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## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD111B/22	<b>Course title:</b> Alternative approaches in education
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 1 / 1 <b>hours per semester:</b> 13 / 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 3	<b>Working load:</b> 75 hours
<b>Recommended semester/trimester:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Verification of the student's acquisition of relevant knowledge, skills and competences is carried out on the basis of a final written test (100-0%). Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> Student : - Has mastered key facts about alternative schooling - Knows the basic characteristics of selected alternative educational approaches. - Can explain their pedagogical and psychological background, describe the organisation and main principles of a given alternative school. - Has the ability to navigate in the contemporary pedagogical scene - to distinguish appropriate and beneficial approaches, to creatively use their individual elements in practice.	
<b>Course contents:</b> Alternative school - concept, causes of emergence. 2. Features, characteristics, functions of alternative schools. 3. Alternative school as a pupil-oriented school. 4. Comparison of traditional and alternative pedagogical concepts of teaching. 5. Types and division of alternative schools. 6. Characteristics of classical reform schools. Origin and development, general characteristics. 7. Waldorf school. 8. Freinet school. 9. The Jena School. 10. Montessori school. 11. Dalton School, Jena Plan.	

12. Characteristics of modern alternative schools - origin and general characteristics. Open teaching, Integrated thematic teaching, Closed-loop system of teaching.
13. Pedagogical innovations.

**Recommended or required literature:**

Odporúčaná literatúra:

ZELINA, M.2000. Alternatívne školstvo. Bratislava: Iris. 255 s. ISBN 80-88778-98-0.

PRŮCHA, J. 2012. Alternativní školy a inovace ve vzdělávání. Praha: Portál. ISBN 978-80-7178-999-4.

KOVALÍKOVÁ, S., OLSENOVÁ, K.1996. Integrované tematické vyučovanie. Bratislava: Faber. ISBN 80-967492-6-9.

RÝDL, K. 1994. Princípy a pojmy pedagogiky Marie Montessori. Praha: Public History. ISBN 80-900035-8-3.

MATULČÍKOVÁ, M. 2007. Reformnopedagogické školy a reformné školy a ich prínos pre reformu školy. Bratislava: Muzica Liturgica. 270 s. ISBN 978-80-969784-0-3.

CARLGREN, F. 1993. Výchova ku slobode. Pedagogika Rudolfa Steinera. Bratislava: SPN. ISBN 80-08-08169-0.

GUTEK, G. L. 2004. The Montessori Method. [online]. Oxford: Rowman & Littlefield Publishers, 2004.

MONTESSORI, M. 2017. Objevování dítěte. Praha: Portál, 2017. 352 s. ISBN 978-80-262-1234-8.

**Language of instruction:**

**Notes:**

**Course evaluation:**

Assessed students in total: 16

A	B	C	D	E	FX
50.0	31.25	12.5	0.0	0.0	6.25

**Name of lecturer(s):** PhDr. Slavomíra Bellová, PhD., PaedDr. Mária Vargová, PhD.

**Last modification:** 31.07.2022

**Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD104C/22	<b>Course title:</b> Assessment in education
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture <b>Recommended study range:</b> <b>hours weekly:</b> 1 <b>hours per semester:</b> 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 2	<b>Working load:</b> 50 hours
<b>Recommended semester/trimester:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> During the semester, the student demonstrates his/her theoretical knowledge by completing sub-tasks and assignments related to the area of student assessment. He/she develops and presents an assessment in a selected country of the world or in a selected alternative school, or drafts a self-assessment letter. Course Assessment: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> <ul style="list-style-type: none"> <li>- The student will be able to define the basic terminology of the field of pupil assessment</li> <li>- The student will have knowledge of the different methodological guidelines for the assessment and classification of pupils according to the types of schools.</li> <li>- He/she will have knowledge of methods, forms and ways of pupil assessment, of collecting data for pupil assessment.</li> <li>- be able to carry out formative and summative assessment correctly</li> <li>- The student will acquire the professional competences necessary to implement the evaluation of the teaching process.</li> <li>- Works creatively with learning to self-assess pupils, authentic and peer assessment, as well as applies self-assessment techniques in his/her practice</li> <li>- Is able to carry out objective classification as well as verbal assessment of pupils</li> </ul>	
<b>Course contents:</b> 1. Definition of assessment, classification, verbal assessment. 2. Current state of pupil assessment and classification in Slovakia. 3. Assessment in the world and in EU countries. 4. Objectives and functions of school assessment. 5. Methods of assessment and classification.	

6. Forms and types of assessment.
7. Humanisation of assessment.
8. Evaluation of educational subjects.
9. The impact of assessment on the pupil.
10. Assessment of special school pupils, integrated pupils, etc.
11. Pedagogical documentation on assessment.
12. Types of report cards.
13. Pupil self-assessment- games and exercises for developing assessment skills.

**Recommended or required literature:**

TIŠŤANOVÁ, K. 2016. Hodnotenie v školskej praxi. Bratislava: Iris 2016.  
 KOLÁŘ, Z., ŠIKULOVÁ, R. 2009. Hodnocení žáků. Praha: Grada 2009.  
 Metodické pokyny na hodnotenie a klasifikáciu žiakov č. 21, 22/2011.  
 SLAVÍK, J. 1999. Hodnocení v současné škole. Praha: Portál 1999.  
 KOSOVÁ, B. 1997. Hodnotenie ako prostriedok humanizácie školy. Banská Bystrica: PF UMB, 1997.  
 TIŠŤANOVÁ, K. 2010. Historické aspekty hodnotenia a klasifikácie žiakov. In: Pedagogická veda a školská prax v historickom kontexte. Trnava: FF UCM 2010. CD zborník.  
 KOŠŤÁLOVÁ, H., MIKOVÁ, Š., STANG, J. 2012. Školní hodnocení žáků a studentů. Praha: Portál 2012.  
 WEISSOVÁ- BISTÁKOVÁ, Ľ. 2006. Slovné hodnotenie žiakov dobrým slovom. Bratislava: Didaktis 2006.

**Language of instruction:**

Slovak language

**Notes:**

**Course evaluation:**

Assessed students in total: 1

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

**Name of lecturer(s):** PaedDr. Katarína Tišťanová, PhD.

**Last modification:** 27.11.2023

**Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD101C/22	<b>Course title:</b> Basics of first aid
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture <b>Recommended study range:</b> <b>hours weekly:</b> 1 <b>hours per semester:</b> 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 2	<b>Working load:</b> 50 hours
<b>Recommended semester/trimester:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> The final grade will be the sum of the points obtained from the solution of the problem. Evaluation criteria: the final evaluation will be the sum of the points obtained from the theoretical knowledge (max 30 points) and the practical performance (max 70 points) of the first aid. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> To become familiar with the causes of life-threatening conditions. Know the principles and practical solutions of first aid for life-threatening injuries to the human body. After completing the course Fundamentals of First Aid, the student will acquire the following knowledge, skills and competencies: <b>Knowledge:</b> Know the biological nature of life-threatening conditions and the consequences resulting from damage to individual systems. <b>Skills:</b> Respond appropriately to a life-threatening situation and provide basic life-saving actions. <b>Competencies:</b> The student will be able to manage and adequately provide pre-medical first aid for life-threatening conditions. The student can apply the acquired knowledge in the context of educating the environment and future students. Verification of the degree of acquired knowledge, skills and competences: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of the final solution of the assigned problem.	
<b>Course contents:</b> 1-2/ Introduction to first aid (legislation, general principles of first aid, first aid kit).	

3-4-5/ Life-threatening conditions - causes, Unconsciousness, Airway patency disorders, Acute cardiac events, Shock - cardiopulmonary resuscitation: training. 6-7/ Trauma, bleeding and wounds. Dressing techniques - practice. 8/ Intoxications. 9-10/Nerve disorders (convulsions, strokes, psychiatric disorders). Metabolic causes of ill health (hypoglycaemia). Sudden abdominal episodes. 11-12/External causes of health impairment -burns, frostbite, electrocution, drowning, animal bite. 13/ Solving a given problem situation.					
<b>Recommended or required literature:</b> American Academy of Orthopaedic Surgeons, 2011: Emergency care and transportation of the sick and injured. Student workbook. Jones and Bartlett, 10th ed., ISBN 9780763792565 DOBIÁŠ, V. 2017: Prvá pomoc pre pokročilých poskytovateľov. Dixit, , ISBN 9788089662241 DOBIÁŠ, V.: Prednemocničná Urgentná Medicína. Osveta 2012, ISBN 9788080633875 PIŠTEJOVÁ, M., Kraus, D. 2017: Prvá pomoc v praxi. Rokus, ISBN 9788089510528					
<b>Language of instruction:</b> Slovak					
<b>Notes:</b>					
<b>Course evaluation:</b> Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Name of lecturer(s):</b> MVDr. Gabriela Hrkľová, PhD.					
<b>Last modification:</b> 10.10.2022					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: PhDr. Gabriela Siváková, PhD.					

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD114A/22	<b>Course title:</b> Basics of special pedagogy
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 2 / 2 <b>hours per semester:</b> 26 / 26 <b>Teaching method:</b> on-site	
<b>Credits:</b> 4	<b>Working load:</b> 100 hours
<b>Recommended semester/trimester:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> During the semester, the student completes a term paper related to education of a child/student with a disability in mainstream school settings, an ongoing written test and a final (oral/written) examination. The final grade will be the sum of the points the student receives from the continuous assessment (max. 40 points) and the final assessment (max. 60 points).	
<b>Learning outcomes of the course:</b> <b>Knowledge:</b> The student has a basic theoretical understanding of the development of special education and consequently the goals, Theoretical background of special pedagogy and its objectives, tasks, system of special pedagogy oriented to a person with disabilities. The student is able to apply the acquired knowledge in understanding the relationships between the related sciences and special pedagogy. <b>Skills:</b> The student can analyze, synthesize, compartmentalize, and transfer information about etiology and symptomatology of disabilities in their profession as a school teacher or school institution. <b>Competencies:</b> The student will acquire knowledge of types, degrees, and types of disabilities, disruptions, and threats and will be able to apply in the development of an individual educational plan for a child/pupil with special educational needs. He/she is also competent to use the knowledge acquired within the framework of his/her profiling as a teacher. <b>Verification of the acquired knowledge, skills and competences:</b> Verification of the acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of the presentation of the seminar work in terms of a proposal for a solution to a specific situation in the form of a modular example of an individual educational plan for a pupil with special needs	



educational needs. The verification will be evaluated during the continuous and final verification in written and oral form.					
<b>Course contents:</b> History of special education - characteristics of different historical periods in relation to disabled people. Special pedagogy (aim, subject, tasks). Special pedagogy in the system of sciences- boundary and auxiliary disciplines of SP - classification and characteristics of boundary and auxiliary sciences System of special pedagogy (branches of special pedagogy). Norm, normality , abnormality, anomaly, developmental anomalies. Groups of persons with special needs (classification, characteristics.) Education of children and pupils with special educational needs in the conditions of schools and school facilities Classification and possibilities of education of children and pupils on the basis of disability, disruption and threat. Formation of individual educational plan and possibilities/limitations of use in educational practice.					
<b>Recommended or required literature:</b> KOVÁČOVÁ, B. (ed.). 2018. Asistent učiteľa v škole. Ružomberok: Verbum – vydavateľstvo Katolíckej univerzity v Ružomberku, 2018. ISBN 978-80-561-0578-8. KOVÁČOVÁ, B. 2019. S inklúziou od raného veku. Reziliencia, 2019. ISBN 978-80-972277-5-3. PIPEKOVÁ, J. 2017. Vzdělávání a podpora dětí, žáků a studentů se speciálními vzdělávacími potřebami v inkluzivním prostředí. Brno: Masarykova univerzita, 2017. ISBN 80-244-0698-5. ŠKOVIERA, A. 2017. Propedeutika špeciálnej pedagogiky. Ružomberok: Verbum, 2017. ISBN 978-80-561-0425-5. VALENTA, M. a kol. 2014. Přehled speciální pedagogiky. Praha: Portál, 2014. ISB 978-80-2620-602-6. VALENTA, M. a kol. 2020. Znevýhodněný žák. Deficity dílčích funkcí a oslabení kognitivního výkonu. Praha: Grada, 2020. ISBN 978-80-271-0621-9.					
<b>Language of instruction:</b> Slovak					
<b>Notes:</b>					
<b>Course evaluation:</b> Assessed students in total: 19					
A	B	C	D	E	FX
26.32	36.84	10.53	5.26	10.53	10.53
<b>Name of lecturer(s):</b> PhDr. Oľga Okálová, PhD.					
<b>Last modification:</b> 23.08.2022					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: PhDr. Gabriela Siváková, PhD.					

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD117A/22	<b>Course title:</b> Competences of a teaching staff
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 1 / 1 <b>hours per semester:</b> 13 / 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 4	<b>Working load:</b> 100 hours
<b>Recommended semester/trimester:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Verification of the student's acquisition of relevant knowledge, skills and competences is carried out on the basis of a final written test (100-0%). Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> After completing the course, the student will acquire the following knowledge, skills and competences: <b>Knowledge:</b> (PA) The student is able to orientate in the possibilities of cooperation with the teacher, tutor and master of vocational education, has an overview of the generally binding legislation in the field of pedagogical activity, (V) The student can compare factors influencing positive and negative leisure time of pupils, select forms and methods aimed at effective leisure time of pupils. <b>Skills:</b> (PA) The student is able to collaborate with the teacher, teacher educator, and master teacher in planning and designing educational activities. (V) The student is able to motivate children to leisure time activities outside the classroom, to apply the acquired knowledge from pedagogical-psychological disciplines and other disciplines in the pedagogical activity of the educator, to use basic pedagogical strategies in accordance with the content of education outside the classroom. <b>Competencies:</b> (PA) The student applies theoretical knowledge depending on the type of problem and needs of the child/pupil, observes legal norms related to educational activity	

(V) The student uses differentiated activities and tasks, applies methods and forms that support the learning of children/pupils in the educational group, in accordance with the educational programme of the school

**Course contents:**

1. Legislation affecting teaching staff.
2. Legislation regulating the functioning of the pedagogical assistant.
3. Activities, competences and duties of a teaching assistant.
4. Personal qualities/assumptions of a pedagogical assistant.
5. Preparation of the pedagogical assistant for education - individual preparation, preparation with the teacher, tutor and master teacher, pedagogical assistant in the educational process.
6. Teaching assistant and pupils with special educational needs.
7. Legislation concerning the pedagogical employee.
8. Legislation governing the functioning of the educator.
9. Activities, competences and duties of an educator.
10. Personal qualities/assumptions of the educator.
11. Educational strategies of the educator in the context of the pupil's key competences.
12. The importance of classroom climate in the work of all teaching staff.

**Recommended or required literature:**

BELLOVÁ, S., TIŠŤANOVÁ, K., SIVÁKOVÁ, G. 2021. Rozvoj pozitívnej sociálnej klímy triedy na základnej škole. In: Naša škola: odborný metodický časopis pre učiteľov materských škôl a 1. stupňa základných škôl. Bratislava: Pamiko. ISSN 1335-2733. Roč. 24, č. 9-10 (2021), s. 10-17.

LECHTA, V. ed. 2010. Základy inkluzívnej pedagogiky. Praha: Portál 2010. ISBN 978-80-7367-679-7.

Vyhláška Ministerstva školstva SR č. 320/2008 Z. z. o základnej škole.

Vyhláška Ministerstva školstva SR č. 322/2008 Z. z. o špeciálnych školách.

Vyhláška MŠ SR č. 437/2009 Z.z., ktorou sa ustanovujú kvalifikačné predpoklady a osobitné kvalifikačné predpoklady pre jednotlivé kategórie pedagogických a odborných zamestnancov.

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov v znení neskorších predpisov.

Zákon č. 317/2009 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.

Zákon č. 408/2002 Z. z. o ustanovení funkcie asistenta učiteľa pre triedy v ZŠ, ŠZŠ a predškolských zariadeniach s účinnosťou od 1.9.2002.

Pokyn ministra č. 39/2017, ktorým sa vydávajú profesijné štandardy pre jednotlivé kategórie a podkategórie pedagogických zamestnancov a odborných zamestnancov škôl a školských zariadení.

GAVORA, P. 2010. Akí sú moji žiaci. Pedagogická diagnostika. Bratislava : Enigma. ISBN 978-80-89132-91-1.

**Language of instruction:**

**Notes:**

**Course evaluation:**

Assessed students in total: 26

A	B	C	D	E	FX
34.62	23.08	19.23	3.85	7.69	11.54

**Name of lecturer(s):** PhDr. Slavomíra Bellová, PhD., PaedDr. Katarína Tišťanová, PhD.

<b>Last modification:</b> 22.11.2023
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD111A/22	<b>Course title:</b> Cooperation between school, family and community
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 2 / 2 <b>hours per semester:</b> 26 / 26 <b>Teaching method:</b> on-site	
<b>Credits:</b> 5	<b>Working load:</b> 125 hours
<b>Recommended semester/trimester:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> The goal of the subject is to specialise knowledge, skills and eligibility of the student in multidisciplinary collaboration, also specifically support and develop participative, transparent and inclusive process of multidisciplinary support among chosen stakeholders of inclusion, academic success and mental health protection. Verifying the level of gained knowledge, skills and competencies of the student is carried out using the „development portfolio of a pedagogue“ which includes: # Specific school, family and community collaboration # Definition of approaches, pedagogical and expert activities of a multidisciplinary team during the school, children, pupil, family and community collaboration across various degrees/areas of support # Identification of child and pupil needs and participative links in comprehensive upbringing and education in the community # Creation of values and techniques of a multidisciplinary team during school, family and community collaboration # Self-evaluation part of the student – auto-evaluation of knowledge, skills and competencies of the student in the context of multidisciplinary collaboration # Preferred self-development plan within lifelong education After passing the subject, the student will become a specialist in the area of multidisciplinary school and family collaboration, also a specialist in involving communities in participative approaches, pedagogical and expert activities in a multidisciplinary team across various degrees/areas of support. He will know how to actively and meaningfully involve a community subject and the parent/legal representative in solutions and comprehensiveness of child/pupil support, ideally so that he actively creates and helps effective intervention within academic success support and mental health protection. Final evaluation: Evaluation of the portfolio consists of two parts – 1. characteristics of needs of the people involved and their communities in the context of a multidisciplinary team’s activities (40%) and 2. advocacy of proposed participative techniques in multidisciplinary collaboration and a self-development plan in the context of multidisciplinary support (60%). Subject evaluation: A – 100%-93%	

B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%					
<b>Learning outcomes of the course:</b> - student is able to initiate and conduct participative processes of involving people involved and their communities in multidisciplinary collaboration, - student is able to map, identify and characterise needs of people involved and of communities' in the context of inclusive support and support opportunities for schools/school facilities, - student, together with the community (as a relevant member of the team), is able to establish and personalize multidisciplinary support of children and pupils in the context of mental health protection and academic success - student is able to design his own development plan of specific knowledge, competencies and eligibility as a key person in the inclusive change					
<b>Course contents:</b> 1. Theory of school, family and community collaboration 2. Introduction into school, family and community collaboration theory 3. Specifications of school, family and community collaborations I. – etiology of community 4. Specifications of school, family and community collaborations II. – identity and social adaptability 5. Attendance of people involved in a multidisciplinary team 6. Multidisciplinary support – school, family and community collaboration in participative processes 7. Inclusive school, family and community collaboration values 8. Pillars of school, family and community collaboration 9. Processes of school, family and community collaboration 10. Introduction into participative models of school, family and community collaboration 11. Participative models of school, family and community collaboration 12. Multidisciplinary support of school, family and community collaboration 13. Multidisciplinary support – development of specific skills of a multidisciplinary team member in interventions focused on groups in risk focusing on mental health (development plan and auto-evaluation of specific skills)					
<b>Recommended or required literature:</b> Education as social construction: Contributions to theory, research and practice, Kenneth J. Gergen, Sheila McNamee a Eleftheria Tseliou, Publikácie inštitútu Taos, 2015, ISBN: 978-1-938552-42-7, online. Happily Different: Sustainable Educational Change A Relational Approach, Loek Schoenmakers, Ph.D., Publikácie inštitútu Taos, 2014, ISBN: 978-1-938552-20-5, online.					
<b>Language of instruction:</b> english					
<b>Notes:</b>					
<b>Course evaluation:</b> Assessed students in total: 21					
A	B	C	D	E	FX
19.05	14.29	28.57	9.52	14.29	14.29

<b>Name of lecturer(s):</b> PhDr. Oľga Okálová, PhD.
<b>Last modification:</b> 14.07.2022
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD104A/22	<b>Course title:</b> Cooperative learning
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 1 / 1 <b>hours per semester:</b> 13 / 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 4	<b>Working load:</b> 100 hours
<b>Recommended semester/trimester:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> During the semester, the student demonstrates his theoretical and practical knowledge in the areas of cooperative learning with a practical impact on the didactic projection of his subject profile. Final assessment: presentation of a model lesson (100%). Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
<b>Learning outcomes of the course:</b> The aim of the subject is to present basic theoretical knowledge and didactic examples of the application of cooperative learning in educational situations to optimize one's own educational experiences. Learning outcomes: After completing the subject, the student will acquire the following knowledge, skills and competences: - can analyze the basic terminological-methodological and historical contexts of cooperative learning, - can present the structural, procedural and content dimensions of cooperative learning. - knows and can classify the starting points and signs of cooperative learning. - can apply the principles of cooperative learning in practice and propose possible ways of its most effective application in education.	
<b>Course contents:</b> Basic terminological connections. Basic features of cooperative learning. Criteria for effective implementation of cooperative learning. Critical analysis and evaluation of the cooperative teaching method. Explanation of cooperative learning teaching technology. Analysis of the influence of cooperative learning on improving the quality of the relational level of the educational process.	



