology and principles of pedagogical diagnosis of the graphy, with respect for the individual characteristics of pupils and han, organize, lead and analyze the educational process at ISCED 2 and hal areas and specializations. competences for effective work in the social-scientific, professional- unication technology, academic and managerial context of teaching.
Recommended or required According to the literature of	<b>I literature:</b>

Language of instruction: Slovak									
Notes:	Notes:								
Course evalua Assessed stude	<b>tion:</b> ents in total: 93								
А	В	С	D	Е	FX				
15.05	27.96	35.48	11.83	9.68	0.0				
Name of lecturer(s):									
Last modification: 31.08.2022									
Supervisor(s): Person responsible for the delivery, development and quality of the study programme: doc. RNDr. Pavel Bella, PhD.									

University Catholia University in Dužemberek								
Faculty: Faculty of Education								
Course code: KGE/Ge- MD108B/22	Course title: Geoparks and Geotourism							
Type and range of planned Form of instruction: Sem Recommended study ran hours weekly: 1 hour Teaching method: on-site	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/tri	imester: 3.							
Level of study: II.								
Prerequisities:								
Students will be guided to a and geomorphologically sig on educational trails and in monuments, use of museur monuments connected with work, students will gain pra educational trails in the select Subject evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%-0%	ctivities in environmental tourism, in the identification of geologically gnificant sites, outdoor teaching, experiential education of students geoparks, perception of the scientific and aesthetic value of natural m collection funds and in getting to know technical and historical mining activity of Slovakia (mountain tourism). In the form of seminar ctical knowledge about the methodology of preparation and design of cted region of Slovakia.							
Learning outcomes of the c After completing the subject competences: - The student will gain kn ("geosites"), educational row Slovakia. - Uses acquired natural sciect called "green tourism", culture Slovakia's natural values. - In addition to regional methodological and logistica	ect, the student will acquire the following knowledge, skills and nowledge about the most interesting natural monuments, localities utes, geoparks, thematic museums and geotourism in the regions of ence knowledge for educational training within the concept of the so- ural-environmental tourism, mountain tourism and geopropagation of knowledge of geotourism, the student will also gain legislative, al experience from the description of educational routes, the operation							

of existing geoparks, and their sustainability within the European and global network of UNESCO geoparks.

**Course contents:** 

1. Geotourism as a learning practice of geological objects and landscape-forming processes with an emphasis on their educational, aesthetic and montanistic value of the landscape.

2. Definition of a geopark as an area of scientific and cognitive value of the country.

3. Geomontane parks of Slovakia - characteristics, description and locations of the Banská Štiavnica and Banská Bystrica geoparks.

4. Novohrad geopark (volcanic landscape) - characteristics, description and localities

5. Sandberg-Pajštún and Malé Karpaty Mts. geoparks - characteristics, description and localities.

6. Educational geological maps of the Cerova Highlands, Tatras, Vihorlat and Zemplín hills - map forms of educational locations, information, use in education

7. Educational trails, purpose and concept of information panels, polythematic focus.

8. Database of nature trails in Slovakia (regional overview of 600 nature trails).

9. Educational trails of the Slovak mining route and historical mining towns of Slovakia (e.g. Dubník, Staré Hory, Ľubietová, Kremnica, Gelnica, etc.)

10. Activities of state and self-governing establishments, civic associations, mining associations and other educational trail organizers.

11. Importance of geoparks for local territorial and economic development of regions

12. UNESCO strategy for building a network of geoparks as geological heritage of the Earth

13. Application of geoparks in the teaching of natural science subjects.

#### **Recommended or required literature:**

BIZUBOVÁ, M., 2001: Geographic information in the educational trail system of Slovakia and their didactic use. Acta Fac. Rerum Naturalium UMB, Nr. 8. Banská Bystrica, 269-272.

BIZUBOVÁ, M., NEVŘELOVÁ, M., 2006: The importance of nature trails in the country and its protection. Acta Environ. Univ. Comenianae, 14, 2, 5-10.

Geoparks in Slovakia, MŽP SP and SAŽP website www.geopark.sk

HUDÁČKOVÁ, N., JÓZSA, Š., AGRICOLA, P., REHÁKOVÁ, D., SABOL, M.,

ZAHRADNÍKOVÁ, B., KOVÁČOVÁ, M., VLAČIKY, M., SCHLÖGL, J., JONIAK, P.,

HYŽNÝ, M., HOLEC, P., VAŠÍČEK, Z., PIVKO, D., 2020: Important paleontological localities of Slovakia, Comenius University, http://www.paleolocalities.com/, ISBN: 978-80-223-3076 -3

JELEŇ, S., GALVÁNEK, J., ANDRÁŠ, P., BENDÍK, A., BELÁČEK, B., BOZALKOVA,

I., GAÁL, Ľ., GAJDOŠ, A., HÁBER, M., KONEČNÝ, V., KRIŽÁNI, I., LUPTÁKOVÁ, J., MAZÚREK, J., MICHAL, P., SOTÁK, J., STAŇOVÁ, S., ŠIMO, V., ŠURKA, J. & WETTER, R., 2009: Educational-cognitive a guide to the geological and geographical locations of central Slovakia. Quick Print Martin, 309 p., ISBN 978-80-970413-4-2.

LAKANDA, M., 2010: Geoparks – a tool to support regional tourism and integrated landscape care. Enviromagazin, 10, 2, 16-17.

LIŠČÁK, P. et al., 2011: Information system of significant geological sites of the Slovak Republic. Geofond Bratislava.

MIŠÍK, M., 1974: Geological excursions in Slovakia. SPN Bratislava, 359 p.

NEVĚLOVÁ, M. & RUŽEK, I., 2017: Geoparks – potential for outdoor teaching of Geography and Biology subjects. Scientia in education, 8, 1, 81-96.

RYBÁR, P., MOLOKÁČ, M., DOMARACKÁ, L., ŠTRBA, Ľ., HVIZDÁK, L., WEIS, K., 2019: Strategic document for the development of experiential tourism in Banská Štiavnica and its surroundings. GeoTour o.z., Bratislava-Banská Štiavnica, Košice, 65 pp., Available on the Internet.

ŠINSKÝ, M., PACHINGER, P., 2010: Banská Štiavnica geopark – an opportunity for the presentation of unique values. Enviromagazin, 10, 2, 12—14. Available on the Internet.

## Language of instruction:

Slovak

#### Notes: **Course evaluation:** Assessed students in total: 5 В С D FX А Е 60.0 40.0 0.0 0.0 0.0 0.0 Name of lecturer(s): doc. RNDr. Ján Soták, DrSc. Last modification: 31.08.2022 Supervisor(s): Person responsible for the delivery, development and quality of the study programme: doc. RNDr. Pavel Bella, PhD.