<b>Recommended or required literature:</b> JABLONSKÝ, T. 2006. Kooperatívne učenie. Trnava: PF TU, 2006. JABLONSKÝ, T. 2006. Kooperatívne učenie – učenie sa spoluprácou. Banská Bystrica: Metodicko-pedagogické centrum 2006. KASÍKOVÁ, H. 1997. Kooperativní učení, kooperativní škola. Praha: Portál 1997. TUREK, I. 2014. Didaktika. Bratislava: Wolters Kluwer, 2014.					
<b>Language of instruction:</b>					
<b>Notes:</b>					
<b>Course evaluation:</b> Assessed students in total: 19					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Name of lecturer(s):</b> prof. PaedDr. Tomáš Jablonský, PhD.					
<b>Last modification:</b> 24.08.2022					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: PhDr. Gabriela Siváková, PhD.					

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD113B/22	<b>Course title:</b> Coping with conflict situations
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 1 / 1 <b>hours per semester:</b> 13 / 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 3	<b>Working load:</b> 75 hours
<b>Recommended semester/trimester:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Become familiar with the typology of behaviour in conflict situations. Learn effective methods and strategies for dealing with diverse conflict situations. To be able to spot potential conflicts at an early stage and deal with them on the basis of their nature. Understand the differences in the experience of conflict between people. To be able to resolve conflict situations from the school environment using model situations. Course Evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> - The student will be able to define the terms conflict, stress, and frustration, and will be familiar with methods of authoritative and alternative conflict resolution. - The student will have knowledge of the use of empathic and assertive communication in the school setting, and will be able to correctly apply some non-violent communication techniques in a relational educational setting. - The student will be able to properly use monologue and dialogue in managing conflict situations in an educational setting - Will practically and creatively handle conflict resolution in communication teaching situations. - Will be able to appropriately address devaluing communication issues in the classroom. - The student will acquire and practice communication, social, interpersonal and personal competencies.	
<b>Course contents:</b> . Human motivation in situations of stress - stress, frustration, conflict. 2. Options for dealing with and coping with challenging/conflict situations at school. 3. Conflict as a stressful/challenging situation. The conflict curve. 4. How to prevent conflict.	

5. What happens when conflict is not resolved. Prerequisites for successful conflict resolution.
6. How to listen actively.
7. Ways to resolve conflicts.
8. Alternative solutions to conflict in school.
9. Authoritative solutions to conflict in the school environment
10. Reasons for pupil's conflict behaviour.
11. How a teacher can induce conflict behaviour in a pupil.
12. What to do when conflicts arise in the classroom.
13. Other conflict situations in school.

**Recommended or required literature:**

KOPÁNYIOVÁ, A., SMIKOVÁ, E. 2013. Riešenie konfliktných situácií v školách a školských zariadeniach. Bratislava: MPC 2013. Dostupné online.

BEDNAŘÍK, A. 2011. Riešenie konfliktov. Bratislava: Artforum 2011. Dostupné online.

KŘIVOHLAVÝ, J. 2012. Konflikty mezi lidmi. Praha: Portál 2012.

NAVRÁTIL, S., MATTIOLI, J. 2005. Školní konflikty: jak jim předcházet? Jak je řešit? Brno: Paido 2005.

DOBŠOVIČ, Ľ 2015. Naučte sa riešiť konflikty (komunikácia a sebaúcta v medziľudských vzťahoch). Dlhá nad Váhom: Ľudo Dobšovič 2015.

BIELESZOVÁ, D. 2017. Školská a rovesnícka mediácia. Bratislava: Wolters Kluwer 2017.

**Language of instruction:**

Slovak language

**Notes:**

**Course evaluation:**

Assessed students in total: 25

A	B	C	D	E	FX
64.0	24.0	4.0	4.0	0.0	4.0

**Name of lecturer(s):** PaedDr. Katarína Tišťanová, PhD.

**Last modification:** 27.11.2023

**Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD102C/22	<b>Course title:</b> Creative reading and writing
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 1 <b>hours per semester:</b> 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 2	<b>Working load:</b> 50 hours
<b>Recommended semester/trimester:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Verification of the extent to which the student has acquired the relevant knowledge, skills and competences is implemented on the basis of written outputs - creation of own author's portfolio - during semester teaching of the subject. During the semester the student demonstrates practical skills in the area of creative reading and writing in the form of reading and writing outputs that compiled in an author's portfolio, for use in the final course evaluation. Their demonstrates theoretical knowledge of creative reading and writing through active participation in seminar discussions. Final grade: summative percentage gain on written written output - author's portfolio (70%) and active participation in discussions (30%). Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> the student can define the basic concepts and theoretical background of creative reading and writing in the educational process, - is able to implement some practices of improving writing, literary and creativity competences, - is able to reflect on the creative process and creative products, - is able to apply the acquired knowledge in his/her own academic and creative activities	
<b>Course contents:</b> Basic principles of creative reading and writing. 2. Possibilities of using creative reading and writing in the educational process. 3. Techniques of creative reading and writing. 4. Basics of literary theory - selected literary concepts and their identification in literary works. 5. Creative reading - analysis and interpretation of poetry and prose texts. 6. Critical writing about literature - literary criticism. Comparison and evaluation of literary texts by contemporary authors. 7. Creative writing	

and student authors' reading (poetry, prose, reportage, translation, etc.) Interpretive and critical discussion. 8. Portfolio of one's own literary work and critical reflection on one's own literary work.

**Recommended or required literature:**

ELIAŠOVÁ, V. a kol. 2007. Na stope slovám: Praktická príručka pre učiteľov slovenského jazyka a literatúry. Bratislava: Štátny pedagogický ústav, 2007. ISBN 978-80-89225-35-4.

Dostupné na: [https://www.statpedu.sk/files/articles/nove\\_dokumenty/ucebnice-metodiky-publikacie/publikacie/na-stope-slovam.pdf](https://www.statpedu.sk/files/articles/nove_dokumenty/ucebnice-metodiky-publikacie/publikacie/na-stope-slovam.pdf)

KLIMOVIČ, M. 2009. Tvorivé písanie v primárnej škole. Prešov: PU, 2009. ISBN 978-80-8068-982-7.

KLIMOVIČ, M. 2010. Tvorivé písanie v mladšom školskom veku. Prešov: PU, 2010. ISBN 978-80-555-0178-9. Dostupné na:

<https://www.pulib.sk/web/kniznica/elpub/dokument/Klimovic1/index.html>

KAŠČÁKOVÁ, S., KOVÁČOVÁ, B. 2020. Edukačný a terapeutický potenciál knihy vo včasnej starostlivosti o rodinu s dieťaťom s rizikovým vývinom. Ružomberok: Verbum – vydavateľstvo Katolíckej univerzity v Ružomberku, 2020. ISBN 978-80-561-0808-6. Dostupné na:

[https://www.ku.sk/images/dokumenty/pf/dokumenty/veda\\_a\\_vyskum/elektronicke\\_publikacie/kascakova\\_kovacova\\_educacny\\_terapeuticky\\_potencial\\_knihy\\_.pdf](https://www.ku.sk/images/dokumenty/pf/dokumenty/veda_a_vyskum/elektronicke_publikacie/kascakova_kovacova_educacny_terapeuticky_potencial_knihy_.pdf)

LIPTÁKOVÁ, L., a kol. 2011. Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie. Prešov: PU, 2011. ISBN 978-80-555-0462-9.

VALČEK, P. 2006. Slovník literárnej teórie A-Ž. Bratislava: Literárne informačné centrum, 2006. ISBN 80-89222-09-9.

FIŠER, Z. 2001. Tvůrčí psaní. Malá učebnice technik tvůrčího psaní. Brno: Paido, 2001. ISBN 80-85931-99-0.

GAVURA, J. 2010. Lyrické iluminácie: kritiky a interpretácie 1997-2010. Prešov: OZ Slniečkovo, 2010. ISBN 978-80-89314-16-4.

KLIMOVIČ, M. 2016. Detský pisateľ v procese tvorby textu. Prešov: PU, 2016. ISBN 978-80-555-1696-7.

URBAN, J. 2002. Utrpenie mladého poeta. Bratislava: Slovenský spisovateľ, 2002. ISBN: 80-220-1121-5.

ŽILKA, T. 1987. Poetický slovník. Bratislava: Tatran, 1987.

**Language of instruction:**

Slovak

**Notes:**

**Course evaluation:**

Assessed students in total: 0

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

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

**Last modification:** 23.08.2022

**Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD118A/22	<b>Course title:</b> Didactics
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 2 / 3 <b>hours per semester:</b> 26 / 39 <b>Teaching method:</b> on-site	
<b>Credits:</b> 8	<b>Working load:</b> 200 hours
<b>Recommended semester/trimester:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> During the semester, the student demonstrates his/her theoretical knowledge of general didactics by completing sub-tasks and assignments related to the field of teaching. He/she develops a lesson proposal in which he/she applies the principles and means of modern teaching with the application of activating methods. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> - The student will be able to define the basic terminology of the field of didactics. - The student will have knowledge of the different categories of didactics and will be able to translate them into the modelling of the teaching process. - The student will have knowledge of the use of modern activating methods that he/she can implement in his/her teaching. - The student will be able to plan and implement a lesson correctly. - The student will acquire the professional competences necessary to implement the teaching process. - The student will be able to deal practically and creatively with didactic situations.	
<b>Course contents:</b> 1. Concept and subject of didactics - definition of the subject, tasks, goal. Basic didactic concepts and categories. The position of didactics in the system of pedagogical sciences Historical cross-section of the views of various authors on didactics. 2. Concepts of teaching in historical cross-section, humanistic and systemic approaches to teaching. 3. Goals of teaching, taxonomies of teaching goals.	

4. Concretization of educational content - ISCED, RUP, curricula, syllabuses, educational standards, SKVP, TPU, pedagogical documentation. Key competences in the state educational programmes.
5. Teaching process, concept, essence, its phases and cycle. Personality of teacher and pupil in Teaching process. View of the key competences of the teacher and the pupil, their importance and contribution.
6. School books, types of school books, their functions, requirements for their creation.
7. Teaching principles, their practical application in the educational process.
8. Teaching methods, their classification, brief characteristics of classical teaching methods methods. Modern teaching methods and their brief characteristics. Brainstorming, 5W, Ditor, Philips 66, Hobo and Gordon's method, 653 method, 6 thinking hats, the ZOS method and others.
9. Organisational forms of teaching - lesson and its phases. Creative approach to the lesson.
10. Material teaching resources - teaching aids and didactic technology in the classroom.
11. Evaluation of the pedagogical process. Evaluation and classification, verbal evaluation. Self-evaluation. Report cards. Methodological guidelines. Pedagogical and psychological aspects of evaluation.
12. Options for building modern and effective teaching, responding to change. From distance learning to hybrid education.

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

PETLÁK, E. 2016. Všeobecná didaktika. Bratislava: Iris 2016.

PETLÁK, E. 2020. Inovácie v edukácii. Bratislava: Wolters Kluwer 2020.

ČAPEK, R. 2015. Moderní didaktika: Praha: Grada 2015.

ČAPEK, R. 2020. Uč jako umělec. Příbram: Jan Melvil Publishing 2020.

ČAPEK, R. 2020. Líný učitel. Kompas moderního učitele. Praha: Raabe 2020.

TUREK, I. 2014. Didaktika. Bratislava: Iura Edition 2014.

PETTY, G. 2013. Moderní vyučování. Praha: Portál 2013.

JABLONSKÝ, T. 2006. Moderné trendy vo výučbe - kooperatívny spôsob výučby. Ružomberok: Pedagogická fakulta KU 2006.

SUCHOŽOVÁ, E. 2014. Rozvíjanie a hodnotenie kľúčových kompetencií v edukačnom procese. Bratislava: MPC 2014. Dostupné online.

BELZ, H., SIEGRIST, M. 2001. Klíčové kompetence a jejich rozvíjení: Východiska, metody, cvičení a hry. Praha: Portál 2001.

Metodické pokyny na hodnotenie a klasifikáciu žiakov základných škôl. 2011. [www.minedu.sk](http://www.minedu.sk)

Inovovaný ISCED 2 a 3 [www.minedu.sk](http://www.minedu.sk) (platné od 1.9. 2015).

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

Slovak language

#### **Notes:**

#### **Course evaluation:**

Assessed students in total: 19

A	B	C	D	E	FX
5.26	0.0	21.05	42.11	26.32	5.26

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

**Last modification:** 27.11.2023

#### **Supervisor(s):**

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





## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD112B/22	<b>Course title:</b> Digital media and media education
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture <b>Recommended study range:</b> <b>hours weekly:</b> 2 <b>hours per semester:</b> 26 <b>Teaching method:</b> on-site	
<b>Credits:</b> 3	<b>Working load:</b> 75 hours
<b>Recommended semester/trimester:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Verification of the extent to which the student has acquired the relevant knowledge, skills and competences is carried out on the basis of theoretical and practical examinations during semester teaching of the course. The verification of knowledge and skills is a prerequisite for the successful completion of the course. of the student continuously during the semester by continuous written examinations and the preparation of The student will be required to complete an ongoing project. The final assessment will consist of a written and then an oral presentation, in which only those who achieve at least 55% on the interim assessment may participate. Course Assessment: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%-0%	
<b>Learning outcomes of the course:</b> the student knows the current theoretical background of media education in the context of primary education, is able to handle general knowledge in the field of media education in the form of different approaches and methods, is able to independently and responsibly design, implement, analyse and evaluate didactic activities related to the implementation of media education in education at the first stage of primary school, - knows didactic strategies for the development of media literacy and can independently, innovatively and responsibly apply them to the educational process in primary education, can justify their choice, - has adequately developed critical thinking, can organize and plan his/her own learning.	
<b>Course contents:</b> 1. Mass communication and its psychological aspects.	

2. Definition of media and their division. The effect of the media on the child's behaviour. Positives and Negatives of media influence. 3. Digital media versus print media and their importance in a child's life. 4. Social networks and PC games. Cyberbullying. 5. Media education - dealing with the consequences of media exposure (in the context of the SPP). 6. Objectives of media education in primary education. 7. The position of the family in the context of media education. Parental mediation. 8. Possibilities of implementation of media education in primary education. 9. Offers of non-formal education - possibilities for teacher, parent and pupil. 10. Cooperation between family and school in the field of prevention.					
<b>Recommended or required literature:</b> KARASOVÁ, M. 2014. Mediálna gramotnosť žiaka primárneho vzdelávania. Ružomberok: VERBUM, 2014. ISBN 978-80-561-0174-2. JUSZCZYK, S., KARASOVÁ, M. a kol. 2017. Analýza súčasného stavu mediálnej výchovy u detí mladšieho školského veku. Ružomberok: VERBUM, 2017. ISBN 978-80-561-0507-8. MCQUAIL, D. 1999. Úvod do teórie masovej komunikácie. Praha: Portál, 1999. 447 s. ISBN 80-7178-714-0. MIČIENKA, M., JIRÁK, J. a kol. 2007. Základy mediální výchovy. Praha: Portál, 2007. ISBN 978-80-7367-315-4. CHAPMAN, G., PELLICANE, A. 2016. Digitálne deti. Výchova vo svetle displejov. Bratislava: Porta Libri, 2016. ISBN 978-80-8156-070-5. GRÁNSKA, Z. 2019. Spojení navždy. Ako nestratiť deti v digitálnej dobe. Bratislava: Eduworld, s.r.o., 2019. ISBN 978-80-973497-1-4. KUBÍKOVÁ, S. 2019. Krotitelia displejov. Bratislava: Postoj Media, s.r.o., 2019. ISBN 97880-89994-13-7. NEWPORT, C. 2019. Digitálny minimalizmus. Ako sa sústrediť v rušnom svete. Bratislava: Lindeni, 2019. ISBN 978-80-566-1341-2. PRICE, C. 2020. Ako sa rozísť so svojim telefónom. Vydavateľstvo Bajkal, 2020. ISBN 978-80-973439-8-9. SPITZER, M. 2018. Digitálna demencia. Bratislava: Citadella s.r.o., 2018. ISBN 978-808182-088-5.					
<b>Language of instruction:</b> Slovak					
<b>Notes:</b>					
<b>Course evaluation:</b> Assessed students in total: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Name of lecturer(s):</b> PaedDr. Mária Karasová, PhD.					
<b>Last modification:</b> 23.08.2022					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: PhDr. Gabriela Siváková, PhD.					

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD106B/22	<b>Course title:</b> Education of Romani Pupils
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 1 / 1 <b>hours per semester:</b> 13 / 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 3	<b>Working load:</b> 75 hours
<b>Recommended semester/trimester:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> <p>The goal of the subject is to specialise knowledge, skills and abilities of the students in education of Roma students and also specifically support and develop a participative, transparent and inclusive process of multidisciplinary support among chosen stakeholders of inclusion, school success and mental health protection.</p> <p>Verifying the level of gained knowledge, skills and competencies of the student is carried through using the „development portfolio of a pedagogue“ which includes:</p> <ul style="list-style-type: none"> <li>▪ Roma student education specifications</li> <li>▪ Definition of approaches, pedagogical and professional activities of the multidisciplinary team during Roma student education across degrees/areas of support</li> <li>▪ Identification of student need and participative links in education</li> <li>▪ Creation of values and techniques of the multidisciplinary team while working with Roma students</li> <li>▪ Self-evaluation of the student – auto-evaluation of knowledge, skills and competencies of the student in the context of Roma student education</li> <li>▪ Preferred self-development plan within lifelong education</li> </ul> <p>After passing this subject, the student will become a specialist in Roma student education support, the inclusion of his community in participative approaches, pedagogical and expert activities in a multidisciplinary team across degrees/areas of support. He will know how to actively and meaningfully make community subjects and parents/legal guardians participate in the solving process and comprehensiveness of a multidisciplinary team's support, ideally creating and helping in effective intervention within the support of school success and protection of Roma student mental health.</p> <p>Final evaluation:</p> <p>Evaluating the portfolio consists of two parts – 1. characteristics of the Roma student's needs and of his community's needs in the context of the multidisciplinary team's activities (40%) and 2. advocating the proposed participative techniques in the education of a student and the self-development plan in the context of multidisciplinary support (60%)</p> <p>Subject evaluation:</p> <p>A – 100%-93%          B – 92%-85%          C – 84%-77%</p>	

D – 76%-69% E – 68%-60% Fx – 59%- 0%
<b>Learning outcomes of the course:</b> <ul style="list-style-type: none"> <li>- student is able to initiate and conduct participative processes including Roma students and their families into multidisciplinary support,</li> <li>- student knows how to map, identify and characterise the needs of a Roma student in the context of inclusive support and abilities of the school/school facility,</li> <li>- students, together with the family and community (as relevant members of the team), is able to establish and personalize multidisciplinary support of a Roma student in the context of mental health protection and school success,</li> <li>- student is able to design his own specific knowledge, competence and eligibility development plan of a key actor in inclusive change</li> </ul>
<b>Course contents:</b> <ol style="list-style-type: none"> <li>1. Theory of Roma culture and education</li> <li>2. Introduction into the theory of Roma student education</li> <li>3. Specifics of Roma student education I. - cognition</li> <li>4. Specifics of Roma student education II. - social adaptability</li> <li>5. Legal representative and broader Roma family in a multidisciplinary team</li> <li>6. Multidisciplinary support – legal representative and broader Roma student family in participative processes</li> <li>7. Inclusive values of Roma student education</li> <li>8. Pillars of school, Roma student and community collaboration</li> <li>9. Processes of school, Roma student and community collaboration</li> <li>10. Introduction into participative models of Roma student education</li> <li>11. Participative models of Roma student education and collaboration</li> <li>12. Multidisciplinary support of Roma student education</li> <li>13. Multidisciplinary support – development of the multidisciplinary team member's skills in interventions focused on Roma students (development plan and auto-evaluation of specific skills)</li> </ol>
<b>Recommended or required literature:</b> <p>Education as social construction: Contributions to theory, research and practice, Kenneth J. Gergen, Sheila McNamee a Eleftheria Tseliou, Publikácie inštitútu Taos, 2015, ISBN: 978-1-938552-42-7, online.</p> <p>Happily Different: Sustainable Educational Change A Relational Approach, Loek Schoenmakers, Ph.D., Publikácie inštitútu Taos, 2014, ISBN: 978-1-938552-20-5, online.</p> <p><a href="https://www.researchgate.net/profile/Elena-Lisa-2/publication/342262377_Romske_deti_z_pohladu_psychologie_v_pracach_VUDPaP/links/5f5d142592851c0789630b73/Romske-deti-z-pohladu-psychologie-v-pracach-VUDPaP.pdf">https://www.researchgate.net/profile/Elena-Lisa-2/publication/342262377_Romske_deti_z_pohladu_psychologie_v_pracach_VUDPaP/links/5f5d142592851c0789630b73/Romske-deti-z-pohladu-psychologie-v-pracach-VUDPaP.pdf</a></p> <p><a href="https://issuu.com/vvob/docs/suriname_i_believe_in_you_low_res/90">https://issuu.com/vvob/docs/suriname_i_believe_in_you_low_res/90</a></p> <p><a href="https://www.taosinstitute.net/product/exceeding-expectations-an-anthology-of-appreciative-inquiry-stories-in-education-from-around-the-world-story-curators-dawn-dole-lindsey-godwin-matthew-moehle">https://www.taosinstitute.net/product/exceeding-expectations-an-anthology-of-appreciative-inquiry-stories-in-education-from-around-the-world-story-curators-dawn-dole-lindsey-godwin-matthew-moehle</a></p> <p><a href="https://en.calameo.com/read/001774295ddc905acf65d?authid=sA6e2PyjXRtO">https://en.calameo.com/read/001774295ddc905acf65d?authid=sA6e2PyjXRtO</a></p>
<b>Language of instruction:</b> english language
<b>Notes:</b>

<b>Course evaluation:</b>					
Assessed students in total: 26					
A	B	C	D	E	FX
92.31	0.0	3.85	0.0	0.0	3.85
<b>Name of lecturer(s):</b> PhDr. Ol'ga Okálová, PhD.					
<b>Last modification:</b> 13.07.2022					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: PhDr. Gabriela Siváková, PhD.					

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD100C/22	<b>Course title:</b> Education of socially disadvantaged groups
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture <b>Recommended study range:</b> <b>hours weekly:</b> 1 <b>hours per semester:</b> 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 2	<b>Working load:</b> 50 hours
<b>Recommended semester/trimester:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Verification of the degree of acquisition of relevant knowledge, skills and competencies of the student is carried out on the basis of an speaking exam and a portfolio of practical outputs. (100-0%). Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
<b>Learning outcomes of the course:</b> After completing the course, the student will acquire the following knowledge, skills and competences: - to approach scientific language creatively, to be able to compare it with the scientific language of others to understand and understand the scientific language of different nationalities, - autonomously acquire and deepen knowledge and skills in the skills of educating socially education of disadvantaged groups, - gain an overview of educational assumptions and educational approaches of educators towards pupils with socially disadvantaged groups, - be able to critically assess the position of the pupil in the conditions of the educational process at based on the specific approach of the educator, - is able to plan, organise, lead and analyse educational issues, - can evaluate, classify and solve pedagogical situations and processes, - is familiar with generally binding legal, ethical and regulatory provisions relating to teacher's work, pedagogical documentation, other conceptual and strategic school documents, - is able to react promptly and appropriately to pupils' problems, is prepared to bear be prepared to take responsibility for solving problems, -can work and communicate effectively as a member of a team.	

-possesses professional ethical competences in relation to the target group

**Course contents:**

Categories and concepts of social exclusion, marginalization, segregation, separation, social adaptation. 2. Basic knowledge of the concepts of social maturity, school readiness, special educational needs, intact pupil (child), pupil (child) with special educational needs, pupil (child) from a socially disadvantaged background, Roma pupil (child). 3. Orientation in the basic issues in the situation of individuals from the target group, personal development of an individual with social disadvantage. 4. Social context and differences in the education of socially disadvantaged children and pupils. (Social environment, family environment, family and education, definition of family, functions of family). 5. Formation of socially disadvantaged individual in the environment and in education - educational - school environment, educational process, educational function of school, culture of school, cooperation between school and family). 6. Diagnostics in the education of socially disadvantaged children and pupils - pedagogical communication, dialogue and monologue in pedagogical practice, social climate in the school classroom, specific group - school classroom, leisure education in school. 7. Management and organization of possibilities of elimination of problems in education of children (pupils) coming from socially disadvantaged background. 8. Possibilities of elimination of problems in education of children (pupils) coming from socially disadvantaged background. Practical, applied procedures (pedagogical assistant). 9. Possibilities of elimination of problems in education of children (pupils) coming from socially disadvantaged background. Practical, applied procedures (all-day educational system). 10. Possibilities of elimination of problems in education of children (pupils) coming from socially disadvantaged background. Practical, applied procedures (zero year of primary school). 11. Characteristics and specifics of Roma children and pupils from socially disadvantaged background in Slovak school. 12. Pedagogy and inclusive (educational) environment in education of socially disadvantaged children and pupils, legal, ethical norms. 13. Education of socially disadvantaged children and pupils - humanistic approaches.

**Recommended or required literature:**

- ŠUHAJDOVÁ, I. 2019. Výchova detí zo sociálne znevýhodňujúceho prostredia. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 2019. 138 s. ISBN 978-80-568-0358-9
- FELCMANOVÁ, L. , HABROVÁ, M. a kol. 2015. Katalog podpurných opatrení : dílčí část : pro žáky s potřebou podpory ve vzdělávání z důvodu sociálního znevýhodnění. Olomouc: Univerzita Palackého, 2015. 358 s. ISBN 978-80-244-4692-9
- GAVORA, P.2015. Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: ENIGMA, 2015. 199 s. ISBN 978-80-89132-91-1.
- HAPALOVÁ, M. 2017. Nízkoprahové kluby pre deti a mládež. Bratislava: Implementačná agentúra MPSVaR SR, 2017.16 s. ISBN 978-80-89837-13-7.
- LECHTA, V. ed. 2016. Inkluzivní pedagogika. Praha: Portál, 2016. 600 s. ISBN 978-80-262-123-5
- MYDLÍKOVÁ, E. 2018. Posudzovanie sociálnej rizikovosti rodiny. Trnava: TYPI a Veda, 2018. 125 s. ISBN 978-80-568-0079-9.
- OLÁH, M. 2017. Sociálne poradenstvo. Bratislava: MPSVaP, 2017. 39 s. ISBN 978-80-89837-17-5.
- ŠUHAJDOVÁ, I. 2015. Nevyhnutnosť kooperácie pedagogických a odborných pracovníkov pri snahe o inkluzívnu edukáciu žiakov zo sociálne znevýhodňujúceho prostredia. In Školská psychológia a kvalita života v edukácii. Trnava: PdF TU, 2015. ISBN 978- -80-8082-837-0, s. 47–54.
- ŠUHAJDOVÁ, I. 2016 Sociálně znevýhodňující prostředí. In LECHTA, V. (ed.) Inkluzivní pedagogika. Praha: Portál, s. 438–453. ISBN 978-80-262-1123-5.
- ŽOVINEC, E. 2016. Komplexní poradenství v procesu inkluzivní edukace. In LECHTA, V. (ed.): Inkluzivní pedagogika, vydání první. Praha: Portál, s. 171–190. ISBN 978-80-262-1123-5.
- Dohovor OSN o práвах osôb s postihnutím. Metodiky komunitných centier, nízkoprahových denných centier a nízkoprahových sociálnych služieb pre deti a rodinu. 2015. Bratislava: MPSVaR, 72 s

**Language of instruction:**

Slovak

**Notes:****Course evaluation:**

Assessed students in total: 3

A	B	C	D	E	FX
33.33	0.0	33.33	0.0	33.33	0.0

**Name of lecturer(s):** PhDr. Helena Orieščiková, PhD.**Last modification:** 25.08.2022**Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.



## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD107B/22	<b>Course title:</b> Family pedagogy
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 1 / 1 <b>hours per semester:</b> 13 / 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 3	<b>Working load:</b> 75 hours
<b>Recommended semester/trimester:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> The goal of the subject is to specialise knowledge, skills and eligibility of the student in school/family collaboration and to also specifically support, develop participative, transparent, and inclusive process of multidisciplinary support among chosen stakeholders of academic success and mental health Requirements to pass the subject and the method of verifying gained knowledge, skills and competencies: Verifying the level of gained knowledge, skills and competencies of the student is carried out using the „development portfolio of a pedagogue“ which includes: <ul style="list-style-type: none"> <li>▪ Definition of a family's position and their specifications in a multidisciplinary team of the educational resort</li> <li>▪ Definition of approaches, pedagogical and expert activities of a multidisciplinary team during family collaboration across various degrees/areas of support</li> <li>▪ Identification of family needs and participative links</li> <li>▪ Creation of values and techniques of a multidisciplinary team while working with a family</li> <li>▪ Self-evaluation part of the student – auto-evaluation of knowledge, skills, and competencies of the student in the context of collaboration with a family</li> <li>▪ Preferred self-development plan within lifelong education</li> </ul> After having passed the subject, the student will become a specialist in the area of including family in participative approaches, pedagogical and expert activities in a multidisciplinary team across various degrees/areas of support. He will know how to actively and meaningfully include a parent/legal representative in solutions and support comprehensiveness of a multidisciplinary team, ideally so that he will actively create and help in effective intervention within development of academic success and children/pupil mental health protection. Final evaluation: Evaluation of the portfolio consists of two parts – 1. characteristics of family/legal representative needs in the context of the multidisciplinary team's activities (40%) and 2. advocacy of proposed participative techniques in collaboration of family/School and a self-development plan in the context of multidisciplinary support (60%) Subject evaluation: A – 100%-93%	

<p>B – 92%-85%</p> <p>C – 84%-77%</p> <p>D – 76%-69%</p> <p>E – 68%-60%</p> <p>F<sub>x</sub> – 59%- 0%</p>
<p><b>Learning outcomes of the course:</b></p> <ul style="list-style-type: none"> <li>- student is able to initiate and conduct participative processes while including the family in multidisciplinary support,</li> <li>- student is able to map, identify and characterise family needs in the context of inclusive support and school/school facility abilities,</li> <li>- student, together with the family (as a relevant member of the team), is able to establish and personalize multidisciplinary support of a child/pupil in the context of mental health protection and academic success</li> <li>- student is able to design his own development plan of specific knowledge, competencies and eligibility as a key person in inclusive change</li> </ul>
<p><b>Course contents:</b></p> <ol style="list-style-type: none"> <li>1. Multidisciplinary support – theory of family and school in pedagogical practice.</li> <li>2. Multidisciplinary support – introduction to theory of building family and school collaboration.</li> <li>3. Multidisciplinary support – introduction to theory of implementing family and school collaboration in conducting processes of pupil's academic success, processing – content – performance standards.</li> <li>4. Multidisciplinary support – legal representative and broader family in a multidisciplinary team, processing – content – performance standards.</li> <li>5. Multidisciplinary support – legal representative and broader family in participative processes, processing – content – performance standards.</li> <li>6. Multidisciplinary support – values of family and school collaboration.</li> <li>7. Multidisciplinary support – pillars of family and school collaboration.</li> <li>8. Multidisciplinary support – processes of family and school collaboration.</li> <li>9. Multidisciplinary support – introduction to participative collaboration models.</li> <li>10. Multidisciplinary support – participative collaboration models I. (SOD, Cochem model, Open Dialogue etc...).</li> <li>11. Multidisciplinary support – participative collaboration models II. (informal groups, platforms, layman advisor/peer consultant etc...).</li> <li>12. Multidisciplinary support podpora – development of specific skills of a multidisciplinary team member. (development plan).</li> <li>13. Multidisciplinary support – auto-evaluation of specific skills</li> </ol>
<p><b>Recommended or required literature:</b></p> <p>Education as social construction: Contributions to theory, research and practice, Kenneth J. Gergen, Sheila McNamee a Eleftheria Tseliou, Publikácie inštitútu Taos, 2015, ISBN: 978-1-938552-42-7, online.</p> <p>Happily Different: Sustainable Educational Change A Relational Approach, Loek Schoenmakers, Ph.D., Publikácie inštitútu Taos, 2014, ISBN: 978-1-938552-20-5, online.</p>
<p><b>Language of instruction:</b></p> <p>english</p>
<p><b>Notes:</b></p>

<b>Course evaluation:</b>					
Assessed students in total: 20					
A	B	C	D	E	FX
55.0	20.0	20.0	0.0	0.0	5.0
<b>Name of lecturer(s):</b> PhDr. Ol'ga Okálová, PhD.					
<b>Last modification:</b> 14.07.2022					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: PhDr. Gabriela Siváková, PhD.					

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD122A/22	<b>Course title:</b> Final thesis seminar 1
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 1 <b>hours per semester:</b> 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 2	<b>Working load:</b> 50 hours
<b>Recommended semester/trimester:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Active participation in the seminar and work on continuously assigned tasks. Course evaluation: A - 100%-93% (excellent level of assignment preparation, active participation) B - 92%-85% (level of assignment development above average, active participation) C - 84%-77% (average level of task development, active participation) D - 76%-69% (average level of task development, participation) E - 68%-60% (task development, participation) Fx - 59%- 0% (non-participation and/or non-elaboration)	
<b>Learning outcomes of the course:</b> <ul style="list-style-type: none"> <li>- the student acquires basic methodological and methodological procedures of the bachelor thesis creation</li> <li>- the student acquires orientation in the ways of publishing scientific works</li> <li>- the student is able to identify the main key concepts and categories for successful development of a thesis.</li> <li>- The student knows the basics of working with scientific literature</li> <li>- the student is familiar with appropriate literary sources, procedures for processing the theoretical part of the theoretical part of the bachelor's thesis</li> <li>- the student is able to draw up an outline of the thesis</li> <li>- the student acquires basic methodological and methodological procedures of the bachelor thesis creation</li> </ul>	
<b>Course contents:</b> The course focuses on the basics of the methodology of scientific work, its theoretical and practical preparation; basics of working with literature (published sources, their classification and usability for scientific work; collection, gathering, sorting, storage of cited published data; citation); propedeutics of defining the topic, objectives, methodology, literature review and other parts of the final bachelor thesis.	

**Recommended or required literature:**

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

GAVORA, P. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online].

Bratislava: Univerzita Komenského, 2010. Dostupné na: <http://www.e-metodologia.fedu.uniba.sk/>

KATUŠČÁK, D. 2008. Ako písať záverečné a kvalifikačné práce. Bratislava: Enigma, 2008.

KIMLIČKA, Š. 2002. Ako citovať a vytvárať zoznamy bibliografických odkazov podľa noriem ISO 690 pre „klasické“ aj elektronické zdroje. Stimul, Bratislava: Stimul, 2002.

KIMLIČKA, Š. 2006. Metodika písania vysokoškolských a kvalifikačných prác. Učebné texty – vybrané časti. Filozofická fakulta Univerzita Komenského, Bratislava: FF UK, 2006.

MEŠKO, D. a kol. 2005. Akademická príručka. Martin: Osveta, 2005.

STAROŇOVÁ, K. 2011. Vedecké písanie. Ako písať akademické a vedecké texty. Martin: Osveta, 2011.

Smernica dekana Pedagogickej fakulty KU č. 1/14 o ukončení štúdia na PF KU

**Language of instruction:**

Slovak

**Notes:****Course evaluation:**

Assessed students in total: 26

A	B	C	D	E	FX
50.0	23.08	3.85	3.85	7.69	11.54

**Name of lecturer(s):** PhDr. Gabriela Siváková, PhD.

**Last modification:** 23.08.2022

**Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD123A/22	<b>Course title:</b> Final thesis seminar 2
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 1 <b>hours per semester:</b> 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 2	<b>Working load:</b> 50 hours
<b>Recommended semester/trimester:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Participation in consultations with the supervisor of the bachelor thesis. Preparation of the bachelor thesis. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> the student has mastered the methodological and methodological procedures of creating a bachelor thesis and PowerPoint presentation - the student knows the general principles of writing a bachelor thesis - the student masters the procedures for creating the practical part of the bachelor's thesis - to compile a project for the implementation of the research, choose appropriate methods of acquisition and processing research results, analyze and interpret the obtained results - the student is able to formulate conclusions and recommendations for practice resulting from the results practical part - the student is able to create a PowerPoint presentation on the subject of the bachelor thesis	
<b>Course contents:</b> Preparation for the practical (or exploratory) part. Preparation and processing of survey results, their analysis and interpretation. Preparation of documentation (list of bibliographic references, illustrations, tables, annexes). Preparation of introduction, conclusion, recommendations for practice. Final formal and linguistic editing of the bachelor thesis. Preparation for the defence of the bachelor thesis. Requirements for a suitable PowerPoint presentation for the defence of the thesis.	

**Recommended or required literature:**

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

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

KATUŠČÁK, D. 2008. Ako písať záverečné a kvalifikačné práce. Bratislava: Enigma, 2008.

KIMLIČKA, Š. 2002. Ako citovať a vytvárať zoznamy bibliografických odkazov podľa noriem ISO 690 pre „klasické“ aj elektronické zdroje. Stimul, Bratislava: Stimul, 2002.

KIMLIČKA, Š. 2006. Metodika písania vysokoškolských a kvalifikačných prác. Učebné texty – vybrané časti. Filozofická fakulta Univerzita Komenského, Bratislava: FF UK, 2006.

MEŠKO, D. a kol. 2005. Akademická príručka. Martin: Osveta, 2005.

STAROŇOVÁ, K. 2011. Vedecké písanie. Ako písať akademické a vedecké texty. Martin: Osveta, 2011.

Smernica dekana Pedagogickej fakulty KU č. 1/14 o ukončení štúdia na PF KU

**Language of instruction:**

Slovak

**Notes:****Course evaluation:**

Assessed students in total: 27

A	B	C	D	E	FX
48.15	11.11	11.11	3.7	7.41	18.52

**Name of lecturer(s):** PhDr. Slavomíra Bellová, PhD., prof. PhDr. Ingrid Emmerová, PhD., doc. PhDr. PaedDr. Miroslav Gejdoš, PhD., prof. PaedDr. Tomáš Jablonský, PhD., PhDr. Oľga Okálová, PhD., PhDr. Gabriela Siváková, PhD., PaedDr. Ján Kamod'a, PhD.