University: Catholic University in Ružomberok							
Faculty: Faculty of Education							
Course code: KGE/Ge- MD112A/22Course title: Global Environmental Problems							
Type and range of planned lea Form of instruction: Lecture Recommended study range: hours weekly: 1 / 1 hour Teaching method: on-site	arning activities and teaching methods: e / Seminar : rs per semester: 13 / 13						
Credits: 2	Vorking load: 50 hours						
Recommended semester/trim	ester: 4.						
Level of study: II.							
Prerequisities:							
<b>Requirements for passing the</b> Completing the course requires threats on Earth. The student v social factors on the state of 92%-85% C - $84%-77%$ D - 7	e course: s a comprehensive approach to the processes of global environmental will understand the synergistic effect of abiotic, biotic, climatic and the global environment. Subject evaluation: A – 100%-93% B – 76%-69% E – 68%-60% Fx – 59%- 0%						
<ul> <li>social factors on the state of the global environment. Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%</li> <li>Learning outcomes of the course:</li> <li>After completing the subject, the student will acquire the following knowledge, skills and competences:</li> <li>The student can identify global threats, knows long-term forecasts of climate development (greenhouse effect, ozone layer), shifting of bioclimatic zones, sufficiency of food, raw materials and energy sources.</li> <li>Responds positively to the needs of the "green" economy, waste minimization, access to drinking water, reduction of industrial emissions, obtaining energy from renewable sources, and other issues of environmental sustainability on Earth.</li> <li>He is aware of the risks of harming health by emissions and chemical pollution (acid rain), soil degradation, and other harmful effects caused by man.</li> <li>The student will understand that society expects the necessity of changing environmental behavior at all levels of management and environmental policy of the Slovak Republic and the EU.</li> <li>Course contents: <ol> <li>Global changes as a result of global environmental, economic, political and security processes.</li> <li>Global climate changes, warming of the atmosphere due to emissions, the greenhouse effect, weakening of the ozone layer, acid rain, etc.</li> </ol> </li> </ul>							

7. Increasing urbanization, population growth and overcrowding, lack of raw materials, widening gap between rich and poor

8. Diseases, epidemics and pandemics

9. Accumulation of radioactive and other waste from industrial production.

10. Socio-economic impacts of global changes, migration, stopping of economic growth, war conflicts, etc.

11. Manifestations of global changes in the current extremes of climate and environment in Slovakia, increase in average temperatures, weather disasters, reduction of water resources, impact on agricultural production, etc.

12. International programs in the fight against global changes and to ensure the sustainability of the environment, activities of non-governmental organizations, etc.

13. Global changes in the teaching of environmental geography.

#### **Recommended or required literature:**

BLAŠKO, J., JAKAB, I., 2018: Loaned planet – a modern teaching aid for environmental education. In: Environmental education, education and awareness in the Slovak Republic, University of Constantine the Philosopher in Nitra, 36-42.

FILČÁK, R. 2012: Market society and environmental policy: actors and conflicts. Bratislava: VEDA, SAV Publishing House, 2012. 302 p. ISBN 978-80-224-1216-2.

HUBA, M., IRA, V., 2004: Globalization and global environmental problems. Life. Area, Vol. 38, no. 5, 233-236.

IZAKOVIČOVÁ, Z., KOZOVÁ, M., PAUDITŠOVÁ, E. (eds.) 1998: Implementation of sustainable development. Bratislava: ÚKE SAS, 1998. 357 p. ISBN 80-968120-0-9.

LUBYOVÁ, M., FILČÁK, R. (eds.) and others. 2016: Global megatrends: Assessment and challenges from the perspective of the Slovak Republic. Bratislava: Center of Social and Psychological Sciences (CSPV) SAV, 268 pp., ISBN 978#80#970850#2#5

HANUŠIN, J., HUBA, M., IRA, V. et al. 2000. Explanatory dictionary of sustainability terms. Bratislava: Society for Sustainable Life, 2000. 158 p. ISBN 80-968415-3-X.

MEDERLY,, P., 2017: Origins, present and perspectives of environmental policy in the world and in Slovakia. FPV University of Constantine the Philosopher in Nitra, 5-42.

MOLDAN, B., 2015: Conquered planet. Prague: Karolinum, 2015. 511 p. ISBN 978-80-246-2999-5.

NOVÁČEK, P., HUBA, M., MEDERLY., 1998: An endangered planet on the threshold of the 21st century. Palacký University 1-92, Olomouc, 1-92.

VOJTILLA, S., ŠIROKÝ, P., 2009: Global warming in the world. For Mother Earth, Slovak climate coalition, 5-47.

SOTÁK, J., 2016: Geological past and paleogeography of the Earth. VERBUM – KU Ružomberok publishing house, ISBN 978-80-561-0415-6 (CD)

# Language of instruction:

Slovak

Notes:

#### **Course evaluation:**

Assessed students in total: 12

А	В	С	D	Е	FX
58.33	41.67	0.0	0.0	0.0	0.0

Name of lecturer(s): doc. RNDr. Ján Soták, DrSc.

Last modification: 31.08.2022

University: Catholic University in Ružomberok						
Faculty: Faculty of Education						
Course code: KGE/Ge- MD106B/22	Course code: KGE/Ge- MD106B/22Course title: Landscape and Sustainable Development					
Type and range of planned Form of instruction: Sem Recommended study ran hours weekly: 1 hour Teaching method: on-site	learning activities and teaching methods: inar ge: s per semester: 13					
Credits: 2	Working load: 50 hours					
Recommended semester/tr	imester: 3.					
Level of study: II.						
Prerequisities:						
Verification of the degree of acquisition of relevant knowledge, skills and competencies of the student is carried out based on the evaluation of the student's ongoing tasks during the semester and on the basis of the evaluation of the written test and the final oral exam. During the semester, active participation in seminars is required in the form of preparation and presentation of seminar exercises on assigned topics. At the end of the semester, the student proves his theoretical knowledge first in the form of a written test. In order to participate in the final oral exam, it is necessary to obtain at least 60% of the points from the test. Subject evaluation: $A - 100\%$ -93%, $B - 92\%$ -85%, $C - 04\%$						
<b>Learning outcomes of the course:</b> After completing the subject, the student will acquire the following knowledge, skills and competences: - The student has basic knowledge about natural resources and ecosystem services in the country, vulnerability, carrying capacity (load capacity) and rational use of the country, as well as about sustainable development Can analyze and assess negative anthropogenic impacts on the landscape based on own observations, propose practical measures to eliminate them He can apply the acquired knowledge about natural resources, carrying capacity and the need for rational use and protection of the landscape in accordance with the principles of sustainable development when teaching geography at primary and secondary schools.						
<b>Course contents:</b> 1. Landscape, cultural landscape, sustainable development and its goals. 2. Biodiversity, ecosystem and ecosystem services. 3. Endangerment of biodiversity and ecosystems, ecological stability and carrying capacity of the landscape. 4. Problems of utilization and negative anthropogenic						

interventions in the landscape – urbanized landscape, agricultural landscape, uninhabited original or partially changed landscape. 5. Protection of nature, biodiversity and landscape. 6. Natural resources, creation of clean and renewable energy sources. 7. Ensuring favorable air quality. Climate change and its consequences on human society, ecosystems, plant and animal communities. 8. Water – an irreplaceable component of the environment and its pollution. 9. Soil - credit rating, antierosion measures and protection. 10. Circular economy and waste recycling. 11. Environmental loads. 12. Basic types and use of landscape in Slovakia – lowland landscape, basin landscape, highland landscape, mountainous landscape, highland landscape, high mountain landscape. 13. Applied landscape ecological research, spatial planning and integrated landscape management.