**Last modification:** 23.08.2022

**Supervisor(s):**

Person responsible for the delivery, development and quality of the study programme:  
PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD116B/22	<b>Course title:</b> Game and game activities
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 2 <b>hours per semester:</b> 26 <b>Teaching method:</b> on-site	
<b>Credits:</b> 3	<b>Working load:</b> 75 hours
<b>Recommended semester/trimester:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. During the semester there will be independent student outputs in the exercises and also a written part (maximum 20 points). During the semester, the student will produce a creative playbook (20 plays), which will include plays for children in the kindergarten and in the school children's club (maximum 80 points). The final assessment of the course will be based on the total number of points obtained from the creative and written part. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> - the student is able to handle the historical context and theoretical basis of the field of play in the educational process, - is able to form his/her own management activity in the educational process and to use the spectrum of play activities for the comprehensive development of the child's personality, - has the ability to plan his/her own education and the ability to self-evaluate in the light of his/her professional competences in the field of children's play.	
<b>Course contents:</b> 1. The concept of "game" - definition, characteristics. Game and primitive forms of art. The child and the game. 2. Play as a leading and fundamental activity of the preschool child. The essence of play activity. 3. History of play - the origin and development of play in different countries in the world. 4. Play and toy in historical context. 5. Game and toy - cultural heritage of a nation.	



6. Education through play. Significant personalities - their influence on the development of play and insights into the play of preschool children.
7. Psychological theories about play. Theories of play. Theoretical problems of play and basic principles of developing play in children.
8. The development of play in preschool - relationship to child development.
9. The development of the child's relationship to the rules of play.
10. Play as a diagnostic method in educational activity.
11. Types of games. Game and game activities - influence on the development of the child's personality.
12. Toys of the preschool child.

**Recommended or required literature:**

KOPINOVÁ, Ľ. a kol. 2004. Piesne, hry a riekanky detí predškolského veku. 1. časť. Bratislava: Slovenské pedagogické nakladateľstvo, 2004. 180 s. ISBN 8010004278.

KOPINOVÁ, Ľ. a kol. 2005. Piesne, hry a riekanky detí predškolského veku. 2. časť. Bratislava: Slovenské pedagogické nakladateľstvo, 2005. 181 s. ISBN 8010007358.

PODHÁJECKÁ, M. a kol. 2006. Edukačnými hrami poznávame svet. Prešov: Prešovská univerzita v Prešove, Pedagogická fakulta, 2006. ISBN 80-8068-514-2.

PODHÁJECKÁ, M., MALUKOVÁ, S. 2012. Implementácia hier do obsahu predprimárnej edukácie. Prešov: Prešovská univerzita v Prešove, Pedagogická fakulta, 2012. ISBN 978-80-89561-03-2.

ŠPAČKOVÁ, R., POKORNÁ, E. 2004. 111 námětů pro tvořivou hru dětí. Praha: Portál, 2004, 135 s. ISBN 80-7178-963-1.

VARGOVÁ, M. 2012. Multikultúrna výchova a jej aplikácia v predprimárnom vzdelávaní. Ružomberok: Verbum, 2012. ISBN 978-80-8084-916-0.

**Language of instruction:**

Slovak

**Notes:**

**Course evaluation:**

Assessed students in total: 25

A	B	C	D	E	FX
88.0	8.0	0.0	0.0	4.0	0.0

**Name of lecturer(s):** PhDr. Gabriela Siváková, PhD.

**Last modification:** 21.08.2022

**Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD105A/22	<b>Course title:</b> General and developmental psychology
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 2 / 2 <b>hours per semester:</b> 26 / 26 <b>Teaching method:</b> on-site	
<b>Credits:</b> 7	<b>Working load:</b> 175 hours
<b>Recommended semester/trimester:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Continuous assessment: active work on exercises consisting in creative solution of assigned tasks aimed at the development of critical thinking and application of psychological knowledge, min. 80 80% participation in the exercises. The student may obtain a maximum of 30 points in the intermediate assessment phase. Final assessment: a final written examination from which the student may obtain a maximum of 70 points. The final grade will be the sum of the points obtained in the interim assessment and the final The final grade will be the sum of the scores of the intermediate assessment and the final written examination. A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> <b>Knowledge:</b> The student will acquire the theoretical and methodological foundations of general psychology, thus gaining The student will acquire the knowledge of general psychology, which will give him/her the prerequisites for the understanding and study of other psychological disciplines. The student will acquire theoretical knowledge concerning the foundations, laws and specifics of psychological development of children and adolescents. <b>Skills:</b> Acquired knowledge of the cognitive, emotional, social, and moral development of children and adolescents The student will be able to apply them adequately and creatively in the educational process. The process of education	

and education adapts to the level of psychological development of pupils and, in relation to it, chooses teaching objectives, strategies and methods.

**Competencies:**

Acquired psychological knowledge and skills can be used by the student in solving practical tasks arising from educational practice. He/she is oriented in the laws of psychological development, also in the specifics of children's play and children's drawing, which he can analyze and adequately evaluate. Can apply psychological knowledge in solving problems of educational practice. Verification of the degree of acquired knowledge, skills and competences: verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of an assessment of activity and creativity during exercises (solving model tasks, case studies, projects, etc.) and a final written examination.

**Course contents:**

- Psychology as a scientific discipline, basic concepts of general psychology, subject psychology in terms of its main directions.
2. Perception and sensory cognition, attention.
  3. Cognitive processes (thinking and imagination: forms of thinking, thought operations, problem solving, intelligence).
  4. Cognitive processes (learning and memory: models of memory, childhood amnesia, forgetting and its causes).
  5. Motivation (complex theories of motivation, social motives) and emotions.
  6. Language and speech.
  7. The subject and basic concepts of developmental psychology, laws of development, principles of principles of contemporary developmental psychology.
  8. Periodization of development, description of characteristics of sub-periods (prenatal development, neonatal period, infant, toddler, preschool child development).
  9. Periodisation of development, description of the characteristics of the sub-periods (younger school age pubescence and adolescence).
  10. Theories of psychological development (social development, factors of socialization, school maturity, moral development).
  11. Theories of psychological development (cognitive development, development of children's play and drawing).
  12. Theories of psychological development (personality development, speech and communication development).

**Recommended or required literature:**

**Language of instruction:**

**Notes:**

Slovak

**Course evaluation:**

Assessed students in total: 11

A	B	C	D	E	FX
18.18	36.36	45.45	0.0	0.0	0.0

**Name of lecturer(s):** PaedDr. Zdenka Zastková, PhD., PaedDr. Dominika Pažitková, PhD., PhD. Katarína Kohútová, PhD.

**Last modification:** 26.08.2022

**Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok					
<b>Faculty:</b> Faculty of Education					
<b>Course code:</b> KPED/Pg-BD107A/22		<b>Course title:</b> History of Educational System and Pedagogy			
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 2 / 1 <b>hours per semester:</b> 26 / 13 <b>Teaching method:</b> on-site					
<b>Credits:</b> 6		<b>Working load:</b> 150 hours			
<b>Recommended semester/trimester:</b> 2.					
<b>Level of study:</b> I.					
<b>Prerequisites:</b>					
<b>Requirements for passing the course:</b>					
<b>Learning outcomes of the course:</b>					
<b>Course contents:</b>					
<b>Recommended or required literature:</b>					
<b>Language of instruction:</b>					
<b>Notes:</b>					
<b>Course evaluation:</b> Assessed students in total: 10					
A	B	C	D	E	FX
50.0	50.0	0.0	0.0	0.0	0.0
<b>Name of lecturer(s):</b> doc. PhDr. PaedDr. Miroslav Gejdoš, PhD., PaedDr. Mária Vargová, PhD.					
<b>Last modification:</b> 23.06.2022					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: PhDr. Gabriela Siváková, PhD.					

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok					
<b>Faculty:</b> Faculty of Education					
<b>Course code:</b> KPED/Pg-BD109A/22		<b>Course title:</b> History of Slovak Educational System and Pedagogy			
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 2 / 1 <b>hours per semester:</b> 26 / 13 <b>Teaching method:</b> on-site					
<b>Credits:</b> 5		<b>Working load:</b> 125 hours			
<b>Recommended semester/trimester:</b> 3.					
<b>Level of study:</b> I.					
<b>Prerequisites:</b>					
<b>Requirements for passing the course:</b>					
<b>Learning outcomes of the course:</b>					
<b>Course contents:</b>					
<b>Recommended or required literature:</b>					
<b>Language of instruction:</b>					
<b>Notes:</b>					
<b>Course evaluation:</b> Assessed students in total: 20					
A	B	C	D	E	FX
40.0	35.0	10.0	10.0	0.0	5.0
<b>Name of lecturer(s):</b> doc. PhDr. PaedDr. Miroslav Gejdoš, PhD.					
<b>Last modification:</b> 23.06.2022					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: PhDr. Gabriela Siváková, PhD.					

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD100B/22	<b>Course title:</b> Inclusive approaches in school education
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture <b>Recommended study range:</b> <b>hours weekly:</b> 2 <b>hours per semester:</b> 26 <b>Teaching method:</b> on-site	
<b>Credits:</b> 3	<b>Working load:</b> 75 hours
<b>Recommended semester/trimester:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> During the semester, the student will present a term paper related to the life of a person with disability and passes a mid-term written test and a final (oral/written) exam. The final grade will be the sum of the points the student receives from the midterm (40 points maximum) and the final assessment (60 points maximum).	
<b>Learning outcomes of the course:</b> <b>Knowledge:</b> The student will acquire basic theoretical knowledge about inclusive education, chances and risks of inclusive education and about inclusive strategies as potential tools in the development of and sustaining inclusive environments. <b>Skills:</b> The student will be able to analyze, synthesize, compartmentalize, and transfer information about inclusive environments in the process of educating all children without distinction in his/her profession as a school teacher. or school institution. <b>Competencies:</b> The student is able to apply the knowledge acquired about inclusive education strategies in the development of individual school plan for a group, class and/or school. The student is able to use the acquired knowledge to The student is competent to use the knowledge gained in the context of his/her profile as a teacher. <b>Verification of acquired knowledge, skills and competences:</b> Verification of the acquisition of the relevant knowledge, skills and competences of the learner is carried out on the basis of the presentation of a seminar paper on the life of a person with a disability in the conditions of an inclusive school. The verification will be assessed during the continuous and final verification in written and oral form.	
<b>Course contents:</b>	

<p>Basic terminological apparatus of inclusive pedagogy - goals, possibilities and components. Trends and perspectives of inclusive education. Retrospective of education of children and pupils with disabilities (the process of segregation and integration; advantages and disadvantages of segregated and integrated education; assessment tools for integrative and inclusive education). Legislative indicators of inclusive education in schools. Anthropological foundations of integrative and inclusive education. Comparative inclusive pedagogy (current trend with the trend abroad). Preparation of educators and environment for inclusive education in formal and non-formal process (praxeological dimension).</p>					
<p><b>Recommended or required literature:</b>  BAGALOVÁ, Ľ., BIZÍKOVÁ, Ľ., FATULOVÁ, Z. 2015. Metodika podporujúca inkluzívne vzdelávanie v školách. Bratislava: Štátny pedagogický ústav, 2015. ISBN 978-80-8118-143-6.  HÁJKOVÁ, V., STRNADOVÁ, I. 2010. Inkluzivní vzdělávání. Praha : Grada, 2010. 216 s. ISBN 978-80-247-3070-7.  KOVÁČOVÁ, B. (ed.). 2018. Asistent učiteľa v škole. Ružomberok: Verbum – vydavateľstvo Katolíckej univerzity v Ružomberku, 2018. ISBN 978-80-561-0578-8.  KOVÁČOVÁ, B. 2015. Liečebná pedagogika III.: základy liečebnej pedagogiky. 1. vyd. - Bratislava : Univerzita Komenského, 2015. ISBN 978-80-223-4015-1.  KOVÁČOVÁ, B. 2019. S inklúziou od raného veku. Reziliencia, 2019. ISBN 978-80-972277-5-3.  LECHTA, V. (ed.) 2009. Východiská a perspektívy inkluzívnej pedagogiky. Martin : Osveta, 2009. ISBN 978-80-8063-303-5. s. 5–15.</p>					
<p><b>Language of instruction:</b> Slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Course evaluation:</b> Assessed students in total: 3</p>					
A	B	C	D	E	FX
33.33	0.0	33.33	0.0	33.33	0.0
<p><b>Name of lecturer(s):</b> doc. PaedDr. Barbora Kováčová, PhD., doc. PaedDr. Ivana Rochovská, PhD.</p>					
<p><b>Last modification:</b> 26.08.2022</p>					
<p><b>Supervisor(s):</b>  Person responsible for the delivery, development and quality of the study programme:  PhDr. Gabriela Siváková, PhD.</p>					



## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD110B/22	<b>Course title:</b> Intercultural Education and Prejudices
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 1 / 1 <b>hours per semester:</b> 13 / 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 3	<b>Working load:</b> 75 hours
<b>Recommended semester/trimester:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Elaboration of a semester project. The student can obtain a maximum of 100 points, to pass the course it is necessary to obtain a minimum of 60 points. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> Student 1. Acquires: <ul style="list-style-type: none"> <li>- Knowledge of the basic concepts related to the issue of intercultural education.</li> <li>- Knowledge of the basic target areas and categories of intercultural education</li> <li>- knowledge of the differences between the culturally standard and transcultural concepts of intercultural education</li> <li>- knowledge of the content and scope of the concept of tolerance, its levels. Knowledge of the possibilities, limits and means of tolerance education</li> <li>- knowledge of the content and scope of the concepts of prejudice and stereotype.</li> <li>- knowledge of effective methods and strategies of intercultural education</li> </ul> 2. Able to: <ul style="list-style-type: none"> <li>- understand the content and scope of concepts related to the issue of intercultural education.</li> <li>- find effective didactic methods and strategies of intercultural education</li> </ul> 3. Assess: <ul style="list-style-type: none"> <li>- the effectiveness of methods and strategies of intercultural education</li> </ul> 4. Create: <ul style="list-style-type: none"> <li>- a project with activities for a school children's club aimed at fulfilling the objectives of intercultural education</li> </ul>	
<b>Course contents:</b>	

Basic concepts related to intercultural education. Culture, subculture, acculturation, enculturation. Definition of intercultural education. Basic target areas and categories of intercultural education. Tolerance and education for tolerance - possibilities, limits, means. Prejudice and anti-prejudice education - possibilities, limits, means. Co-ethnicity and education for belonging - possibilities, limits, means.

Basic strategies and methods of intercultural education.

**Recommended or required literature:**

BELLOVÁ, S. 2012. Socializácia detí z rómskych rodín. 2012.  
In: Dialóg ako cesta spolužitia : 7. októbra 2011, Levoča : zborník z medzinárodnej vedeckej konferencie. Ružomberok: Verbum. ISBN 978-80-8084-920-7.

PRŮCHA, J. 2006. Multikulturní výchova. Praha: Triton, 2006.

MISTRÍK, E. a kol. 2008. Multikultúrna výchova v škole. Bratislava : Nadácia otvorenej spoločnosti, 2008.

MISTRÍK, E. 1999. Kultúra a multikultúrna výchova : Culture and Multicultural Educationl. Bratislava: Iris, 1999. 347 s. ISBN 80-88778-81-6.

ĽUPTÁKOVÁ, K. 2004. Interkultúrna výchova vo výchovno-vzdelávacom procese na 1. stupni ZŠ. Banská Bystrica : PF UMB, 2004.

KLEIN, V. 2008. Multikultúrna výchova a Rómovia. Nitra: UKF, 2008. 170 s. ISBN 978-80-8084-333-2.

VARGOVÁ, M. 2012. Multikultúrna výchova a jej aplikácia v predprimárnom vzdelávaní. Ružomberok: Verbum, 2012. ISBN 978-80-8084-916-0.

PREISSOVÁ, A. 2012. Jinakost, předsudky, multikulturalismus : možnosti a limity multikulturní výchovy. Olomouc: UP, 2012. 234. ISBN 978-80-244-3287-8.

**Language of instruction:**

**Notes:**

**Course evaluation:**

Assessed students in total: 10

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

**Name of lecturer(s):** PhDr. Slavomíra Bellová, PhD., PaedDr. Mária Vargová, PhD.

**Last modification:** 31.07.2022

**Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD100A/22	<b>Course title:</b> Introduction to Pedagogical Sciences
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 2 / 2 <b>hours per semester:</b> 26 / 26 <b>Teaching method:</b> on-site	
<b>Credits:</b> 6	<b>Working load:</b> 150 hours
<b>Recommended semester/trimester:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Verification of the student's acquisition of relevant knowledge, skills and competences is carried out on the basis of a final written test (100-0%). Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> After completing the course, the student will acquire the following knowledge, skills and competences: <b>Knowledge:</b> The student will acquire the theoretical foundations of the pedagogical process, he/she will be able to characterize the concept of pedagogy, classify and evaluate basic pedagogical concepts and categories, apply them in other pedagogical disciplines and be able to understand them in a broader context. <b>Skills:</b> The student can effectively and creatively apply acquired knowledge, experience and skills in improving the process of learning and improving pedagogy as a science. Reflect on the contemporary conception of pedagogy, the subject of pedagogy, and the content of pedagogy. Define the structure of pedagogical sciences, its relationship to other sciences. Integrate and process newly acquired knowledge, information and experience for the benefit of the development of the field and its practical application. <b>Competencies:</b> The student has the ability to manage effectively, to solve problems, to develop and assess pedagogical situations.	
<b>Course contents:</b>	

1. Basic concepts in pedagogy. Definition of the term "pedagogy", the subject of pedagogy. Basic pedagogical terminology.
2. Educational reality: educational processes, educational constructs, educational environment, education, educational process, teaching, learning, education... Education and learning as key concepts in pedagogy, self-education and self-education. General model of the educational process.
3. The system of pedagogical sciences and their development.
4. Educational environment, types of educational environment.
5. Personality - its formation, formation, internal and external factors of personality formation.
6. Pupil - subject of education. Comprehensive understanding of the pupil's personality.
7. The teacher and his profession. Teacher - characteristics of the educator's profession, definition of the teacher's profession. Pedagogical competence of teachers. Charter of the teacher. Self-reflection in the teacher's professional activity.
8. Family as an environment of education.
9. School as an institutional environment of education.
10. School and educational problems.
11. Goals of upbringing and education.
12. Selected elements from alternative schools and systems.

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

Odporúčaná literatúra:

- BELLOVÁ, S. 2012. Poznanie rodinného prostredia z hľadiska výchovy, socializácie a personalizácie. In: *Studia Scientifica Facultatis Paedagogicae: Universitas Catholica Ružomberok*. ISSN 1336-2232. roč. 11, č. 2 (2012), s. 58-64.
- BELLOVÁ, S. 2017. Agresívne správanie žiakov voči učiteľom. In: *Sociální pedagogika 2017 [elektronický zdroj] : rozvoj nebo krize společnosti; perspektiva makro, mezo a mikrosociální prostředí*. 1. vyd. Brno: Institut mezioborových studií, 2017. ISBN 978-80-88010-08-1. - CD-ROM, s. 13-17.
- GEJDOŠ, M. 2012. Učiteľ a európske hodnoty. Ružomberok : Verbum. KU, 2012. 119 s. [tlačená forma]. ISBN 978-80-8084-946-7.
- GEJDOŠ, M. 2016. Cesty vzdelávania na Slovensku od osvietenstva po renesanciu. Ružomberok: Verbum. KU, 2016. 193 s. [tlačená forma]. ISBN 978-80-561-0283-1.
- KASÍKOVÁ, H., VALIŠOVÁ, A. a kol. 2007. *Pedagogika pro učitele*. Praha: Grada, 2007.
- KRATOCHVÍLOVÁ, E. a kol. 2007. *Úvod do pedagogiky*. Trnava: Typi Universitatis Tyrnaviensis, 2007.
- PRŮCHA, J. 2013. *Moderní pedagogika*. Praha: Portál, 5. vydání, 2013.
- PRŮCHA, J. 2009. *Pedagogická encyklopedie*. Praha: Portál, 2009.
- PRŮCHA, J., WALTEROVÁ, E., MAREŠ, J. 2013. *Pedagogický slovník*. Praha: Portál, rozšířené a aktualizované vydání, 2013.
- PRŮCHA, J. 2000. *Přehled pedagogiky. Úvod do studia oboru*. Praha: Portál 2000.
- PRŮCHA, J. 1996. *Alternativní školy*. Praha: Portál 1996.