#### **Recommended or required literature:**

KOZOVÁ, M. – CHRENČOVÁ, V. – MEDERLY, P. (2009). Sustainable development from theory to practice. University textbook. Comenius University, Bratislava (CD-ROM). PETROVIČ, F. et al. (2011). Environmental aspects of sustainable development of the Earth. Educational texts. University of Konstantin Filozof, Faculty of Natural Sciences, Nitra, 156 p. HUBA, M. et al. (2001). Sustainable development - a challenge for Slovakia. Regional environmental center for the countries of Central and Eastern Europe, Bratislava, 127 p. IZAKOVIČOVÁ, Z. et al. (2008). Landscape-ecologically optimal spatial and functional use of the territory of the Tatra Biosphere Reserve. Science, Bratislava, 195 p. HRNČIAROVÁ, T. (2001). Ecological optimization of the agricultural landscape. Science, Bratislava, 134 p. PAVLIČKOVÁ, K. – KOZOVÁ, M. et al. (2009). Landscape ecology in environmental impact assessment. Comenius University, Bratislava (CD-ROM). IZAKOVIČOVÁ, Z. -HRNČIAROVÁ, T. (1999). Sustainable use of natural resources. Environment, 33, 5, 250-254. http://147.213.211.222/node/1571 POSPIŠIL, R. (2020). Soil protection technologies of tillage. Environment, 54, 2, 83–89. http://147.213.211.222/node/6481 BELLA, P. (2012). Vulnerability, ecostabilizing factors and disturbance of the cave environment. Geographical Journal, 64, 3, 201-218. https://www.sav.sk/journals/uploads/03101237Bella.pdf

#### Language of instruction:

#### Notes:

#### **Course evaluation:**

Assessed students in total: 0

А	В	С	D	Е	FX	
0.0	0.0	0.0	0.0	0.0	0.0	

Name of lecturer(s): doc. RNDr. Pavel Bella, PhD.

Last modification: 31.08.2022

#### Supervisor(s):

University: Catholic University in Ružomberok							
Faculty: Faculty of Education							
Course code: KGE/Ge- MD104B/22	Course title: Macro-regions of the World and Global Trends						
Type and range of planned Form of instruction: Sem Recommended study rang hours weekly: 1 hour Teaching method: on-site	learning activities and teaching methods: inar ge: s per semester: 13						
Credits: 2	Working load: 50 hours						
Recommended semester/tri	imester: 2.						
Level of study: II.							
Prerequisities:							
Requirements for passing t Verification of the degree of student is carried out on the teaching of the subject. During the semester, the Macroregions of the World a Final assessment: cumulativ (50%). Subject evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%-0%	the course: f acquisition of the relevant knowledge, skills and competences of the e basis of theoretical and practical examinations during the semester student demonstrates his theoretical knowledge of the subject and global trends during discussions on individual topics. ve percentage gain from the written test (50%) and semester paper						
Learning outcomes of the c After completing the subject competences: - the student can characteriz - to explain currently operating integration and disintegration - explain basic migration the - characterize the causes and - explain the demographic the economy - to justify the transfer of the <b>Course contents:</b> 1. Macroregions of the worl 2. Western civilization circle 3. Latin American civilization	course: ect, the student will acquire the following knowledge, skills and the individual civilizational circles atting antagonistic processes such as globalism and anti-globalism or on ecories d consequences of migration ransition and the consequences of population aging on society and the e economic centers of the world d as civilization circuits e on circle						

4. Islamic civilization circuit

- 5. Hindu civilization circle
- 6. Chinese, Japanese and Buddhist civilization circle
- 7. African civilization circle
- 8. Globalism and anti-globalism
- 9. Integration and disintegration
- 10. Security crisis terrorism
- 11. Demographic changes (migration)
- 12. Demographic changes (demographic transition population aging)
- 13. Relocation of economic centers

#### **Recommended or required literature:**

MEZŘICKÝ, V. (2011). Perspectives of globalization. Portal, Prague, 226 p. ISBN 978-80-7367-846-3

NORBERG, J. (2006). Globalization. Alfa Publishing, Prague, 203 p. ISBN 80-86851-32-X ZUBRICKÝ, G. (2009): Geography of the countries of the world. Map of Slovakia, Bratislava. ISBN 978 80 8067 227 0

LIŠČÁK, V. (2009): States and territories of the world. Libri, Prague. ISBN 978-80-7277-414-2 MAGULA, A., MARI, L., TOLMÁČI, L., TOLMÁČIOVÁ, T. (2001): Lexicon of countries and territories of the world, Mapa Slovakia, Bratislava.

#### Language of instruction:

Slovak

#### Notes:

#### **Course evaluation:**

Assessed students in total: 5

А	В	С	D	Е	FX
100.0	0.0	0.0	0.0	0.0	0.0

Name of lecturer(s): PaedDr. Rastislav Čief, PhD.

Last modification: 31.08.2022

#### Supervisor(s):

University: Catholic University in Ružomberok							
Faculty: Faculty of Education							
Course code: KGE/Ge- MD102B/22	Course title: Nature and Landscape Protection in Slovakia						
Type and range of planned Form of instruction: Sem Recommended study ran hours weekly: 1 hour Teaching method: on-site	learning activities and teaching methods: inar ge: s per semester: 13						
Credits: 1	Working load: 25 hours						
Recommended semester/tr	imester: 1.						
Level of study: II.							
Prerequisities:							
Requirements for passing to The student demonstrates his by preparing a presentation level) of the place and surrow gain from the assessment of the Subject evaluation: $A - 100$ Fx - 59%-0%	the course: s knowledge in the field of nature and landscape protection in Slovakia about the protected areas (in the system of national and international undings of the student's living place. Final assessment: total percentage the content and level of the presentation (80%) and its presenting (20%). %-93%, B – 92%-85%, C – 84%-77%, D – 76%-69%, E – 68%-60%,						
After completing the subject of the competences: - knows the basic principles - understands the nature and created by the legislation of - identifies the components of his knowledge in geographic	ect, the student will acquire the following knowledge, skills and and reasons for nature and landscape protection, d landscape protection system in Slovakia, where the protected areas the Slovak Republic and international conventions are intertwined, of nature and landscape protection in his surroundings and is able to use cal education, or can propose solutions to the problems that have arisen.						
<ul> <li>his knowledge in geographical education, or can propose solutions to the problems that have arisen.</li> <li>Course contents: <ol> <li>Nature and landscape protection: history of nature and landscape protection in the world and in Slovakia</li> <li>National system of protected areas: large-scale and small-scale protected areas</li> <li>National park</li> <li>Protected landscape area</li> <li>Nature reserve, Protected areas</li> <li>Nature and monument, Protected landscape element</li> <li>European system of protected areas Natura 2000: Special Area of Conservation</li> <li>European system of protected areas Natura 2000: Special Protection Area</li> <li>UNESCO Man and the Biosphere Programme (MaB)</li> <li>UNESCO World Natural Heritage</li> <li>Ramsar sites</li> <li>Nature and landscape protection on the example of the Liptov region</li> </ol> </li> </ul>							