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

#### **Notes:**

#### **Course evaluation:**

Assessed students in total: 12

A	B	C	D	E	FX
0.0	16.67	25.0	8.33	50.0	0.0

**Name of lecturer(s):** PhDr. Slavomíra Bellová, PhD.

<b>Last modification:</b> 21.11.2023
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD121A/22	<b>Course title:</b> Leisure Pedagogy
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 2 / 2 <b>hours per semester:</b> 26 / 26 <b>Teaching method:</b> on-site	
<b>Credits:</b> 6	<b>Working load:</b> 150 hours
<b>Recommended semester/trimester:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Verification of the student's knowledge of leisure pedagogy will consist of a theoretical written examination (100%), for which 100 points can be obtained. A minimum of 93 points is required for an A grade, a minimum of 85 points for a B grade, a minimum of 77 points for a C grade, a minimum of 69 points for a D grade and a minimum of 60 points for an E grade. Course Assessment: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> the student can differentiate pedagogical, psychological, axiological and sociological approaches to children's/pupils' leisure time, - the student knows the institutions that educationally influence the possibilities of organising children's/pupils' leisure time - the student knows the requirements for the personality of a leisure educator, educator and animator, both professionally and personally, - can compare the factors influencing positive and negative use of children's/pupils' leisure time, understands the need to motivate and influence children's/pupils' attitude towards active and fulfilling leisure time, - knows the basic principles of the process of managing educational activities, has an overview of the institutions and organisations involved in the implementation of leisure activities, - has an overview of the forms and methods aimed at effective leisure time, - reflects current trends and approaches to the pedagogical activity of the leisure-time educator in educating children/pupils in leisure-time activities.	
<b>Course contents:</b>	

1. Leisure as a challenge for contemporary society. The concept of leisure, factors influencing the formation of attitudes towards leisure. The current state and possibilities of meaningful leisure.
2. Leisure and leisure education in historical context.
3. Institutions for leisure and out-of-school time education.
4. Pedagogy of leisure - basic conceptual apparatus. Aims and tasks of leisure education. Content, forms and means of leisure education.
5. Personality of the leisure educator, educator and animator, his/her tasks. Specifics of pedagogical communication in leisure education..
6. Educational and interest activities in education outside the classroom.
7. Experiential pedagogy - basic conceptual apparatus. Play in the pedagogy of experience. Experiences of the participant of the game.
8. Prevention against social pathological phenomena and educational action - preventive function of leisure time.
9. Organizations and associations of children and youth for the implementation of leisure activities.
10. Movement of Christian communities of children - eRko.
11. Activities of religious orders, religious associations in the field of out-of-school education.
12. Information and communication technologies in out-of-school education.
13. New approaches in leisure time pedagogy.

**Recommended or required literature:**

HÁJEK, B., HOFBAUER, B., PÁVKOVÁ, J. 2008. Pedagogické ovplyvňovanie voľného času. Současné trendy. Praha: Portál, 2008. 240 s. ISBN 978-80-7367-473-1.

HANULIAKOVÁ, J. 2020. Pedagogika voľného času a výchova vo voľnom čase. Dubnica nad Váhom: VŠ DTI, 2020. 110 s. ISBN 978-80-8222-008-3. Dostupné na: <https://www.dti.sk/data/files/file-1612167807-6017ba7f0f1b9.pdf>

HOFBAUER, B. 2004. Děti, mládež a volný čas. Praha: Portál, 2004. 173 s. ISBN 80-7178-927-5.

KOSTELANSKÝ, A. 2013. Pedagogika voľného času – súčasnosť a perspektívy. Ružomberok: Verbum, 2013. 140 s. ISBN 978-80-561-0100-1.

KRATOCHVÍLOVÁ, E. 2004. Pedagogika voľného času: výchova v čase mimo vyučovania v pedagogickej teórii a v praxi. Bratislava: UK, 2004. 307 s. ISBN 80-223-1930-9.

PÁVKOVÁ, J., HÁJEK, B., HOFBAUER, B. a kol. 2002. Pedagogika voľného času. Praha: Portál, 2002. 231 s. ISBN 80-7178-711-6.

**Language of instruction:**

Slovak

**Notes:**

**Course evaluation:**

Assessed students in total: 26

A	B	C	D	E	FX
61.54	15.38	7.69	3.85	0.0	11.54

**Name of lecturer(s):** PhDr. Slavomíra Bellová, PhD., PaedDr. Mária Vargová, PhD.

**Last modification:** 22.11.2023

**Supervisor(s):**

Person responsible for the delivery, development and quality of the study programme:  
PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD110A/22	<b>Course title:</b> Methodology of pedagogical research
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 2 / 2 <b>hours per semester:</b> 26 / 26 <b>Teaching method:</b> on-site	
<b>Credits:</b> 6	<b>Working load:</b> 150 hours
<b>Recommended semester/trimester:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Verification of the degree of acquisition of relevant knowledge, skills and competences of the student is carried out on the basis of theoretical knowledge and practical activities during the semester course. - active participation in lectures and exercises - elaboration of an independently conceived research project - final test: the student can obtain a maximum of 100 points, to pass the course it is necessary to obtain a minimum of 60 points. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> - The student will be familiar with the basics of methodological foundations to investigate and understand the regularities of pedagogical phenomena. - The student will master and acquire a basic knowledge base of empirical research methods used in pedagogy and their statistical processing. - The student will be able to orient himself/herself in the functions of scientific cognition. - The student will be familiar with the basic concepts of research methodology. - The student will have an overview of information sources for research. - The student will have a working knowledge of descriptive statistics, basic probability theory and mathematical statistics to the extent of a practitioner without knowledge of higher mathematics. - The student will be proficient in the methodology of developing a research strategy, preparing, using and evaluating the methods he/she will work with in conducting research. - The student will be able to use basic pedagogical research methods and techniques, focusing on the process of presenting, evaluating, analysing and interpreting research findings.	
<b>Course contents:</b>	



1. Pedagogical phenomena and processes.
2. Approaches to the interpretation of pedagogical phenomena and processes.
3. Ethics of the researcher and the ethical aspect of pedagogical research. Ethical principles of conducting research
4. Quantitative and qualitative research. Advantages and disadvantages. Possibilities of appropriate combination.
5. Educational research, its types, stages and process.
6. Methods of knowledge acquisition. Experimental method, measurement, correlation method, correlation coefficient, comparison of differences, etc. Observation, exploration, tests, analysis of the results of activities, case studies, etc. Statistical file, sorting, graphical display.
7. Hypothesis testing. Reliability and validity of results.
8. Research methods with a focus on obtaining information about the problem under study.
9. Research methods focusing on the processing of empirical data.
10. Research methods focusing on the interpretation of research results.
11. Techniques for expressing the data obtained. Formulating conclusions and recommendations.
12. Action research in pedagogy. Empirical microanalysis of educational processes, outcomes and products. Educational testing and research on social climate in the school classroom.

**Recommended or required literature:**

- GAVORA, P. 2008. Úvod do pedagogického výskumu. 4. vyd. Bratislava: UK, 2008.
- GAVORA, P. a kol. 2010. Elektronická učebnica pedagogického výskumu. Bratislava : Univerzita Komenského, 2010. Dostupné na: <http://www.e-metodologia.fedu.uniba.sk/>
- JABLONSKÝ, T. 2007. Vedecký výskum v pedagogike. In: Úvod do pedagogiky. Trnava: TU, 2007.
- JUSZCYK, S. 2003. Metodológia empirického výskumu v spoločenských vedách. Bratislava: Iris, 2003.
- HENDL, J. 2005. Kvalitatívny výskum. Praha: Portál, 2005.
- ONDREJKOVIČ, P. 2007. Úvod do metodológie spoločenskovedného výskumu. Bratislava: Veda, 2007.
- SILVERMAN, D. 2005. Ako robiť kvalitatívny výskum. 1. vyd., Bratislava: IKAR, 2005.
- SKALKOVÁ, J. 1999. Úvod do metodologie a metod pedagogického výzkumu. Praha: SNP, 1999.
- SKUTIL, M. a kol. 2011. Základy pedagogicko-psychologického výzkumu pro studenty učitelství. Praha : Portál, 2011.
- TUREK, I. 1998. Učiteľ a pedagogický výskum. 2. vyd. Bratislava: MC, 1998.
- ŠVEC, Š. 1998. Metodológia vied o výchove. Bratislava: Iris, 1998.
- JUREČKOVÁ, M. – MOLNÁROVÁ, I. 2005. Štatistika s excelom. Liptovský Mikuláš: AOS, 2005.

**Language of instruction:**

Slovak

**Notes:**

**Course evaluation:**

Assessed students in total: 11

A	B	C	D	E	FX
9.09	18.18	9.09	18.18	18.18	27.27

**Name of lecturer(s):** PhDr. Gabriela Siváková, PhD.

**Last modification:** 21.08.2022

**Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD117B/22	<b>Course title:</b> Modern Educational Strategies
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 1 / 1 <b>hours per semester:</b> 13 / 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 3	<b>Working load:</b> 75 hours
<b>Recommended semester/trimester:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> The student develops a lesson proposal in which he/she creatively uses modern teaching methods, is able to implement them in any stage of teaching and subsequently evaluates their effectiveness. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> - The student will be able to define the theoretical definition of activating methods in teaching - The student will have knowledge of the use of modern activating methods that he/she can implement in his/her teaching. - The student will be able to plan and implement a lesson correctly using modern teaching methods	
<b>Course contents:</b> 1. Characteristics of methods according to the effect on the personality of the pupil. 2. Classification of methods according to different aspects, their meaning and use. Principles of work in the classroom. 3. Methods that make pupils' understanding and memorization more effective. 4. Mind map, self-expression and self-representation. 5. Brainstorming. Discussion methods. Panel discussion, Philips 66, Hobo method, Gordon method, 6 thinking hats. 6. ZOS method. Other activating methods. 7. Project based learning, product work. 8. Cooperative learning, cooperative play. Group work. 9. Creative methods of self-learning. 10. Staging methods. Simulation and situational methods. 11. Play as a teaching method. 12. Methods of working with the class according to M. Silberman.	

**Recommended or required literature:**

SIEGLOVÁ, D. 2019. Konec školní nudy. Praha: Grada 2019.  
ČAPEK, R. 2018. Líný učitel. Jak učit dobře a efektivně. Praha: Raabe 2018.  
SILBERMAN, M. 1997. 101 metod pro aktivní výcvik a vyučování. Praha: Portál, 1997.  
KASIKOVÁ, H. 2016. Kooperativní učení kooperativní škola. Praha: Portál 2016.  
JABLONSKÝ, T. 2006. Kooperatívne učenie vo výchove. Trnava: Trnavská univerzita, 2006.  
KOTRBA, L., LACINA, L. 2015. Aktivizační metody ve výuce. Praha: Barrister&Principal 2015.  
SITNÁ, D. 2013. Metódy aktivního vyučování. Praha: Portál 2013.  
HANULIAKOVÁ, J. 2015. Aktivizujúce vyučovanie. Bratislava: Iris 2015.  
TOMENGOVÁ, A. 2012. Aktívne učenie sa žiakov – stratégie a metódy. Bratislava: MPC 2012.  
Dostupné online.  
ČAPEK, R. 2015. Moderní didaktika. Praha: Grada 2015.

**Language of instruction:**

Slovak language

**Notes:****Course evaluation:**

Assessed students in total: 25

A	B	C	D	E	FX
52.0	12.0	16.0	8.0	8.0	4.0

**Name of lecturer(s):** PaedDr. Katarína Tišťanová, PhD.

**Last modification:** 27.11.2023

**Supervisor(s):**

Person responsible for the delivery, development and quality of the study programme:  
PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD108B/22	<b>Course title:</b> Observation practice 1
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 2 <b>hours per semester:</b> 26 <b>Teaching method:</b> on-site	
<b>Credits:</b> 3	<b>Working load:</b> 75 hours
<b>Recommended semester/trimester:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> compulsory attendance at a field trip to a selected school or extra-curricular establishment, museum, leisure centre, etc., observation of pedagogical situations - preparation of independent work Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> - The student will be able to define pedagogical concepts, which he/she will use observation to describe and evaluate. - He/she will be able to correctly conduct a monologue and dialogue in the field of educational reality. - The student will be able to give adequate feedback on observational findings - The student will acquire and practice communication, social, interpersonal and personal competences	
<b>Course contents:</b> Familiarisation with work in a school or out-of-school facility - pedagogical area, economic, legislative. Basic documentation. Internal management of these institutions. Basic pedagogical skills and solving standard problem situations in school practice. Observation of pedagogical situations. Experiential demonstrations of educational activities arising from from the possibilities of the institution visited.	

**Recommended or required literature:**

BAĎURÍKOVÁ, Z. a kol. 2001. Školská pedagogika. Bratislava, UK, 2001. KYRIACOU, CH. 2012. Klíčové dovednosti učitele. Praha, Portál, 2012. ŠVEC, V. 2005. Pedagogické znalosti učitele. Praha, Aspi, 2005. CANGELOSI, J. 2009. Strategie řízení třídy. Praha, Portál, 2009. HRABAL, V. 2010. Jaký jsem učitel. Praha, Portál, 2010. KOLÁŘ, Z. 2005. Hodnocení žáků. Praha, Grada, 2005. AUGER, M.-T. 2005. Učitel a problémový žák. Praha, Portál, 2005. LEDNICKÁ, J., FŮLEPŮVÁ, E. 2009. Učiteľ a žiak a ich vzťahy v školskom prostredí. Bratislava, Raabe, 2009.

**Language of instruction:**

Slovak

**Notes:****Course evaluation:**

Assessed students in total: 18

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

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

**Last modification:** 23.08.2022

**Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD114B/22	<b>Course title:</b> Observation practice 2
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 2 <b>hours per semester:</b> 26 <b>Teaching method:</b> on-site	
<b>Credits:</b> 3	<b>Working load:</b> 75 hours
<b>Recommended semester/trimester:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> - observačná prax do vybraného školského alebo mimoškolského zariadenia, centra voľného času, diagnostického centra, reedukačného centra, detského domova, domova mládeže a pod., pozorovanie pedagogických situácií - vypracovanie samostatnej práce <b>Hodnotenie predmetu:</b> A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
<b>Learning outcomes of the course:</b> - The student will be able to define pedagogical concepts, which he/she will use observation to describe and evaluate. - He/she will be able to correctly conduct a monologue and dialogue in the field of educational reality. - The student will be able to give adequate feedback on observational findings - The student will acquire and practice communication, social, interpersonal and personal competences.	
<b>Course contents:</b> Familiarisation with work in a school or out-of-school facility - pedagogical area, economic, legislative. Basic documentation. Internal management of these institutions. Basic pedagogical skills and solving standard problem situations in school practice. Observation of pedagogical situations. Experiential demonstrations of educational activities arising from from the possibilities of the institution visited.	

**Recommended or required literature:**

BAĎURÍKOVÁ, Z. a kol. 2001. Školská pedagogika. Bratislava: UK, 2001. KYRIACOU, CH. 2012. Klíčové dovednosti učitele. Praha: Portál, 2012. ŠVEC, V. 2005. Pedagogické znalosti učitele. Praha: Aspi, 2005. CANGELOSI, J. 2009. Strategie řízení třídy. Praha: Portál, 2009. HRABAL, V. 2010. Jaký jsem učitel. Praha: Portál, 2010. KOLÁŘ, Z. 2005. Hodnocení žáků. Praha: Grada, 2005. AUGER, M. T. 2005. Učitel a problémový žák. Praha: Portál, 2005. LEDNICKÁ, J., FŮLEPŮVÁ, E. 2009. Učitel a žiak a ich vzťahy v školskom prostredí. Bratislava, Raabe, 2009.

**Language of instruction:**

Slovak

**Notes:****Course evaluation:**

Assessed students in total: 24

A	B	C	D	E	FX
75.0	12.5	4.17	0.0	8.33	0.0

**Name of lecturer(s):** prof. PaedDr. Tomáš Jablonský, PhD., PhDr. Oľga Okálová, PhD.

**Last modification:** 23.08.2022

**Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.



## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok					
<b>Faculty:</b> Faculty of Education					
<b>Course code:</b> KPED/Pg-BD102B/22		<b>Course title:</b> Pedagogical Anthropology			
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 2 / 0 <b>hours per semester:</b> 26 / 0 <b>Teaching method:</b> on-site					
<b>Credits:</b> 3		<b>Working load:</b> 75 hours			
<b>Recommended semester/trimester:</b> 1.					
<b>Level of study:</b> I.					
<b>Prerequisites:</b>					
<b>Requirements for passing the course:</b>					
<b>Learning outcomes of the course:</b>					
<b>Course contents:</b>					
<b>Recommended or required literature:</b>					
<b>Language of instruction:</b>					
<b>Notes:</b>					
<b>Course evaluation:</b> Assessed students in total: 10					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Name of lecturer(s):</b> doc. PhDr. PaedDr. Miroslav Gejdoš, PhD.					
<b>Last modification:</b> 23.06.2022					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: PhDr. Gabriela Siváková, PhD.					

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD119A/22	<b>Course title:</b> Pedagogical Psychology
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 2 / 1 <b>hours per semester:</b> 26 / 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 5	<b>Working load:</b> 125 hours
<b>Recommended semester/trimester:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Full-time and part-time form of study - active participation in lectures and exercises - final test: the student can obtain a maximum of 100 points, to pass the course it is necessary to obtain a minimum of 69 points Course evaluation A - 100%-94% B - 93%-88% C - 87%-81% D - 80%-75% E - 74%-69% Fx - 68%-0%	
<b>Learning outcomes of the course:</b> To provide students with theoretical knowledge of the psychological laws of the educational process. Motivate students' continuous interest in the application of psychological approaches in the practice of educational activities. To be able to clarify the basic concepts of educational psychology such as learning, types of learning, laws of learning, management of learning processes, strategies facilitating learning, creativity, motivation and performance in educational process interactions. The student will be able to apply ways of solving some of the problems of VVP, analysis of interpersonal behavior of the teacher - retrospective view, choosing and forming own behavioral strategies.	
<b>Course contents:</b> Educational psychology as a scientific basis of education. Classical conditioning. Learning by social conditioning. Conceptual, psychomotor learning. Learning by observation and problem solving. Learning from texts. Intrinsic and extrinsic motivation for learning. Developing pupils' capacity to learn. Classroom management and communication. Verbal and non-verbal expression of the teacher. Inappropriate behaviour of pupils in the classroom. Individual differences between pupils. Educationally and academically backward pupils. Pupils requiring special care. Assessment of pupils. Ethical education in schools. Educational and learning problems of pupils. Educational counselling. Personality and profession of teacher.	

**Recommended or required literature:**

1. Vendel, Š.: Pedagogická psychológia. Bratislava, Epos, 2007.
2. Vendel, Š.: Pedagogická psychológia a prax vzdelávania. Ružomberok, PF KU, 2005.
3. Čáp, J. - Mareš, J.: Psychologie pro učitele. Praha, Portál, 2001.
4. Ďurič, L. - Bratská, M. a kol.: Pedagogická psychológia. Bratislava, SPN, 1997.
5. Fontana, D.: Psychologie ve školní praxi. Praha, Portál, 1997.
6. Vaňková, J.: Komplexný prístup k problematike toxikománie. In: Disputationes Scientifical Universitatis Catholicae, Ružomberok, roč. VI. 2006, č. 3, s. 14-17.

**Language of instruction:**

Slovak

**Notes:****Course evaluation:**

Assessed students in total: 25

A	B	C	D	E	FX
48.0	32.0	20.0	0.0	0.0	0.0

**Name of lecturer(s):** PaedDr. Dominika Pažítková, PhD.

**Last modification:** 23.08.2022

**Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD108A/22	<b>Course title:</b> Pedagogical and social communication
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 2 / 2 <b>hours per semester:</b> 26 / 26 <b>Teaching method:</b> on-site	
<b>Credits:</b> 6	<b>Working load:</b> 150 hours
<b>Recommended semester/trimester:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> During the semester, the student demonstrates his/her theoretical knowledge of social and pedagogical communication by active participation in communication activities, games, pantomimes, etc. He/she performs a micro-output according to the recommendation: examples of developing communication skills (a narration limited by a set time and presented in front of a group), in which he/she demonstrates his/her acquired and improved verbal and non-verbal skills. Is capable of self-reflection and self-assessment, and can respond appropriately to peer feedback. Course Assessment: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> <ul style="list-style-type: none"> <li>- The student will be able to define the basic terminology of social and pedagogical communication.</li> <li>- The student will be able to list and understand the elements of verbal and non-verbal communication and will know the methodology of their use in school practice.</li> <li>- He/she will have knowledge of the use of empathic and assertive communication in school, he/she will be able to use correctly some techniques of non-violent communication in relationships in the educational environment.</li> <li>- The student will be able to conduct monologue and dialogue in the classroom, appropriately form and verbalize questions, and respond to student responses.</li> <li>- Practically and creatively handle communication teaching situations.</li> <li>- He/she will be able to implement meetings with parents through experiential communication activities, to develop school and family cooperation.</li> <li>- Will be able to deal appropriately with devaluing communication problems in the classroom.</li> <li>- He/she will review and improve the communication skills of speaking and listening.</li> <li>- The student will acquire and practice communication, social, interpersonal, and personal competencies.</li> </ul>	

**Course contents:**

Introduction to interpersonal communication. Models and concepts in communication. Principles of communication. Social and pedagogical communication. Examples of developing communication skills.