#### **Recommended or required literature:**

AMBRÓZ, L., LÁZNIČKOVÁ, M. ED. (2017). The oldest protected areas in Slovakia. Liptovský Mikuláš: Slovak Museum of Nature Conservation and Caving, 188 p. In Slovak ANDROVIČOVÁ, Z., RÁCZ, A. (2014). Philosophical aspects of the relationship between man and nature. Zvolen: Technical University of Zvolen, 153 p. In Slovak BELČÁKOVÁ, I. (2013). Protection, creation and management of the landscape. Bratislava: Trio Publishing, 128 p. In Slovak LUKNIŠ, M. ED. (1972). Slovakia 2, Nature. Bratislava: Obzor, 917 p. In Slovak LAUKO, V. (2003). Physical geography of the Slovak Republic. Bratislava: Mapa Slovakia School, 106 p. In Slovak LOŽEK, V. (2007). Mirror of the past: the Czech and Slovak landscape in the quarter. Prague, Dokořán, 198 p. In Czech PLESNÍK, P. (2004). General biogeography. Bratislava: Comenius University in Bratislava, 425 p. In Slovak BELLA, P. (2008). Caves as natural geosystems – geoecological research and environmental protection. Liptovský Mikuláš: ŠOP SR, SSJ, 167 p. In Slovak PAPČO, P. (2015). Historical soil erosion research and environmental education. Studies Scientifica Facultatis Paedagogicae Universitas Catholica Ružomberok, 14, 4, p. 120-130, in Slovak PROTECTED NATURE AREAS OF THE SLOVAK REPUBLIC. Available on the Internet:

PROTECTED NATURE AREAS OF THE SLOVAK REPUBLIC. Available on the Internet: www.sopsr.sk/web/?cl=114

STATE LIST OF SPECIALLY PROTECTED PARTS OF NATURE OF THE SR. Available on the Internet: https://data.sopsr.sk/chranene-objekty/

ATLAS OF THE LANDSCAPE OF THE SLOVAK REPUBLIC (2002). Bratislava: MŽP SR, Banská Bystrica: SAŽP, 343 p.

#### **Language of instruction:** Slovak

blovak

Notes:

#### **Course evaluation:**

Assessed students in total: 16

А	В	С	D	Е	FX
100.0	0.0	0.0	0.0	0.0	0.0

Name of lecturer(s): RNDr. Pavol Papčo, PhD.

**Last modification:** 03.11.2022

#### Supervisor(s):

University: Catholic University in Ružomberok							
Faculty: Faculty of Education							
Course code: KGE/Ge- MD101B/22	Course title: Paleogeography						
Type and range of planned Form of instruction: Lect Recommended study ran hours weekly: 1 / 1 ho Teaching method: on-site	learning activities and teaching methods: ure / Seminar ge: ours per semester: 13 / 13						
Credits: 2	Working load: 50 hours						
Recommended semester/tr	imester: 1.						
Level of study: II.							
Prerequisities:							
Requirements for passing t In order to pass the subject, semester paper. The overall the final exam (60%). Subject evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%-0%	<b>he course:</b> one must master the thematic scope of paleogeography and prepare a evaluation consists of the assessment of the semester work (40%) and						
<ul> <li>Learning outcomes of the course:</li> <li>After completing the subject, the student will acquire the following knowledge, skills and competences: <ul> <li>The student understands the dynamics of changes in the paleogeographic picture and the development of the Earth</li> <li>Gain knowledge about the expansion of land, mountains and oceans depending on the movements of the earth's crust, hydrographic and climatic conditions.</li> <li>Uses paleogeographic maps to recognize spatial changes in the expansion of continents and oceans, straits and land bridges, ocean current systems, desertification of desert areas, etc.</li> <li>Analyzes the historical record and interprets conditions in the Earth's geological past</li> <li>Provides a compilation of the data from professional literature and internet sources for the preparation of a semestral work.</li> </ul> </li> </ul>							
<ol> <li>Paleogeographic changes eustatic sea level movement</li> <li>The oldest consolidated p epiplatforms, their geograph</li> <li>The great bombardment construction</li> </ol>	due to orogenetic and epeirogenetic movements, isostasy, glaciostasis, s, etc. parts of the continents – continental shields, plates, cratons, platforms, nical definition and geological structure. of the Earth and the great impact events in the history of the Earth.						

4. The snowball theory and the great glacial eras in the development of the Earth (the glaciation of Anktartida and the Arctic).

5. The first systems of Earth's continents – Rodinia and Panotia and the global proto-ocean superocean Mirovia.

6. The formation of Paleo-Europe by the collision processes of Laurentia, Avalonia and Baltica, the disappearance of the Iapetus ocean, the growth of the Caledonian orogen, the destruction of shelves and the transition of life from sea to land. Presentation of the Caledonian mountains in Scotland and Scandinavia.

7. The emergence of the supercontinent Pangea, the disappearance of the Rheic Ocean and the emergence of Hercynian Europe, the Germanic Basin, etc.

8. Tethys Europe, North Tethys shelves, Apulian and Adriatic plates, Meliat and Vardar oceans, Piedmont-Ligurian ocean, etc.

9. The formation of Neo-Europe by processes of Alpine folding, the uplift of the Alpine-Carpathian system, the formation of the basins of the Mediterranean and Paratethyan regions.

10. Great Pannonian lake, hydrography of river networks, inland Danube delta, contemporary relics of Paratethyan lakes (Balaton, Neusiedler)

11. Formation and paleogeographical development of the Atlantic Ocean, the Central Atlantic and its volcanic province.

12. Paleogeographic changes of the Mediterranean Sea (Messinian crisis, Zanclean flood). Desertification of the Sahara and the impact on the oldest civilizations.

13. Formation of the topo-relief of contemporary Europe, young Tertiary planation processes, Quaternary processes of the relief modeling of Slovakia.

#### **Recommended or required literature:**

SOTÁK, J., 2016: Geological past and paleogeography of the Earth. Ed. Verbum, University of Ružomberok, ISBN 978-80-561-0415-6 (CD)

SOTÁK, J., 2016: Structure, composition and dynamics of the Earth. Ed. Verbum, University of Ružomberok, 978-80-561-0416-3 (CD)

MIŠÍK, M., CHLUPÁČ, I., CICHA, I., 1985: Stratigraphic and historical geology. Slovak pedagogical publishing house in Bratislava, 542 pages.

KOLEKTÍV, 2010: Prehistory - a complete history of the development of life on Earth in pictures. Ed. IKAR (translation – Golej, M., Hyžný, M., Šibíková, I., Šimo, V., Thurzo, M.), 512 p.

KOVAČ, M., MICHALÍK, J., PLAŠIENKA, D., MAŤO, Ľ., 1993: Alpine development of the Western Carpathians. PřiF Masaryk University, Brno, 96 p.