2. Communication - definition of pedagogical communication, its content, goals and functions in the educational process. Planes of pedagogical communication. Participants of pedagogical communication. Types of communication.

3. Non-verbal communication in the school environment. Brief characteristics of extralinguistic means. Mimicry, gaze speech, gestures, haptics in the work of the teacher.

4. Nonverbal communication in the work of the teacher. Proxemics, posturing, kinesics, communicating by modifying appearance and environment.

5. Verbal communication in the teacher's work. Language as a tool of pedagogical communication. Proportion of verbal expressions of teacher and pupils. Linguistic aspect of teacher's communicative expression. Communication skills of beginning teachers. Vocal hygiene. Rules of teacher-pupil communication. Monologue. Coherent speech, its preparation and realization. Lecture, explanation of the curriculum.

6. Rhetoric in the work of the teacher. Speech preparation, preparation of the speaker. Audience and sustaining attention. Managing stage fright.

7. Conversation and dialogue in the pedagogical process - their formal and content, the structure of conversation. Questions and answers in teaching. Typology of questions. The teacher's reaction to the pupil's answer.

8. Devaluation and elevation in pedagogical communication. Manifestations of respect, disrespect, humiliation in school. Situations of devaluation and elevation, verbal and non-verbal devaluation, pupil's behaviour and reactions during devaluation, ways of solving and helping in the classroom. Pygmalion and Golem effect. Teacher's mistakes in communication.

9. The art of listening. Listening. Attitudes to listening, types of listeners, ways of listening. Active listening techniques. Inappropriate listener response. Silence in listening.

10. Space in communication. Different ways of arranging the classroom and their relationship to the characteristics of teacher-student communication.

11. Communication with the family, factors facilitating communication with parents. Principles of organizing meetings with parents. Class meetings, consultation hours.

12. Empathy and assertiveness in pedagogical conditions. Education of pupils for empathic and assertive communication.

**Recommended or required literature:**

TIŠŤANOVÁ, K. 2012. Špecifika pedagogického komunikovania. Ružomberok: Verbum 2012.

ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. 2017. Sociálna a didaktická komunikácia. Bratislava: Wolters Kluwer 2017.

STANÍČEK, P. 2020. Hry na rozvoj verbální komunikace. Praha: Grada 2020.

GORDON, T. 2015. Škola bez poražených (Praktická příručka efektivní komunikace mezi učitelem a žákem). Olomouc: Malvern 2015.

KLIPPERT, H. 2013. Nápadník aktivit pro trénink komunikace. Brno: Edika 2013.

ŠEĐOVÁ, K., ŠVARÍČEK, R., ŠALAMOUNOVÁ, Z. 2012. Komunikace ve školní třídě. Praha: Portál 2012.

**Language of instruction:****Notes:**

<b>Course evaluation:</b>					
Assessed students in total: 17					
A	B	C	D	E	FX
23.53	5.88	17.65	29.41	5.88	17.65
<b>Name of lecturer(s):</b> PaedDr. Katarína Tišťanová, PhD.					
<b>Last modification:</b> 22.08.2022					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: PhDr. Gabriela Siváková, PhD.					

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD116A/22	<b>Course title:</b> Pedagogical assistance 1
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 1 / 2 <b>hours per semester:</b> 13 / 26 <b>Teaching method:</b> on-site	
<b>Credits:</b> 5	<b>Working load:</b> 125 hours
<b>Recommended semester/trimester:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> The goal of the subject is to specialise knowledge, skills and eligibility of the student in pedagogical assistance of children and students with special needs and in multidisciplinary collaboration, team care, and also to specifically support and develop a transparent and inclusive process of academic success and mental health. Verifying the level of gained knowledge, skills and competencies of the student is carried through using the „development portfolio of a pedagogue“ which includes: # Elementary outcomes of positions and specifications in inclusive education of children and pupils with special needs # Elementary definition of approaches, pedagogical and expert activities of the multidisciplinary team during collaboration of people involved in school success of children and students across degrees/areas of support # Theory of identifying the needs of pedagogical assistance and participative links # Outcomes of the multidisciplinary team during work with children, pupils with special needs and their supporting community # Self-evaluation of the student – auto-evaluation of knowledge, skills and competencies of the student in the context of pedagogical assistance # Preferred self-development plan within lifelong education After passing the subject, the student will be able to navigate through essential attributes of pedagogical assistance provided to children and pupils with special needs. He will be able to characterize participative approaches of pedagogical and expert activities in the multidisciplinary team across various degrees/areas of support. He will be able to participate in solution and in child and pupil support comprehensiveness solution, ideally so that he actively supports effective interventions within the development of academic success and child/pupil mental health protection. Final evaluation: Evaluation of the portfolio consists of two parts - 1. characteristics of child, pupil, family, school community needs in the context of multidisciplinary collaboration activity and care within pedagogical assistance (40%) and 2. advocacy of the proposed interventions and participative approaches in pedagogical assistance and self-development plan in the context of multidisciplinary support (60%) Subject evaluation:	

<p>A – 100%-93%</p> <p>B – 92%-85%</p> <p>C – 84%-77%</p> <p>D – 76%-69%</p> <p>E – 68%-60%</p> <p>Fx – 59%- 0%</p>
<p><b>Learning outcomes of the course:</b></p> <ul style="list-style-type: none"> <li>- student is able to characterise the identification of children, pupil, family, and staff needs through personalisation, destigmatisation, de-barring and other inclusive mechanisms</li> <li>- student can choose participative processes of including the people involved into the multidisciplinary support of the child/pupil,</li> <li>- student knows methods of mapping and identification of needs of people involved from the school community in the context of inclusive support and abilities of the school/school facility</li> <li>- student understands the processes of child/pupil multidisciplinary support in the context of mental health protection and academic success</li> <li>- student is able to design his own specific knowledge, competence and eligibility development plan of a key actor in inclusive change</li> </ul>
<p><b>Course contents:</b></p> <ol style="list-style-type: none"> <li>1. Outcomes of inclusive specifications with children and pupils with special needs according to the type of needs and support focusing on diversity and values of destigmatisation.</li> <li>2. Outcomes of inclusive specifications with children and pupils with special needs according to the type of needs and support focusing on cognitive/executive development.</li> <li>3. Outcomes of inclusive specifications with children and pupils with special needs according to the type of needs and support focusing pro-social development.</li> <li>4. Outcomes of inclusive specifications with children and pupils with special needs according to the type of needs and support focusing on the adjustments of educational environment.</li> <li>5. Outcomes of inclusive specifications with children and pupils with special needs according to the type of needs and support focusing on interventions.</li> <li>6. Outcomes of inclusive specifications with children and pupils with special needs according to the type of needs and support focusing on standards of Public work and services.</li> <li>7. Outcomes of inclusive specifications with children and pupils with special needs according to the type of needs and support focusing on co-ordination of multidisciplinary collaboration.</li> <li>8. Outcomes of inclusive specifications with children and pupils with special needs according to the type of needs and support focusing on executing multidisciplinary care.</li> <li>9. Outcomes of inclusive specifications with children and pupils with special needs according to the type of needs and support focusing on evaluation..</li> <li>10. Outcomes of inclusive specifications with children and pupils with special needs according to the type of needs and support focusing on occupation orientation.</li> <li>11. Outcomes of inclusive specifications with children and pupils with special needs according to the type of needs and support focusing on social inclusion and lifelong development.</li> <li>12. Multidisciplinary support – development of specific skills of the multidisciplinary team member in the form of observational experience (development plan).</li> <li>13. Multidisciplinary support – auto-evaluation of specific skills.</li> </ol>



**Recommended or required literature:**

Education as social construction: Contributions to theory, research and practice, Kenneth J. Gergen, Sheila McNamee a Eleftheria Tseliou, Publikácie inštitútu Taos, 2015, ISBN: 978-1-938552-42-7, Dostupná online.

Happily Different: Sustainable Educational Change A Relational Approach, Loek Schoenmakers, Ph.D., Publikácie inštitútu Taos, 2014, ISBN: 978-1-938552-20-5, Dostupná online.

<http://www.multidisciplinarity.eu/>

**Language of instruction:**

english language

**Notes:****Course evaluation:**

Assessed students in total: 25

A	B	C	D	E	FX
20.0	36.0	16.0	16.0	8.0	4.0

**Name of lecturer(s):** PhDr. Oľga Okálová, PhD.

**Last modification:** 13.07.2022

**Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD120A/22	<b>Course title:</b> Pedagogical assistance 2
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 1 / 2 <b>hours per semester:</b> 13 / 26 <b>Teaching method:</b> on-site	
<b>Credits:</b> 5	<b>Working load:</b> 125 hours
<b>Recommended semester/trimester:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> The goal of the subject is to practically adopt specialized knowledge, skills and eligibility of the student in pedagogical assistance provided to children and pupils with special needs and to adopt multidisciplinary collaboration, team care, also specifically support during execution, develop participative, transparent and inclusive process of academic success and mental health. Requirements to pass the subject and the method of verifying gained knowledge, skills and competencies: Verifying the level of gained knowledge, skills and competencies of the student is carried through using the „development portfolio of a pedagogue“ which includes: # Defining the position and specifications of children and pupils with special needs in inclusive education # Defining approaches, pedagogical and expert activities of the multidisciplinary team during the collaboration of people involved in academic success of the child and pupil across various degrees/ areas of support # Identifying pedagogical assistance needs and participative links # Value-focused work of the multidisciplinary team during work with children and pupils with special needs and their support community # Self-evaluation part of the student – auto-evaluation of knowledge, skills and competencies of the student in the context of pedagogical assistance # Preferred self-development plan within lifelong education After passing the subject, the student will become a specialist in pedagogical assistance provided to children and pupils with special needs. He will be able to navigate through participative approaches of pedagogical and expert activities in a multidisciplinary team across various degrees/ areas of support. He will know how to actively and meaningfully contribute to solutions and comprehensiveness of child and pupil development support, ideally so that he actively creates and helps effective intervention within the development of academic success and child/pupil mental health protection. Final evaluation: Evaluation of the portfolio consists of two parts – 1. characteristics of child, pupil, family, and school community needs in the context of multidisciplinary collaboration and care activities (40%)	

and 2. practical execution of proposed interventions and participative approaches in pedagogical assistance and the self-development plan in the context of multidisciplinary support (60%).

Subject evaluation:

A – 100%-93%

B – 92%-85%

C – 84%-77%

D – 76%-69%

E – 68%-60%

Fx – 59%- 0%

**Learning outcomes of the course:**

- student is able to execute the identification of children, pupil, family and staff need by using personalization, destigmatization, de-barriering and other inclusive mechanisms
- student is able to initiate and conduct participative processes of involving people involved into multidisciplinary support and child/pupil support,
- student is able to map, identify and characterize the needs of people involved in the school community in the context of inclusive support and the school's/school facility's abilities,
- student is able to establish and personalize multidisciplinary support of a child/pupil in the context of mental health protection and academic success under the methodical worker
- student is able to design his own development plan of specific knowledge, competencies and eligibility as a key person in inclusive change

**Course contents:**

1. Inclusive specifications of children and pupils with special needs according to the type of needs and support focusing on diversity and values of destigmatization.
2. Inclusive specifications of children and pupils with special needs according to the type of needs and support focusing on cognitive/executive development.
3. Inclusive specifications of children and pupils with special needs according to the type of needs and support focusing on prosocial development.
4. Inclusive specifications of children and pupils with special needs according to the type of needs and support focusing on úpravy edukačného prostredia.
5. Inclusive specifications of children and pupils with special needs according to the type of needs and support focusing on interventions.
6. Inclusive specifications of children and pupils with special needs according to the type of needs and support focusing on the standards upbringing advisory and prevention.
7. Inclusive specifications of children and pupils with special needs according to the type of needs and support focusing on coordination of multidisciplinary collaboration.
8. Inclusive specifications of children and pupils with special needs according to the type of needs and support focusing on execution of multidisciplinary care.
9. Inclusive specifications of children and pupils with special needs according to the type of needs and support focusing on evaluation.
10. Inclusive specifications of children and pupils with special needs according to the type of needs and support focusing on job orientation.
11. Inclusive specifications of children and pupils with special needs according to the type of needs and support focusing on social inclusion and lifelong development.
12. Multidisciplinary support – development of specific skills of the multidisciplinary team member (development plan) in practicing facility.
13. Multidisciplinary support – auto-evaluation of specific skills

<b>Recommended or required literature:</b> Education as social construction: Contributions to theory, research and practice, Kenneth J. Gergen, Sheila McNamee a Eleftheria Tseliou, Publikácie inštitútu Taos, 2015, ISBN: 978-1-938552-42-7, online. Happily Different: Sustainable Educational Change A Relational Approach, Loek Schoenmakers, Ph.D., Publikácie inštitútu Taos, 2014, ISBN: 978-1-938552-20-5,					
<b>Language of instruction:</b> english					
<b>Notes:</b>					
<b>Course evaluation:</b> Assessed students in total: 25					
A	B	C	D	E	FX
8.0	40.0	20.0	16.0	16.0	0.0
<b>Name of lecturer(s):</b> PhDr. Oľga Okálová, PhD.					
<b>Last modification:</b> 14.07.2022					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: PhDr. Gabriela Siváková, PhD.					

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD113A/22	<b>Course title:</b> Pedagogical diagnosis of the pupil
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 2 / 1 <b>hours per semester:</b> 26 / 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 3	<b>Working load:</b> 75 hours
<b>Recommended semester/trimester:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Verification of the student's knowledge of pedagogical diagnostics will consist of a theoretical written examination (100%), for which 100 points can be obtained. A minimum of 93 points is required for an A grade, a minimum of 85 points for a B grade, a minimum of 77 points for a C grade, a minimum of 69 points for a D grade and a minimum of 60 points for an E grade. Course Assessment: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> - the student is able to use the basic terminology of the discipline of pedagogical diagnostics in the context of educational action - the student is able to understand the basic assumptions in the theory and practice of pedagogical diagnostics of children and youth - the student applies the acquired knowledge to the solution of specific problems in the classroom - the student is able to critically assess different approaches and contexts in education and training from the perspective of educational theory - the student is able to evaluate the contribution of educational theory in relation to the potential for personal development of children and young people - the student knows the basic principles of the process of educational management, has an overview of diagnostic methods aimed at an effective educational process	
<b>Course contents:</b> 1. Diagnostics as a part of cognitive, evaluative, categorization and decision-making process in everyday life. General and specific criteria. The meaning of diagnosis. 2. Basic concepts. Diagnosis and diagnosis. Diagnostic conclusions and prognosis. Diagnostic validation. Diagnostic model in the process of education. Stages of the diagnostic process.	

3. Standardized and non-standardized methods of diagnostic tools and methods. Educational and educational standards as an evaluation criterion? Static and dynamic (procedural) model of pedagogical diagnostics.
4. Diagnostics of the child in the educational process. Level of knowledge and skills, will and other personal characteristics, social behavior.
5. Diagnostics in extracurricular and educational process. Hygiene and social habits. Behaviour alone and in groups. Behaviour in stressful situations. Interests. Values and attitudes.
6. Specifics of assessment in the educational and upbringing process. Standards, forms and methods of assessment. The most common errors associated with the cognition and evaluation of the child. Minimisation of errors.
7. Observation (structured, unstructured, random), questionnaire, didactic test, analysis of the child's products, activity diagnostics, projective techniques, etc. Use of diagnostic sheets and scales.
8. Unstructured, semi-structured and structured interview. Quality question formulation as an important part of the teacher's competence.
9. Class (educational group) as an object of diagnostics. Diagnosing the classroom climate. Sociometry - possibilities and risks.
10. Self-diagnosis of the educator. Reflection and self-reflection. Self-diagnostic methods. Diagnostic and self-diagnostic competences of the teacher.

**Recommended or required literature:**

1. Babiaková, S.: Autoevalvácia školy a učiteľa. Banská Bystrica. Belanium, 2013. ISBN 978-80-557-0569-9
2. Gavora, P.: Akí sú moji žiaci? Pedagogická diagnostika žiaka. Bratislava: Práca, 1999 ISBN 80-7094-335-1.
3. Kompolt, P., Timková, B.: Pedagogická diagnostika a akčný výskum. Bratislava: UK, 2010. ISBN 80-223-2787-9
4. Kouteková, M.: Základy pedagogickej diagnostiky žiaka. Banská Bystrica: PF UMB, 2011. ISBN: 978-80-557-0148-6
5. Krejčová, L. Mertin, V.: Metody a postupy poznávaní žiaka. Pedagogická diagnostika. Bratislava: Wolters Kluwer, 2016. ISBN 978-80-755-2014-2
6. Zelinková, O.: Pedagogická diagnostika a individuálny vzdelávací program. Praha: Portál, 2011. ISBN 978-80-262-0044-4

**Language of instruction:**

Slovak

**Notes:**

**Course evaluation:**

Assessed students in total: 26

A	B	C	D	E	FX
19.23	15.38	19.23	7.69	23.08	15.38

**Name of lecturer(s):** PhDr. Gabriela Siváková, PhD., PaedDr. Andrej Hubinák, PhD.

**Last modification:** 21.08.2022

**Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD115B/22	<b>Course title:</b> Physical and health education
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 1 / 1 <b>hours per semester:</b> 13 / 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 3	<b>Working load:</b> 75 hours
<b>Recommended semester/trimester:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Verification of the extent to which the student has acquired the relevant knowledge, skills and competences is carried out on the basis of theoretical and practical examinations during semester teaching of the course. Theoretical knowledge - knowledge test in didactics of physical and sport education of children of physical education and sport of younger school age. Project of a lesson of physical and sport education - project elaboration lesson on a given topic and year, with the setting of educational objectives and the selection of Adequate means of movement (50% of the total course grade). Practical student's output - realization of the developed project. Preparation and implementation of the project on pedagogical practice (50% of the total course grade). Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%-0%	
<b>Learning outcomes of the course:</b> After completing the course, the student will acquire the following knowledge, skills and competences: - the student acquires (in terms of knowledge) knowledge of the objectives of pupils' education in the field of physical and sport education in primary education; knowledge of the procedures and peculiarities in knowledge of physical education of pupils of younger school age, - the student acquires the ability (in terms of understanding) to explain and demonstrate the objectives of physical education in primary education; to identify the specific characteristics of pupils of individual grades in terms of motor learning,	

- the student will acquire the ability (in terms of application, evaluation and creation) to apply optimal strategy of action in the didactic process in physical and sport education; to apply practical skills in the preparation of the educational project and its implementation; to evaluate the level and quality of pupils' exercise, - the student within the professional teaching practice is able to analyze pedagogical situations, contained in the teaching of physical and sport education; the selection of teaching methods, forms and strategies. Can assess the suitability of the designed teaching tasks, methods, strategies, forms and activities in the didactic process in physical and sport education; Can evaluate the quality of own practice and practice of pupils and colleagues with the result of optimization and correction of didactically erroneous moments; Can create a sample project of physical and sport education.

#### **Course contents:**

Didactics of physical and sport education as a scientific discipline.

2. Investigating the development and evaluation of education and training in physical and sport education.

3. Physical, functional, locomotor and social development of man by means of physical and sport education. Designing in physical and sport education.

4. Specific features of teaching the subject of physical and sport education.

5. Terminology of physical exercises.

6. Movement means of physical and sport education.

7. Educational standards in physical and sport education.

8. Creation of plans.

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

BENDÍKOVÁ, E. 2012. Kapitoly z didaktiky školskej telesnej a športovej výchovy. Banská Bystrica: FHV, 2012. ISBN 978-80-554-0487-5.