GREGOROVÁ, M., 2013: The mysterious sea in the Carpathians. Moravian Land Museum. 159 pp., ISBN: 978-80-7028-148-6

## Language of instruction:

Slovak

#### Notes:

Course evaluation:

Assessed students in total: 8

А	В	С	D	Е	FX	
62.5	25.0	12.5	0.0	0.0	0.0	
Name of lecturer(s): doc. RNDr. Ján Soták, DrSc.						
Last modification: 31.08.2022						

University: Catholic Univer	sity in Ružomberok	
Faculty: Faculty of Education	on	
Course code: KGE/Ge- MD103B/22	Course title: Regional Education	
Type and range of planned Form of instruction: Sem Recommended study rang hours weekly: 1 hour Teaching method: on-site	learning activities and teaching methods: inar ge: s per semester: 13	
Credits: 2	Working load: 50 hours	
Recommended semester/tr	imester: 2.	
Level of study: II.		
Prerequisities:		
<b>Requirements for passing t</b> Verification of the degree of the student is carried out of exhibitions in the museum and preparation and presenta During the semester, the presenting seminar exercise competences in a sample pri- local country. Subject evalu E - 68%-60%, $Fx - 59%-0%Learning outcomes of the cAfter completing the subject$	<b>the course:</b> of acquisition of the relevant knowledge, skills and competences of n the basis of active participation in exercises, visiting lectures and ation of semester work - preparation for class. student demonstrates his theoretical knowledge by preparing and s on assigned topics. At the end of the semester, he demonstrates his esentation of his independent preparation on a specific topic from the ation: A – 100%-93%, B – 92%-85%, C – 84%-77%, D – 76%-69%, 6	
<ul> <li>competences:</li> <li>knows the theoretical foundations of the conceptual apparatus of regional education,</li> <li>can define the terms globalization, regionalization, localization, region, local region, regional principle, home,</li> <li>can apply the regional principle in education (educate and educate through the local region),</li> <li>understands the meaning and phases of a geographical excursion to the local country,</li> <li>has complete information about the geographical conditions of the local country,</li> <li>knows how to work with literature, Internet resources of a geographical and didactic nature</li> <li>is able to use the high motivational and practical potential of the information obtained in the teaching process in specific topics within various subjects.</li> </ul>		
<ul> <li>Course contents:</li> <li>1. Regional education and components of education,</li> <li>2. Regional education, regional identity, regional culture, genius loci,</li> <li>3. Globalization, regionalization, localization, region, local region, regional principle, home,</li> <li>4. Geographic knowledge base for regional education and regional identity,</li> <li>5. Local region, local landscape, micro-regional geography,</li> <li>6. Activating methods in regional education,</li> <li>7. Intersubject relationships in the teaching of the local landscape,</li> </ul>		

- 8. Experiential learning in the local country,
- 9. Preparation of a geographical excursion to the local country,
- 10. Realization of a geographical excursion to the local country,
- 11. Project teaching in the local country,
- 12. Problem teaching in the local country,
- 13. Visit to the Liptovsky Museum lecture City with a Rose in the Coat of Arms.

#### **Recommended or required literature:**

KANCÍR, J. (2013): Theoretical aspects of regional education, In: Current issues of natural science and technical subjects and cross-cutting topics in primary education: a collection of contributions from an international online conference. University of Prešov in Prešov, 2013. ISBN 978-80-555-0994-5, p. 103-109, available at: https://www.pulib.sk/web/kniznica/elpub/dokument/kancir1/subor/Kancir.pdf

TOMČÍKOVÁ, I. (2018): The concept of teaching the geography of the local landscape in elementary school, In: Geographical Information, Volume 22, Issue 1, 2018, p. 496-507, ISSN 1337-9453, available at: http://www.kgrr.fpv.ukf.sk/index.php/publikacie/publ/geograficke-informacie/23-clanky-gi/458-koncepcia-vyucovania- geography-local-country-primary-school TOMČÍKOVÁ, I. (2010): Local landscape in the teaching of local history and geography in elementary school. In: Geographia Cassoviensis. - ISSN 1337-6748, Vol. 4, no. 1 (2010), p. 159-163, available at: https://uge-share.science.upjs.sk/webshared/GCass\_web\_files/articles/GC-2010-4-1/33Tomcikova\_4.pdf

TOMČÍKOVÁ, I., ČIEF, R. (2015): Local landscape in the preparation of future geography teachers, In: Research and education in geographic education: 21. Central European Geographical Conference/ed. Ales Ruda. 1st ed., Brno: Masaryk University, 2014. ISBN 978-80-210-6881-0, p. 268-280, available at: https://katedry.ped.muni.cz/geografie/wp-content/uploads/sites/8/2014/10/ sbornik\_prispevky\_2013.pdf

TOMČÍKOVÁ, I. (2005): Walks and excursions to the local region in the teaching of local history and geography in elementary school. In: Disputationes Scientificae Universitatis Catholicae in Ružomberok. - ISSN 1335-9185. - Year 5, no. 1 (2005), p. 74-81.

KAŠČÁKOVÁ, D. (2014): Regional education in the teaching process, MPC Bratislava, p. 37, available: https://mpc-edu.sk/sites/default/files/projekty/vystup/7\_ops\_kascakova\_dana\_-\_regionalna\_vychova\_vo\_vyucovacom\_procese.pdf

#### Language of instruction:

Slovak

## Notes:

Course evaluation:

Assessed stude	nts in total. 5				
А	В	С	D	Е	FX
100.0	0.0	0.0	0.0	0.0	0.0

#### Name of lecturer(s): RNDr. Ivana Tomčíková, PhD.

#### Last modification: 31.08.2022

#### Supervisor(s):

University: Catholic Univ	ersity in Ružomberok
Faculty: Faculty of Educa	tion
Course code: KGE/Ge- MD100A/22	Course title: Regional Geography of Slovakia 1
Type and range of plann Form of instruction: Le Recommended study ra hours weekly: 1 / 1 Teaching method: on-si	ed learning activities and teaching methods: ecture / Seminar ange: hours per semester: 13 / 13 te
Credits: 2	Working load: 50 hours
Recommended semester/	trimester: 1.
Level of study: II.	
Prerequisities:	
Requirements for passing Verification of the degree student is carried out based on the basis of the evaluat During the semester, acti- presentation of seminar ex- his theoretical knowledge exam, it is necessary to ob Subject evaluation: $A - 10$ Fx - 59%-0%	g the course: of acquisition of the relevant knowledge, skills and competencies of the d on the evaluation of the student's ongoing tasks during the semester and ion of the written test and the final oral exam. ve participation in seminars is required in the form of preparation and tercises on assigned topics. At the end of the semester, the student proves first in the form of a written test. In order to participate in the final oral btain at least 60% of the points from the test. 00%-93%, B – $92%-85%$ , C – $84%-77%$ , D – $76%-69%$ , E – $68%-60%$ ,
Learning outcomes of the After completing the su competences: - identifies the area, shape and contexts, - presents knowledge ab climate, soil, flora and fau spatial distribution and co - on the basis of a physic FG components of Sloval landscape types and the is - is able to use acquired ki - in seminars, he works v Slovak Republic (2002) a of the SHMÚ.	bject, the student will acquire the following knowledge, skills and bject, the student will acquire the following knowledge, skills and bout individual natural components (geological structure, relief, water, ina) in terms of their qualitative and quantitative properties, laws of their nnections with other components, al-geographical analysis, he understands complex knowledge about the cia's environment, he also knows the issue of the potential of Slovakia's sue of nature protection, nowledge in practice during field exercises, with thematic maps from the Atlas of the SSR (1980), the Atlas of the and the School Geographical Atlas of the World, with tables and graphs
Course contents: 1. Geographical position of and shape of the territory 2. Geological conditions of 3. Characteristics of the m	of the Slovak Republic, geopolitical position of the Slovak Republic, size of the Slovak Republic, character of the borders, of Slovakia within the geological structure of Europe, nain geological units in Slovakia,

4. Relief of SR, morphosculptural and morphostructural types of relief,

5. Geomorphological division of the SR, relative height division of the SR,

6. Climate of the Slovak Republic, weather, operation and distribution of climatic elements, weather, climatic regions,

7. Vodstvo SR, surface waters, underground waters, mineral and thermal waters,

8. Soils of the Slovak Republic, soil types, soil types and subtypes, zonal and azonal soils,

9. Flora of Slovakia, development of flora on our territory, relics and endemics,

10. Phytogeographic division of Slovakia, spatial distribution of vegetation,

11. Wildlife of the Slovak Republic, development and origin of the fauna, human influence on the fauna of the Slovak Republic, relics and endemics,

12. Zoogeographical structure and division of the fauna of the Slovak Republic, animal communities of the Slovak Republic,

13. Nature and landscape protection, NP, PLA, World Natural Heritage in Slovakia.

#### **Recommended or required literature:**

Atlas krajiny Slovenskej republiky. (2002). Ministerstvo životného prostredia SR, Bratislava, Agentúra ŽP Banská Bystrica, ISBN 80-88833-27-2. Atlas Slovenskej socialistickej republiky. (1980). Veda SAV a SÚGK, Bratislava. 296 s., ISBN 79-625-80. BELLA, P. (2016). Jaskyne na Slovensku – genetické typy a morfológia. Verbum, Ružomberok, 124 s. ISBN 978-80-561-0413-2. TOMČÍKOVÁ, I. (2020). Geografia Slovenska, vysokoškolské skriptum, Verbum Ružomberok 120 s. ISBN 978-80-561-0738-6. DUBCOVÁ, A., LAUKO, V. a kol. (2008). Geografia Slovenska. Nitra FPV UKF, 351 s. Edícia Prírodovedec č. 341. ISBN 80-88870-56-9, dostupné na: http://www.kgrr.fpv.ukf.sk/index.php/publikacie/geografiaslovenska LAUKO, V. (2003). Fyzická geografia Slovenskej republiky. Mapa Slovakia. LAUKO V., TOLMÁČI L., GURŇÁK D. (2003). Fyzická geografia Slovenskej republiky. Praktikum, Mapa Slovakia. LUKNIŠ M. (1972). Slovensko – Príroda, 2, Obzor, Bratislava, 920 s.

## Language of instruction:

Slovak

Notes:

#### **Course evaluation:**

Assessed students in total: 18

А	В	С	D	Е	FX
38.89	16.67	27.78	5.56	11.11	0.0

Name of lecturer(s): RNDr. Ivana Tomčíková, PhD.

Last modification: 31.08.2022

#### Supervisor(s):

University: Catholic Univer	sity in Ružomberok	
Faculty: Faculty of Education	on	
<b>Course code:</b> KGE/Ge- MD104A/22	Course title: Regional Geography of Slovakia 2	
Type and range of planned Form of instruction: Lect Recommended study rang hours weekly: 1 / 1 ho Teaching method: on-site	learning activities and teaching methods: ure / Seminar ge: ours per semester: 13 / 13	
Credits: 2	Working load: 50 hours	
Recommended semester/tri	imester: 2.	
Level of study: II.		
Prerequisities: KGE/Ge-MI	D100A/22	
Requirements for passing t The student works out sub-t lectures. The final assessme which a maximum of 30 poi answer) of a maximum of 70 Subject evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%-0%	<b>he course:</b> asks aimed at applying the theoretical knowledge acquired during the nt is the result of the evaluation of the processed semester work, for nts can be obtained and the combined final exam (written test and oral ) points.	
Learning outcomes of the c After completing the subje	ourse: ect, the student will acquire the following knowledge, skills and	
- the student can character	ize the human-geographic components of the country according to	
- knows and can explain	changes in the development of the Slovak population and their	
<ul> <li>knows the structure of Slovakia's population,</li> <li>knows how to define urban and rural settlements in the Slovak Republic,</li> <li>knows and can explain the reasons for the current distribution of primary sector industries on the map of the Slovak Republic,</li> <li>knows and can explain the reasons for the current distribution of industry and its branches on the map of Slovakia.</li> <li>Knows the sectoral and spatial aspects of Slovak transport,</li> <li>is able to analyze the conditions and perspectives of tourism in the Slovak Republic,</li> <li>based on selected characteristics, can define and characterize the regions of Slovakia.</li> </ul>		
<b>Course contents:</b> 1. Human-geographic charac	cteristics of the Slovak Republic according to analytical components	

2. Population of the Slovak Republic - settlement development, population dynamics, population distribution and structure

3. Settlements of the Slovak Republic - settlement structure, rural settlements, cities and urbanization

4. Economy of the Slovak Republic - development, sectoral and territorial structure

5. Agriculture, forestry and water management of the Slovak Republic - its sectoral and spatial structure.

6. Industry of the Slovak Republic - general characteristics, sectoral and territorial structure of heavy industry

7. Industry of the Slovak Republic - general characteristics, sectoral and territorial structure of light industry

8. Transport of the Slovak Republic - sectoral and spatial aspects

9. Services and tourism of the Slovak Republic - sectoral and territorial aspects

10. Regionalization of Slovakia - approaches

11. Regions of SR - western Slovakia

12. SR regions - central Slovakia

13. Regions of SR - Eastern Slovakia

#### **Recommended or required literature:**

LAUKO, V., GURŇÁK, D., KRIŽAN, F., TOLMÁČI, L. (2013). Geography of the Slovak Republic - human geography. Bratislava: Geo-grafika, ISBN 978-80-89317-23-3.

RAKYTOVÁ, I. (2007). Human and regional geography of the Slovak Republic. KU PF, Ružomberok, 96 p. ISBN

978-80-8084-152-2

DUBCOVA, A. ET AL. (2008). Geography of Slovakia. Faculty of Natural Sciences UKF, Nitra, 351 pp., available at: http://www.kgrr.fpv.ukf.sk/GSR/

GURŇÁK, D. et al (2019). 30 years of the transformation of Slovakia. Comenius

University in Bratislava, Bratislava, 462 pp., ISBN 978-80-223-4859-1, available at: http://

www.regionalnageografia.sk/publikacie/pub/30\_rokov/30\_rokov\_transformacie\_SR.pdf DŽUPINOVÁ, E., HALÁS, M., HORŇÁK, M., HURBÁNEK, P., KÁČEROVÁ, M.,

MICHNIAK, D., ONDOŠ, S., ROCHOVSKÁ, A. (2008). Periphery and spatial polarization in Slovakia. Geo-grafika, Bratislava, 183 p. ISBN 978-80-89317-06-6

www.statistics.sk

#### Language of instruction:

Slovak

Notes:

# Course evaluation:<br/>Assessed students in total: 8ABCDEFX62.537.50.00.00.00.0Name of lecturer(s): doc. RNDr. Branislav Nižnanský, CSc.