FELIX, K., ŠIMONEK, J., VEISOVÁ, M., HALMOVÁ, N. 2013. Metodická príručka telesnej výchovy pre materské školy a 1. stupeň základných škôl. Bratislava: AT PUBLISHING, 2013. ISBN 978-80-88954-62-2-0.

KOLEKTÍV AUTOROV. 2020. 100 pohybových hier. Dr. Josef Raabe Slovensko, s.r.o, 2020. ISBN 978-80-8140-410-8.

PEREČINSKÁ, K. a kol. 2019. Odborná komunikácia v telesnej výchove a vybraných športoch. Prešov: Prešovská univerzita, 2019. ISBN 978-80-555-2154-1. Dostupné na: <https://www.pulib.sk/web/kniznica/elpub/dokument/Perecinska1>

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

Slovak

#### **Notes:**

#### **Course evaluation:**

Assessed students in total: 0

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

**Name of lecturer(s):** PaedDr. Andrej Hubinák, PhD., doc. Mgr. Nadežda Novotná, PhD.

**Last modification:** 23.08.2022

#### **Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.



## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD112A/22	<b>Course title:</b> Prevention of socio-pathological phenomena for pedagogues
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture <b>Recommended study range:</b> <b>hours weekly:</b> 2 <b>hours per semester:</b> 26 <b>Teaching method:</b> on-site	
<b>Credits:</b> 4	<b>Working load:</b> 100 hours
<b>Recommended semester/trimester:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Prerequisites: During the semester, the student actively works in class, designs and presents preventive activities on the chosen topic in the scope of 1 class period, passes one midterm test and a final written exam. The final grade will be based on the total number of points obtained from the midterm assessment (max. 50 points) and the final written exam (max. 50 points). Course grade: A - 100%-93%, B - 92%-85%, C - 84%-77%, D - 76%-69%, E - 68%-60%, Fx - 59%- 0% Verification of the student's acquisition of the relevant knowledge, skills and competences is based on active work in class, design and presentation of preventive activities on the selected topic in the scope of 1 lesson and written examinations.	
<b>Learning outcomes of the course:</b> Course Objective: The aim of the course is to provide basic theoretical knowledge in the field of socio-pathological phenomena, as well as basic tools for monitoring and diagnosis of problematic and risky behaviour of pupils, intervention and forms and methods of prevention in school and in education outside the classroom. Learning outcomes After completing the course, the student has knowledge in the field of socio-pathological phenomena and prevention in school and education outside the classroom. The student knows the specifics of diverse social groups and risks of the social environment, and is able to plan and implement effective prevention. The student is able to recognise socio-pathological manifestations of pupils' behaviour, as well as risky or problematic behaviour of pupils, and is able to include effective primary prevention activities in the classroom in a targeted manner. Can plan, design and manage the formation of a target group and effectively implement prevention activities. Possess the competences to cooperate effectively with parents, social environment and professionals in the prevention of risky and problematic behaviour of pupils. Is able to record, analyse and deal with diverse pedagogical situations.	

The acquired theoretical knowledge will enable the student to implement effective prevention as well as to deal with problematic and risky behaviour of pupils.  
The student will be able to apply the theoretical knowledge to preventive activities with pupils.  
He/she can process the acquired knowledge, use it in communication with professionals and in his/her further education.

#### **Course contents:**

Brief outline of the course:

1. Basic terminological apparatus (social pathological phenomenon, social deviation, socially undesirable phenomena, normality).
2. Characteristics, historical aspects and current status of social pathological phenomena
3. Etiology of socio-pathological phenomena.
4. Characteristics of the most widespread behavioral problems in children and youth, current trends.
5. Primary, secondary and tertiary prevention, prevention of victimization.
6. EU and Slovak strategic documents in the field of prevention. School documents. Subjects and objects of prevention.
7. The school's position in prevention, forms and methods of prevention, the school's plan of preventive activities. Prevention outside school hours.
8. Effectiveness of prevention. Monitoring of risky and problematic behaviour of pupils.
9. Capacities and competences of pedagogical and professional staff in the field of school prevention. The role of the educator in the prevention of socio-pathological phenomena (e.g., school kindergarten, CVC).
10. School cooperation with professionals in prevention and problem solving.
11. Cooperation of the school with the family in the prevention and resolution of problem behaviour.
12. Addressing behavioural problems in children and young people.

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

- EMMEROVÁ, I. 2019. Prevencia v škole a nové trendy rizikového a problémového správania žiakov. Ružomberok : 2019, 124 s. ISBN 978-80-561-0656-3.
- EMMEROVÁ, I. 2012. Preventívna a sociálno-výchovná práca s problémovými deťmi a mládežou. Banská Bystrica : 2012, 142 s. ISBN 978-80-557-0463-0.
- EMMEROVÁ, I. 2011. Aktuálne otázky prevencie problémového správania u žiakov v školskom prostredí. Banská Bystrica : 2011, 140 s. ISBN 978-80-557-212-4.
- EMMEROVÁ, I. 2018. Riešenie rizikového a problémového správania u detí a mládeže a možnosti školských sociálnych pedagógov. In: Acta sociopathologica V. Hradec Králové : 2018, s. 64 – 76. ISBN 978-80-7435-713-8.
- EMMEROVÁ, I. 2007. Prevencia sociálnopatologických javov v školskom prostredí. Banská Bystrica : 2007, 129 s. ISBN 978-80-8083-440-1.
- ONDREJKOVIČ, P. a kol. 2009. Sociálna patológia. Bratislava : 2009, 577 s. ISBN 978-80-224-1074-8.
- CITTERBERGOVÁ, G. 2016. Primárna prevencia sociálno-patologických javov v školských kluboch detí. In: Zborník vedeckovýskumných prác Katedry pedagogiky (12). Banská Bystrica: 2016, s. 70 – 77. ISBN 978-80-557-1145-4.
- PROCHÁZKA, M. 2019. Metodik prevence a jeho role na základní škole. Praha : 2019, 123 s. ISBN 978-80-88290-28-5.
- BĚLÍK, V., HOFERKOVÁ, S. 2016. Prevence rizikového chování ve školním prostředí. Pro studenty pomáhajících oborů. Hradec Králové : 2016, 141 s. ISBN 978-80-263-1015-0.
- www.minedu.sk, www.cvtisr.sk

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

slovak

<b>Notes:</b>					
<b>Course evaluation:</b> Assessed students in total: 20					
A	B	C	D	E	FX
15.0	20.0	40.0	10.0	10.0	5.0
<b>Name of lecturer(s):</b> prof. PhDr. Ingrid Emmerová, PhD.					
<b>Last modification:</b> 22.07.2022					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: PhDr. Gabriela Siváková, PhD.					

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD101B/22	<b>Course title:</b> Proseminar in Pedagogy
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 1 / 1 <b>hours per semester:</b> 13 / 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 3	<b>Working load:</b> 75 hours
<b>Recommended semester/trimester:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Elaboration of a semester project. The student can obtain a maximum of 100 points, to pass the course it is necessary to obtain a minimum of 60 points. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> After completing the course, the student will acquire the following knowledge, skills and competences: - acquisition of basic knowledge in the field of disciplinary primary and secondary sources of information, knowledge in the processing and use of disciplinary information - skills in the practical skills of searching, researching, creating - practical application of STN ISO 680	
<b>Course contents:</b> 1. College self-study and undergraduate metacognition. 2. Libraries, study and information centres, and other relevant sources of union information. 3. Typology of textual documents in the field and their characteristics. 4. Computer-assisted survey of the disciplinary literature. 5. Creation of notes and extracts from literary and personal sources of information. Sorting useful disciplinary information. 6. Model exercises to develop practical skills in searching, processing, and using union information at the college level. 7. Updates in intellectual work techniques, self-study, metacognition, and student creativity in the field. 8. STN ISO 680.	

<b>Recommended or required literature:</b> Norma STN ISO 680 Smernica dekana o ukončení štúdia na PF KU 10/2021 - prílohy - aktualizácia					
<b>Language of instruction:</b>					
<b>Notes:</b>					
<b>Course evaluation:</b> Assessed students in total: 12					
A	B	C	D	E	FX
58.33	8.33	8.33	16.67	8.33	0.0
<b>Name of lecturer(s):</b> PhDr. Slavomíra Bellová, PhD.					
<b>Last modification:</b> 31.07.2022					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: PhDr. Gabriela Siváková, PhD.					

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD103A/22	<b>Course title:</b> Prosocial education
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 1 / 2 <b>hours per semester:</b> 13 / 26 <b>Teaching method:</b> on-site	
<b>Credits:</b> 4	<b>Working load:</b> 100 hours
<b>Recommended semester/trimester:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> During the semester, the student demonstrates theoretical knowledge about prosocial behavior, primarily by direct application, within the assigned tasks and exercises. In the interactive twelve-hour training, he has the opportunity not only to acquire new, but also to strengthen already acquired social-emotional skills, which he needs for his didactic practice. Final assessment: cumulative percentage gain on practical skills (100%). Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
<b>Learning outcomes of the course:</b> The aim of the subject is to provide basic theoretical knowledge and practical skills for ensuring modern prosocial and socio-emotional education in kindergartens, primary and secondary schools. Education results (knowledge, skills and competences): <ul style="list-style-type: none"> <li>- The student will be able to define prosocial factors that enter into the interactions between teacher - child/student - family - and the wider support community.</li> <li>- He will master the methodology of the comprehensive "Safe School" concept.</li> <li>- He will have an overview of all levels and forms of prosocial education and direct social-emotional support of the school community based on the principles of Kids Skills, cooperative management of positive change, multidisciplinary, the PBIS system, etc.</li> <li>- Can identify, self-present and support basic and advanced self-skills, also guide or strengthen the entire educational community in their lifelong training in an appropriate way.</li> <li>- He will be able to flexibly use social-emotional concepts and transform them into lifelong competences in the entire educational process where he directly works.</li> <li>- Will be able to effectively solve problems and conflicts with a solution-oriented approach.</li> <li>- Will be able to design, manage and evaluate a targeted well-being concept/program in kindergartens, primary and secondary schools while respecting diverse individuals and their differences.</li> </ul>	

Verification of the level of acquired knowledge, skills and competences:

Verification of the degree of acquisition of the relevant knowledge, skills and competencies of the student is carried out on the basis of a comparison of the specific competence profile of the student with the profile of the practitioner. As assessment methods, we use: reflection, valid standards and continuous assessment by the teacher.

**Course contents:**

Prosocial behavior

1. Introduction to the issue;
2. Factors of prosocial education;
3. Self-esteem, self-evaluation;
4. Communication: Appreciative Inquiry;
5. Uniqueness, creativity and initiative;
6. Expression and perception of feelings: empathy, assertiveness;
7. Prosocial patterns: desired, real and unrealistic;
8. Cooperation, co-creation, positive assessment styles;

Social-emotional learning, skills and education in educational practice

1. Module 1 – What is a safe school (well-being)?;
2. Module 2 – Self-management;
3. Module 3 – Kids Skills;
4. Module 4 – Resilience;
5. Module 5 – Relationship skills;
6. Module 5 – Self-evaluation;
7. Module 6 – Inclusive legislation.

**Recommended or required literature:**

- ADAMS, M. 2016. Coaching Psychology in Schools. New York: Routledge, Taylor & Francis Group. 77 s. ISBN 978-1-138-77601-2.
- GERGEN, K. J. 2009. Relational Being. New York: Oxford University Press.
- BEDNAŘÍK, A. 2004. Životné zručnosti a ako ich rozvíjať. 1. vyd. Bratislava: Nadácia pre deti Slovenska. 231 s. ISBN 80-969209-5-2.
- BRÉDA, J., ČAPEK, R., DANDOVÁ, E. a kol. 2017. Třídní učitel jako kouč. Praha: Raabe s.r.o. 113 s. ISBN 978-80-7496-293-6.
- FURMAN, B. 2010. Kids 'Skills: Stories of playful and practical solution- finding with children. Bendigo: St. Luke's Innovative Resources. 123 s. ISBN 978-192094543-5.
- JABLONSKÝ, T., Podmanický, I., Brestovanský, M. et al. 2014. Prosociálnosť a etická výchova: skúsenosti a perspektívy. - [1. vyd.]. - Trnava : Typi Universitatis Tyrnaviensis, - 300 s. - ISBN 978-80-8082-804-2.
- JABLONSKÝ, T. 2008. Rozvíjanie prosociálnosti a kooperácie u detí ako predpoklad budovania pozitívnych medziľudských vzťahov. In: Mládež a hodnoty 2008. Olomouc: CMTF UP, s. 73-79. ISBN 978-80-244-2142-1.
- JABLONSKÝ, T. 2001. Analýza fáz výchovného pôsobenia na hodine etickej výchovy. In: ACTA Facultatis Pedagogicae Universitas Tyrnaviensis, séria D – vedy o výchove a vzdelávaní. Trnava: Trnavská univerzita, s. 25-29. ISBN 80-89074-12-X.
- JABLONSKÝ, T., KOLIBOVÁ D., MATÚŠOVÁ S. 2012. European Values and Cultural Heritage - a New Challenge for Primary and Secondary School Education. 1st. edition. Debrecen : University of Debrecen, - 221 s. - ISBN 978-963-08-4634-9.
- JABLONSKÝ, T., MATÚŠOVÁ, S., KOLIBOVÁ, D. 2012. Učiteľ a európske hodnoty : teoreticko-odborná príručka k poňatiu európskych hodnôt a kultúrneho dedičstva v kontinuálnom vzdelávaní pedagogických zamestnancov 1. vyd. - Ružomberok : Verbum – vydavateľstvo Katolíckej univerzity v Ružomberku, - 142 s. - ISBN 978-80-8084-943-6.
- OKÁLOVÁ, O. 2021. Bezpečná škola. Inštitút dialogických praxí, Ružomberok.
- KRČAHOVÁ, E., ŠESTÁKOVÁ, S. 2013. Tvorba individuálnych výchovno-vzdelávacích plánov pre žiakov so špeciálnymi výchovno-vzdelávacími potrebami. 1. vydanie. Bratislava: MPC Bratislava. 44 s. ISBN 978-80-8052-511-8.

**Language of instruction:**

Slovak

**Notes:****Course evaluation:**

Assessed students in total: 10

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

**Name of lecturer(s):** PhDr. Oľga Okálová, PhD., prof. PaedDr. Tomáš Jablonský, PhD.**Last modification:** 24.08.2022**Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.



## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD104B/22	<b>Course title:</b> Public Administration and Educational System
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture <b>Recommended study range:</b> <b>hours weekly:</b> 2 <b>hours per semester:</b> 26 <b>Teaching method:</b> on-site	
<b>Credits:</b> 3	<b>Working load:</b> 75 hours
<b>Recommended semester/trimester:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Full-time and part-time form of study - active participation in lectures - final test: the student can obtain a maximum of 100 points, to pass the course it is necessary to obtain a minimum of 69 points Course evaluation: A - 100%-94% B - 93%-88% C - 87%-81% D - 80%-75% E - 74%-69% Fx - 68%-0%	
<b>Learning outcomes of the course:</b> Gain knowledge in several fundamental areas and characteristics of public administration, of which the political, managerial, organisational and ethical dimensions are important aspects. To acquire knowledge concerning public administration as an object of scientific inquiry and as a field of study. The student will be able to find answers to the basic tasks of educational administration and will be able to orient himself/herself in the technical-organisational principles of the construction of public administration.	
<b>Course contents:</b> The multiple meanings of the term public administration. Public administration as an object of scientific investigation. Public administration as a field of study. State administration. Self-government. Public institutions (corporations). Technical-organizational principles of construction of public administration. Definition and basic tasks of education administration. Exercise of state administration in education and school self-government. School self-government. Universities.	

**Recommended or required literature:**

1. Obdržálek, Z.: Škola a jej manažment. Bratislava, Univerzita Komenského, 2002.
2. Obdržálek, Z. – Horvathová, K.: Organizácia a manažment školstva. Bratislava, SPN, 2004.
3. Průcha, J.: Srovnávací pedagogika. Praha, Portál, 2006.
4. Průcha, J.: Vzdělávání a školství ve světě. Praha, Portál, 1999.
5. Klimovský, D.: Základy verejnej správy. Bratislava, Wolters Kluwer, 2014.

**Language of instruction:**

Slovak

**Notes:****Course evaluation:**

Assessed students in total: 14

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

**Name of lecturer(s):** PhDr. Slavomíra Bellová, PhD.

**Last modification:** 23.08.2022

**Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD115A/22	<b>Course title:</b> School management and legislation
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture <b>Recommended study range:</b> <b>hours weekly:</b> 1 <b>hours per semester:</b> 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 2	<b>Working load:</b> 50 hours
<b>Recommended semester/trimester:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> The condition for passing the subject is theoretical knowledge of the basic functions and systems of school management with an emphasis on the processes of education and school management and of legal regulations in the field of education management. Final assessment: the student prepares a seminar paper in the field of school management and legislation. Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
<b>Learning outcomes of the course:</b> The aim of the subject is to know the starting points and current trends in education and school management and to know the structure of legal regulations in the field of education and training. Education results (knowledge, skills and competences): - Know the relationships between the control system and the controlled system of the school or school facility - To acquire knowledge in the field of planning, organizing, management and control process - Know the starting points and current trends in human resource management, know the areas of human resource management - Understand the process of managing a school or school facility - Know how to search for a legal regulation, including its temporal versions, through the public administration information system – Slov-Lex Verification of the level of acquired knowledge, skills and competences: In order to verify the degree of acquisition of relevant knowledge, skills and competence of the student, colloquia will be held within the lectures.	
<b>Course contents:</b> 1. Management and school management (their characteristics)	

2. Planning in terms of schools and school facilities
3. Strategic planning
4. Organizational processes, structure and organizational division
5. Human resources management
6. School marketing
7. Control activity, external versus internal evaluation
8. Generally binding legal regulations
9. Rules for creating internal guidelines related to the management of schools and school facilities

**Recommended or required literature:**

PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov. Bratislava: UK 2014. 228 s. ISBN 9788022336215.

HORVÁTHOVÁ, K., MANNIOVÁ, J. 2008. Úvod do školského manažmentu. Bratislava: 2008. ISBN 978-80-969178-660.

HORVÁTHOVÁ, K. 2010. Kontrola a hodnotenie v školskom manažmente. Bratislava: IURA EDITION, 2010. ISBN 978-80-8078-329-7.

OBDRŽÁLEK, Z. 2011. Reflexia školského manažmentu a vzdelávania školských manažérov. Bratislava: IURA EDITION, 2011. ISBN 978-80-8078-397-6.

JABLONSKÝ, T., MATÚŠOVÁ, S. 2012. Vzdelávacia politika Európskej únie. Ružomberok : Verbum - vydavateľstvo Katolíckej univerzity v Ružomberku, 2012. - 207 s. ISBN 978-80-8084-905-4.

JABLONSKÝ, T., PISOŇOVÁ, M. 2011. (Old) new approaches to the implementation of the vocational education I. In: Technológia vzdelávania : vedecko-pedagogický časopis. - ISSN 1335-003X. - Roč. 19, č. 9 (2011), s. 6-10.

JABLONSKÝ, T. 2017. Vzdelávanie a školstvo - výzvy, sklamania, očakávania = Education and School System - Challenges, Disappointments, Expectations. In: Studia Scientifica Facultatis Paedagogicae : Universitas Catholica Ružomberok. - ISSN 1336-2232, Roč. 16, č. 1 (2017), s. 13-18.

Právne predpisy v oblasti regionálneho školstva (Slov-Lex).