#### Last modification: 31.08.2022

#### Supervisor(s):

University: Catholic University in Ružomberok		
Faculty: Faculty of Education	on	
Course code: KGE/Ge- MD101A/22	Course title: Regional Geography of the World 1 (Europe)	
Type and range of planned Form of instruction: Lect Recommended study ran hours weekly: 1 / 1 ho Teaching method: on-site	learning activities and teaching methods: nure / Seminar ge: ours per semester: 13 / 13	
Credits: 2	Working load: 50 hours	
Recommended semester/tr	imester: 1.	
Level of study: II.		
Prerequisities:		
Requirements for passing to During the semester, there obtained a maximum of 10 points. In order to participat from the examinations and a exam, the student can get m of points obtained from the 92%-85%, C – $84%-77%$ , D	will be two written examinations at the seminars, from both can be points and a seminar work, for which it is possible to obtain max. 20 e in the final exam, it is necessary to obtain a total of at least 10 points at least 10 points from the seminar work. At the final written and oral nax. 60 points. The final evaluation will be based on the total number seminars and the final exam. Subject evaluation: $A - 100\%-93\%$ , $B - 0-76\%-69\%$ , $E - 68\%-60\%$ , $Fx - 59\%-0\%$	
<ul> <li>Learning outcomes of the course:</li> <li>After completing the subject, the student will acquire the following knowledge, skills and competences: <ul> <li>the student acquires basic physical and human geography knowledge about Europe,</li> <li>analyzes natural-economic regional relations in Europe,</li> <li>characterizes the main regions of Europe (western, northern, central, southwestern, southeastern, eastern Europe),</li> <li>through a detailed description of the states, can characterize integration manifestations and geopolitical contexts in Europe,</li> <li>identifies common geographical features and differences between countries in individual European regions and the basic geographical connections of integration processes taking place in the past and in the present,</li> <li>defines geopolitical problems in individual European regions and knows the political and economic role of Europe in the global context, understands the interrelationships and conditionality of natural conditions and economic activities in the regions of Europe.</li> </ul> </li> </ul>		
Course contents: 1. Europe, location, area, vertical and horizontal division 2. Geological and geomorphological conditions of Europe 3. Climatic and hydrological conditions of Europe 4. Pedological and biotic conditions of Europe and nature and landscape protection 5. Economic development of Europe, European Union, former RVHP, EFTA 6. General characteristics of individual branches of the economy within Europe		

- 7. Regionalization of Europe, countries of Western Europe
- 8. Northern European countries
- 9. Countries of southwestern Europe
- 10. Countries of South-Eastern Europe
- 11. Countries of Central Europe
- 12. Countries of Eastern Europe
- 13. Presentations of semester works

#### **Recommended or required literature:**

IŠTOK, MADZIKOVÁ, A., FOGAŠ, A. (2015). Geography of Europe. Prešov University in Prešov. ISBN 978-80-555-1499-4. In Slovak, available on the Internet: http://www.pulib.sk/web/kniznica/elpub/dokument/Istok1

KING V. (2001). Physical geography of Europe. Academia publishing house, In Slovak RAKYTOVÁ, I. (2010): Basics of geography 2. Basics of human geography and regional geography of the world and the Slovak Republic. Verbum, Ružomberok, 300 p. [ISBN 9788080845315], In Slovak

GAJDOŠ, A., MAZÚREK, J. (2004). Geography of the states of the European Union, 1st part. Textbooks of the Faculty of Natural Sciences Matej Bel University in Banská Bystrica, 190 p. In Slovak

GAJDOŠ, A., MAZÚREK, J. (2006). Geography of the European Union and other European countries, part 2. Textbooks of the Faculty of Natural Sciences, Matej Bel University in Banská Bystrica, 162 p. In Slovak

The European Union in the Slovak context. Available on the Internet: www.euractiv.sk

# Language of instruction:

Slovak

#### Notes:

#### **Course evaluation:**

Assessed students in total: 18

А	В	С	D	Е	FX
27.78	38.89	33.33	0.0	0.0	0.0

Name of lecturer(s): doc. RNDr. Branislav Nižnanský, CSc., RNDr. Pavol Papčo, PhD.

Last modification: 31.08.2022

#### Supervisor(s):

University: Catholic University	sity in Ružomberok
Faculty: Faculty of Education	>n
Course code: KGE/Ge- MD105A/22	<b>Course title:</b> Regional Geography of the World 2 (Africa, America)
Type and range of planned Form of instruction: Lect Recommended study rang hours weekly: 1 / 1 ho Teaching method: on-site	learning activities and teaching methods: ure / Seminar ge: ours per semester: 13 / 13
Credits: 2	Working load: 50 hours
Recommended semester/tri	imester: 2.
Level of study: II.	
Prerequisities:	
Requirements for passing t Verification of the degree of student is carried out on the teaching of the subject. During the semester, the stu from the regional geography is able to lead a professional tolerate different opinions of Final assessment: total perce paper (30%). Subject evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%-0%	he course: Acquisition of the relevant knowledge, skills and competences of the basis of theoretical and practical examinations during the semester adent demonstrates his creative abilities by processing a current topic of Africa and America and presenting it in front of other students. He al discussion on the given topics, defend his opinions by arguing and f other discussants. entage gain from the written test (35%), oral exam (35%) and semester
Learning outcomes of the c After completing the subjection competences:	ourse: ect, the student will acquire the following knowledge, skills and

- knows the physical and geographical conditions of Africa and America
- knows the human-geographic conditions of Africa and America
- understands and can explain the interaction between natural conditions and economic activities in individual regions of Africa and America
- has an overview of the location of individual geographic objects in Africa and America
- can characterize individual regions of Africa and America
- can justify socioeconomic development in individual regions of Africa and America
- can explain the links and relations between the regions of Africa and America

- can evaluate the importance of individual regions of Africa and America and their involvement in the global economy

- can identify the main socioeconomic problems of Africa and America

- knows the current economic and political situation in Africa and America

#### **Course contents:**

- 1. Africa natural conditions
- 2. Africa socioeconomic conditions
- 3. North Africa geographical characteristics
- 4. West Africa geographical characteristics
- 5. East Africa geographical characteristics
- 6. South Africa geographical characteristics
- 7. America geographical characteristics
- 8. USA-geographic characteristics
- 9. Canada-geographic characteristics
- 10. Central America and the Caribbean geographical characteristics
- 11. Brazil geographical characteristics
- 12. Laplat area geographical characteristics
- 13. Andean region-geographic characteristics

## **Recommended or required literature:**

ČIEF, R. BOHÁČ, A. (2019). Regional Geography of Africa. Publishing House of the Catholic University of Ružomberok, Verbum, Ružomberok, 2019, 141p. ISBN 978-80-561-0691-4 ZUBRICZKÝ, G. (2009): Geography of the countries of the world. Map of Slovakia, Bratislava. ISBN 978 80 8067 227 0

LIŠČÁK, V. (2009): States and territories of the world. Libri, Prague. ISBN 978-80-7277-414-2 MAGULA, A., MARI, L., TOLMÁČI, L., TOLMÁČIOVÁ, T. (2001): Lexicon of countries and territories of the world, Mapa Slovakia, Bratislava.

KRUPA, V.: Geopolitical specificities of the world regions Africa and Asia. Comenius University, Bratislava.

KLÍMA, J: History of Africa. Publishing house Lidové noviny, 2012.

RAKYTOVÁ, I. (2010): Basics of geography 2. Basics of human geography and regional geography of the world and the Slovak Republic. Verbum, Ružomberok, 300 p.

## Language of instruction:

Slovak

Notes:

#### **Course evaluation:**

Assessed students in total: 8

А	В	С	D	Е	FX
25.0	37.5	25.0	12.5	0.0	0.0

Name of lecturer(s): doc. RNDr. Branislav Nižnanský, CSc., PaedDr. Rastislav Čief, PhD.

Last modification: 03.11.2022

#### Supervisor(s):

University: Catholic University in Ružomberok				
Faculty: Faculty of Education	n			
Course code: KGE/Ge- MD110A/22	<b>Course title:</b> Regional Geography of the World 3 (Asia, Australia and Oceania)			
Type and range of planned Form of instruction: Lect Recommended study rang hours weekly: 2 / 1 ho Teaching method: on-site	learning activities and teaching methods: ure / Seminar ge: ours per semester: 26 / 13			
Credits: 2	Working load: 50 hours			
Recommended semester/tri	imester: 3.			
Level of study: II.				
Prerequisities:				
Requirements for passing t Verification of the degree of student is carried out on the teaching of the subject. During the semester, the stu from the regional geography is able to lead a professional tolerate different opinions of Final assessment: total perce paper (30%). Subject evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%-0%	<b>he course:</b> Cacquisition of the relevant knowledge, skills and competences of the ebasis of theoretical and practical examinations during the semester dent demonstrates his creative abilities by processing a current topic v of Asia and Australia and presenting it in front of other students. He il discussion on the given topics, defend his opinions by arguing and f other discussants. Entage gain from the written test (35%), oral exam (35%) and semester (35%) and			

After completing the subject, the student will acquire the following knowledge, skills and competences:

- knows the physical and geographical conditions of Asia and Australia

- knows the human-geographic conditions of Asia and Australia

- understands and can explain the interaction between natural conditions and economic activities in individual regions of Asia and Australia

- has an overview of the location of individual geographic objects in Asia and Australia

- can characterize individual regions of Asia and Australia

- can justify socioeconomic development in individual regions of Asia and Australia

- can explain the links and relations between the regions of Asia and Australia

- can evaluate the importance of individual regions of Asia and Australia and their involvement in the global economy

- knows the current economic and political situation in Asia and Australia

### **Course contents:**

- 1. Asia physical-geographic characteristics
- 2. Asia human-geographic characteristics
- 3. Turkey and Transcaucasia geographical characteristics
- 4. Israel and South-West Asia geographical characteristics
- 5. South Asia-geographic characteristics
- 6. Central Asia-geographic characteristics
- 7. North Asia (Russia) geographical characteristics
- 8. East Asia China, Mongolia geographical characteristics
- 9. East Asia Japan and the Korean Peninsula geographical characteristics
- 10. Southeast Asia-geographic characteristics
- 11. Australia physical-geographic characteristics
- 12. Australia human-geographic characteristics
- 13. Oceania and New Zealand geographical characteristics

### **Recommended or required literature:**

ZUBRICZKÝ, G. (2009): Geography of the countries of the world. Map of Slovakia, Bratislava. ISBN 978 80 8067 227 0

LIŠČÁK, V. (2009): States and territories of the world. Libri, Prague. ISBN 978-80-7277-414-2 MAGULA, A., MARI, L., TOLMÁČI, L., TOLMÁČIOVÁ, T. (2001): Lexicon of countries and territories of the world, Mapa Slovakia, Bratislava.

KRUPA, V.: Geopolitical specificities of the world regions Africa and Asia. Comenius University, Bratislava.

RAKYTOVÁ, I. (2010): Basics of geography 2. Basics of human geography and regional geography of the world and the Slovak Republic. Verbum, Ružomberok, 300 p.

## Language of instruction:

Slovak

#### Notes:

#### **Course evaluation:**

Assessed students in total: 11

А	В	С	D	Е	FX
18.18	54.55	18.18	9.09	0.0	0.0

Name of lecturer(s): doc. RNDr. Branislav Nižnanský, CSc., PaedDr. Rastislav Čief, PhD.

Last modification: 03.11.2022

#### Supervisor(s):

· · · · · · · · · · · · · · · · · · ·			
University: Catholic Univer	sity in Ružomberok		
Faculty: Faculty of Education	on		
Course code: KGE/Ge- MD105B/22	Course code: KGE/Ge-       Course title: Tourism Regions in Slovakia         MD105B/22		
Type and range of planned Form of instruction: Sem Recommended study rang hours weekly: 1 hour Teaching method: on-site	learning activities and teaching methods: inar ge: s per semester: 13		
Credits: 2	Working load: 50 hours		
Recommended semester/tr	imester: 2.		
Level of study: II.			
Prerequisities:			
Requirements for passing t In order to participate in the can receive a maximum of 5 The final evaluation will be and the final exam. Subject evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%-0%	<b>he course:</b> exam, it is necessary to process a semester paper, for which the student 0 points. At the final written exam, the student can get max. 50 points. based on the total number of points obtained for the semester work		
Learning outcomes of the c After completing the subject competences: - can define the main region - knows important features of Course contents: 1. Bratislava region 2. Záhorie region and Danuk 3. Down Váh river region and 4. Nitra region and Upper N 5. Northern Váh river region 6. Orava region 7. Liptov region 8. Ipel' region and Gemer region 9. Upper Hron region and H	ect, the student will acquire the following knowledge, skills and s of CR Slovakia, of the landscape in regions with the possibility of their use for tourism. be region and Middle Váh river region fitra region and Turiec region		
<ul> <li>10. Tatra region and Spiš region</li> <li>11. Košice region</li> <li>12. Šariš region</li> </ul>			
	Dage: 54		

#### 13. Upper Zemplín region and Down Zemplín region

#### **Recommended or required literature:**

ORSÁGOVÁ, K. (2020). Tourism regions in Slovakia. Banská Bystrica: Belianum. Publishing house of Matej Bel University in Banská Bystrica. Faculty of Economics, 2020. 110 p. ISBN 978-80-557-1720-3.

LAUKO, V. et al. (2014): Regional dimensions of Slovakia. UK, Bratislava. Available online: https://docplayer.cz/47370006-Regionalne-dimenzie-slovenska.html

https://geography.upol.cz/soubory/vyzkum/

publikace/2005\_Geografie\_cestovni\_ruch\_a\_rekreace.pdf

ZÁVODNÁ, L.S. (2015): Sustainable tourism: principles, certification and measurement.

Palacký University in Olomouc, 2015. 1st ed. 107. ISBN 978-80-244-4576-2

MARIOT, P. (2001): Contribution to the typification of tourism centers. Geographical magazine. Available online: https://www.sav.sk/journals/uploads/05131155Mariot.pdf

Internet sources:

http://www.fyzickageografia.sk/geovedy/texty/korec.pdf

https://is.muni.cz/th/l0ztp/DP\_Slovensko\_jako\_turisticka\_destinace\_-\_historicka\_m.pdf

#### Language of instruction:

#### Notes:

#### **Course evaluation:**

Assessed students in total: 0

А	В	С	D	Е	FX
0.0	0.0	0.0	0.0	0.0	0.0

Name of lecturer(s): PaedDr. Rastislav Čief, PhD.

Last modification: 31.08.2022

#### Supervisor(s):