**Language of instruction:**

Slovak

**Notes:**

**Course evaluation:**

Assessed students in total: 25

A	B	C	D	E	FX
28.0	40.0	20.0	8.0	0.0	4.0

**Name of lecturer(s):** prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Ján Kamod'a, PhD.

**Last modification:** 24.08.2022

**Supervisor(s):**

Person responsible for the delivery, development and quality of the study programme:  
PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD105B/22	<b>Course title:</b> School systems abroad
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture <b>Recommended study range:</b> <b>hours weekly:</b> 2 <b>hours per semester:</b> 26 <b>Teaching method:</b> on-site	
<b>Credits:</b> 3	<b>Working load:</b> 75 hours
<b>Recommended semester/trimester:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> During the semester, the student demonstrates his theoretical and practical knowledge of the subject area. Final evaluation: final test: the student can get max. 100 points Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
<b>Learning outcomes of the course:</b> The aim of the subject is to present basic theoretical knowledge of school systems abroad, their effectiveness, mutual comparison. Learning outcomes: After completing the subject, the student will acquire the following knowledge, skills and competences: - knows the complex of tasks and activities that belong to the school and the school system in the new conditions of a democratic society, - possesses relevant knowledge concerning school systems abroad, - knows the theoretical starting points for the study of school systems from the point of view of various philosophical trends, - knows how to navigate school and educational systems.	
<b>Course contents:</b> Characteristics of the school institution and characteristics of the school system and educational system. Functions of the school. Autonomy and self-governance in education. School culture. Views of different philosophical directions on the position and function of the school. School systems abroad. Structural issues of school systems in international comparison.	

**Recommended or required literature:**

OBDRŽÁLEK, Z. 2002. Škola a jej manažment. Bratislava: Univerzita Komenského, 2002.  
OBDRŽÁLEK, Z., HORVÁTHOVÁ, K. 2004. Organizácia a manažment školstva. Bratislava: SPN, 2004.  
PRŮCHA, J. 2006. Srovnávací pedagogika. Praha: Portál, 2006.  
PRŮCHA, J. 1999. Vzdělávání a školství ve světě. Praha: Portál, 1999.  
JABLONSKÝ, T., PUNČOVÁ, A. 2020. Singapurský vzdelávací systém - relevantnosť učiteľskej profesie In: Studia Scientifica Facultatis Paedagogicae. Ružomberok: Katolícka univerzita v Ružomberku. VERBUM, 2020, roč. 19, č. 1, s. 184-191.

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

Assessed students in total: 12

A	B	C	D	E	FX
91.67	8.33	0.0	0.0	0.0	0.0

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

**Last modification:** 24.08.2022

**Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD106A/22	<b>Course title:</b> Social Pedagogy
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 2 / 1 <b>hours per semester:</b> 26 / 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 5	<b>Working load:</b> 125 hours
<b>Recommended semester/trimester:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Course completion requirements and method of verification of acquired knowledge, skills and competences: Continuous assessment: case study: 0-10 points, seminar work: 0-15 points, active participation in lectures and exercises: 10 points, continuous test: 0-15. Final assessment: preparation of a practical assignment on a given topic and its submission by e-mail: 0-50 points . Intermediate and final assessment = 100 points in total. The final grade will be based on the total number of points obtained from the mid-term and final assessment. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0% Verification of the student's acquisition of relevant knowledge, skills and competencies is based on active work in class, presentation of seminar work and written examinations.	
<b>Learning outcomes of the course:</b> Course Objective: The aim of the course is to provide basic theoretical knowledge in the field of social pedagogy and the profession of a social pedagogue, so that after completing the course the student has knowledge about social aspects of personality development, knows and understands the process of socialization in broader social science contexts, as well as the issue of socialization disorders and the possibility of prevention. Learning outcomes - The student will understand the nature and causes of the emergence of social pedagogical thinking in Europe in a historical context and its focus in the present. The student will learn the specifics of the emergence and development of social pedagogy in Slovakia. The student is able to characterize the subject of social pedagogy and its relationship to other sciences.	

- Knows the importance of the social environment for human beings and its relationship to education, also knows the specifics of socio-educational work in the family and school, from the aspect of social pedagogy.
- He/she acquires knowledge of the social aspects of individual development. He is able to analyse and distinguish positive and negative influences of the social environment in which pupils live and to propose preventive and compensatory activities to eliminate negative influences.
- Knows and understands the socialisation process in a broader social science context, as well as possible socialisation disorders. Has knowledge of socialisation factors and their impact on the personality of the pupil.
- Applies acquired theoretical knowledge in analysing the impact of socialisation factors on the pupil, especially the family, school, peers and mass media. Applies acquired theoretical knowledge in the analysis of the influence of family and school on the deviant development of the pupil. The student is able to create a socio-pedagogical case study of a pupil with risky or problematic behaviour.
- Is able to assess the occurrence of negative phenomena in the school environment and propose solutions. Can record, analyse and solve diverse pedagogical situations.
- Acquired theoretical knowledge will enable the student to solve problems effectively, manage effective communication with pupils, parents and professionals. The student is able to work effectively as a team member and manage individuals and groups. The student is able to positively modify behavior and personal development.
- He/she is able to process the acquired knowledge and use it in his/her further education.

#### **Course contents:**

Brief outline of the course:

Brief development of social pedagogical thinking in Europe up to the 1840s. Selected socio-pedagogical concepts (J. L. Vives, J. H. Pestalozzi, R. Owen, etc.). The influence of sociology on pedagogical thinking from the 1840s onwards. Origin and development of social pedagogy in Europe, theoretical and socio-political reasons for the emergence of social pedagogy, directions of social pedagogy in Germany. The focus of social pedagogy in the 19th and 20th centuries.

Origin and brief development of social pedagogy in Slovakia. Slovak social pedagogy before 1989, in the transition period and at present.

Characteristics and subject of social pedagogy, its understanding in our country and abroad.

Relationship of social pedagogy to social work and leisure time pedagogy.

Social aspects of the environment, the relationship between the environment and education from the aspect of social pedagogy. Influence of the social environment on the emergence of socio-pathological phenomena in children and youth, prophylaxis and compensation of undesirable influences in the social environment.

Socialization. Socialization and education. Socialization factors. Socialization disorders, desocialization, resocialization.

Social aspects of the family. Family as a subject of interest of social pedagogy, social-educational work with family, socialization disorders in family, family and socio-pathological phenomena.

Social aspects of school. Characteristics and functions of school, social-educational work in school from the aspect of the function of social pedagogue, system of educational counselling and prevention in schools and school institutions.

The social pedagogue, his professional competences in schools and school establishments.



**Recommended or required literature:**

- EMMEROVÁ, I. 2019. Prevencia v škole a nové trendy rizikového a problémového správania žiakov. Ružomberok : 2019.
- EMMEROVÁ, I. 2016. School preventive socio-educational work of social pedagogues in the Slovak Republic and an outline of their activities in the other V4 countries. In: The New Educational Review. 2016, č. 4.
- EMMEROVÁ, I. 2019. Spoločenská podmienenosť výskytu sociálnych deviácií a aktuálne trendy problémového správania detí a mládeže In: Mládež a spoločnosť. 2019, č. 3-4, s. 16-24.
- EMMEROVÁ, I. 2021. Šikanovanie a kyberšikanovanie žiakov – prevencia v základných a stredných školách. In: Manažment školy v praxi. 2021, č. 5, s. 26 – 29.
- HRONCOVÁ, J., EMMEROVÁ, I. a kol. 2009. Sociálna pedagogika – vývoj a súčasný stav. Banská Bystrica : 2009.
- EMMEROVÁ, I. 2012. Preventívna a sociálno-výchovná práca s problémovými deťmi a mládežou. Banská Bystrica : 2012.
- EMMEROVÁ, I. 2018. Riešenie rizikového a problémového správania u detí a mládeže a možnosti školských sociálnych pedagógov. In: Acta sociopathologica V. Hradec Králové : 2018.
- HRONCOVÁ, J., EMMEROVÁ, I. a kol. 2012. Sociálny pedagóg v škole. Banská Bystrica : 2012.
- HRONCOVÁ, J., EMMEROVÁ, I., KRAUS, B. a kol. 2007. Dejiny sociálnej pedagogiky. Banská Bystrica : 2007.
- DANEK, J. 2018. Osobnosť, spoločnosť, výchova. Nadlak : 2018.
- KRAUS, B. 2014. Základy sociálnej pedagogiky. 2. vyd. Praha : 2014.
- BAKOŠOVÁ, Z. a kol. 2011. Teórie sociálnej pedagogiky. Bratislava : 2011.
- PROCHÁZKA, M. 2012. Sociální pedagogika. Praha: 2012.
- KRAUS, B. 2015. Sociální deviance v transformaci společnosti. Hradec Králové : 2015.
- HATÁR, C. 2006. Sociálna pedagogika, sociálna andragogika a sociálna práca v kontexte teoretických, profesijných a vzťahových reflexií. Nitra : 2006.

**Language of instruction:**

slovak

**Notes:****Course evaluation:**

Assessed students in total: 10

A	B	C	D	E	FX
10.0	30.0	40.0	10.0	10.0	0.0

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

**Last modification:** 22.07.2022

**Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD102A/22	<b>Course title:</b> Sociological aspects of education
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture <b>Recommended study range:</b> <b>hours weekly:</b> 2 <b>hours per semester:</b> 26 <b>Teaching method:</b> on-site	
<b>Credits:</b> 5	<b>Working load:</b> 125 hours
<b>Recommended semester/trimester:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Course completion requirements and method of verification of acquired knowledge, skills and competences: During the semester the student actively works in class, develops and presents a seminar paper on the assigned topic, passes one midterm test and a final written exam. The final grade will be based on the total number of points obtained from the midterm assessment (max. 50 points) and the final written exam (max. 50 points). Verification of the extent to which the student has acquired the relevant knowledge, skills and competences is based on active work in class, presentation of seminar work and written examinations. Course objective: The aim of the course is to provide basic theoretical knowledge in the field of sociological aspects of education, so that after completing the course the student has knowledge of the social aspects of individual development, knows and understands the process of socialization in a broader social science context.	
<b>Learning outcomes of the course:</b> Learning outcomes The student has acquired knowledge of the social aspects of individual development. He/she has an overview of the social structure of society, its statics and dynamics. The student knows and understands the socialization process in a broader social science context, as well as possible disorders of socialization. Has knowledge of socialisation factors and their influence on the personality of the pupil. Is able to record, analyse and deal with a variety of pedagogical situations. Applies the theoretical knowledge acquired in analysing the impact of socialisation factors on the pupil, especially the family, school, peers and the mass media. Acquired theoretical knowledge will enable the student to solve problems effectively, to master effective communication with pupils, parents and professionals. The student is able to work effectively as a team member and manage individuals and groups. The student is able to positively modify behavior and personal development. He/she is able to process the acquired knowledge and use it in his/her further education.	

**Course contents:**

1. Society and its components.
2. Sociological approaches to education and training. Pedagogical-sociological concepts.
3. Society and education. The influence of society on education and the influence of education on society. Society and education in the present.
4. Socialization of personality.
5. Socialization factors and the course of socialization.
6. Disorders of socialization.
7. Social aspects of the environment, the relationship between the environment and education. Influence of the social environment on the emergence of socio-pathological phenomena in children and youth, prevention.
8. Social aspects of the family. Functions of the family. Family as a social institution.
9. Social aspects of school. Characteristics and functions of school, social and educational work in school.
10. Cooperation between school and family.
11. Media and their influence. Modern information technologies - their benefits and risks.
12. Sociological aspects of childhood and youth. Current situation, current needs and trends.

**Recommended or required literature:**

Odporúčaná literatúra:

EMMEROVÁ, I. 2019. Prevencia v škole a nové trendy rizikového a problémového správania žiakov. Ružomberok : 2019, 124 s. ISBN 978-80-561-0656-3.

EMMEROVÁ, I. 2012. Preventívna a sociálno-výchovná práca s problémovými deťmi a mládežou. Banská Bystrica : 2012, 142 s. ISBN 978-80-557-0463-0.

HRONCOVÁ, J., EMMEROVÁ, I., HRONEC, M. 2016. Sociológia výchovy a sociálna patológia. Žilina : 2016, 269 s. ISBN 978-80-554-1186-6.

HRONCOVÁ, J., EMMEROVÁ, I. a kol. 2009. Sociálna pedagogika – vývoj a súčasný stav. Banská Bystrica : 2009, 276 s. ISBN 978-80-8083-819-5.

DANEK, J. 2018. Osobnosť, spoločnosť, výchova. Nadlak : 2018, 211 s. ISBN 978-973-107-127-5.

ONDREJKOVIČ, P. 2004. Socializácia v sociológii výchovy. Bratislava : 2004, 197 s. ISBN 80-224-0781-X.

PROCHÁZKA, M. 2012. Sociální pedagogika. Praha : 2012, 208 s. ISBN 978-80-247-3470-5.

KRAUS, B. 2015. Sociální deviace v transformaci společnosti. Hradec Králové : 2015, 211 s. ISBN 978-80-7435-575-2.

**Language of instruction:**

slovak

**Notes:****Course evaluation:**

Assessed students in total: 11

A	B	C	D	E	FX
45.45	0.0	9.09	18.18	9.09	18.18

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

**Last modification:** 22.07.2022

**Supervisor(s):**

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



## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD103B/22	<b>Course title:</b> Somatic development of the child
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture <b>Recommended study range:</b> <b>hours weekly:</b> 2 <b>hours per semester:</b> 26 <b>Teaching method:</b> on-site	
<b>Credits:</b> 3	<b>Working load:</b> 75 hours
<b>Recommended semester/trimester:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> During the semester, students take one partial test focused on practical skills and at the end of the semester, a final exit written test. The final assessment will be the sum of the points obtained from both tests. Evaluation criteria: The final evaluation will be the sum of the points obtained from the partial (max. 30 points) and final (max. 70 points) written test.	
<b>Learning outcomes of the course:</b> After completing the course Somatic development of the child, the student will acquire the following knowledge, skills and competencies: <b>Acquired knowledge:</b> The student knows the individual stages of human ontogenesis and their critical characteristics The student knows the anatomy and physiology of individual organ systems and their specificities in early ontogeny. The student understands the principles of the biological fundamentals of life-threatening conditions and the consequences resulting from damage to individual systems. <b>Skills Acquired:</b> The student can effectively and creatively apply the acquired knowledge, experience and skills in the teaching profession within the cross-cutting theme of Life and Health Protection in accordance with the NEP ISCED°1, 2 and 3. The student can analyse internal and external factors affecting growth and development. The student can distinguish between pathological factors affecting in the prenatal, perinatal and postnatal period and identify the possibilities of eliminating their effect. The student can integrate and process newly acquired knowledge, information and experience for the healthy development of children in the school environment as well as his own children. <b>Acquired competences:</b> Acquired theoretical knowledge will enable the student to effectively create a healthy living and working environment for the pupils at schools. The student is able to manage his activities, solve problems, coordinate and individualize procedures with regard to the somatic specificities of individual age categories of pupils.	

The student can use the acquired knowledge in emergency situations and also in the context of future teaching profession

**Course contents:**

1. Individual stages of human ontogenesis
2. Characteristics of somatic stages of human development, early stages of development
3. Processes growth and development and the factors influencing them
4. Characteristics of the structure and function of the skeletal and muscular system and their specifics in early ontogeny
5. Characteristics of the structure and function of the circulatory, respiratory, digestive and urinary system and their specifics in early ontogeny
6. The human regulatory system and its specifics in early ontogeny
7. Human reproductive system, fertilization and factors affecting fertility and the developing fetus
8. Introduction to first aid (legislation, basic principles of first aid, first aid kit requirements)
9. Life-threatening conditions - causes, unconsciousness, disorders of airway patency, acute cardiac events, shock, cardiopulmonary resuscitation
10. Injuries, bleeding and wounds.
11. Intoxication
12. Disorders of the nervous system (convulsions, strokes, mental disorders). Metabolic causes of health damage (hypoglycaemia). Sudden abdominal events.
13. External causes of health damage - burns, frostbite, electric shock, drowning, animal bite

**Recommended or required literature:**

MATEJOVIČOVÁ, B., a kol. 2014: Biológia dieťaťa a školské zdravotníctvo, FPV UKF, ISBN 9788055806716 MATEJOVIČOVÁ, B. a kol. 2020: Biológia dieťaťa predškolského a mladšieho školského veku. ISBN 9788055814568 MacGREGOR, J. 2008: Introduction to the Anatomy and Physiology of Children. A guide for students of nursing, child care and health. Routledge, New York. ISBN 0203929314 PEATE, I, GORMLEY-FLEMING, E. 2015: Fundamentals of children's anatomy and physiology: a textbook for nursing and healthcare students. Wiley-Blackwell, 528 pp, ISBN 9781118625057 American Academy of Orthopaedic Surgeons, 2011: Emergency care and transportation of the sick and injured. Student workbook. Jones and Bartlett, 10th ed., ISBN 9780763792565 PIŠTEJOVÁ, M., Kraus, D. 2017: Prvá pomoc v praxi. Rokus, ISBN 9788089510528 DOBIÁŠ, V. 2017: Prvá pomoc pre pokročilých poskytovateľov. Dixit, , ISBN 9788089662241

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

Assessed students in total: 7

A	B	C	D	E	FX
28.57	14.29	14.29	14.29	28.57	0.0

**Name of lecturer(s):** RNDr. Mária Balážová, PhD., MVDr. Gabriela Hrkľová, PhD.

**Last modification:** 26.08.2022

**Supervisor(s):**

Person responsible for the delivery, development and quality of the study programme:  
PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD103C/22	<b>Course title:</b> Sport games
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 1 <b>hours per semester:</b> 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 2	<b>Working load:</b> 50 hours
<b>Recommended semester/trimester:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Final written test in didactics of selected sports games - 50% of the total course grade. Continuous fulfillment of the requirements for mastering the movement activities in selected sports games - 50% of the total course grade. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%-0%	
<b>Learning outcomes of the course:</b> After completing the course the student will acquire the following knowledge, skills and competences: - master the basic game activities of an individual, learn simple game combinations and systems The student will learn the basic skills and games of volleyball, football, basketball and handball, - the student masters the rules of ball and non-traditional sports games, develops and improves technique in selected sports games that he/she can officiate. He/she can apply and analyze them	
<b>Course contents:</b> Basic game actions of an individual in volleyball, rules of volleyball, game and positions and roles of the player in the field, refereeing. 2. Basic game activities of an individual in mini basketball, rules, play, basic game systems in defence and offence, decision making. 3. Basic game actions of an individual in football, rules of football, play, refereeing. 4. Basic game activities of an individual in mini handball, rules of the game, basic game systems in defence and attack, refereeing. 5. Non-traditional sports games for pupils of younger school age	

<b>Recommended or required literature:</b> NEMEC, M., KOLLÁR, R. 2009. Teória a didaktika futbalu. Banská Bystrica, Janka Čižmarová – partner, 2009. ISBN 978-80-89183-62-3. NOVOTNÁ, N., VLADOVIČOVÁ, N., PALOVIČOVÁ, J. 2013. Kreatívne, estetické a psychomotorické činnosti. Banská Bystrica: FHV UMB, 2013. ISBN 978-80-557-0579-8.					
<b>Language of instruction:</b> Slovak					
<b>Notes:</b>					
<b>Course evaluation:</b> Assessed students in total: 7					
A	B	C	D	E	FX
85.71	14.29	0.0	0.0	0.0	0.0
<b>Name of lecturer(s):</b> doc. Mgr. Nadežda Novotná, PhD., PaedDr. Andrej Hubinák, PhD.					
<b>Last modification:</b> 23.08.2022					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: PhDr. Gabriela Siváková, PhD.					



## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD100S/22	<b>Course title:</b> State final exam - Pedagogy
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> <b>Recommended study range:</b> <b>hours weekly:</b> <b>hours per semester:</b> <b>Teaching method:</b> on-site	
<b>Credits:</b> 15	<b>Working load:</b> 375 hours
<b>Recommended semester/trimester:</b> 5., 6..	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> The state examination in the regular term, determined by the study schedule, may be taken by a student who has fulfilled the obligations stipulated by the accredited study programme and the Study Regulations of the KU in Ružomberok during the study control carried out in the last year of study. The state examination has the character of a colloquium. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> Able to analyse and reflect on the theoretical knowledge of the pedagogy study programme. - Able to systematically apply the acquired professional knowledge and skills in pedagogy to individual disciplines. - Is oriented in the system of pedagogical disciplines as well as in the basic methodological principles used in pedagogy. - Is able to link knowledge from individual pedagogical disciplines, which enables him/her to understand the basic principles of the functioning of the educational process. - Knows the basic forms and procedures of educational activity and the acquired knowledge from individual areas. of pedagogy can be applied in the position of an educator, pedagogical assistant and other pedagogical and professional worker in education and training not listed elsewhere. - Is able to present his/her knowledge and communicate with the public on current knowledge in the field of pedagogy, and is therefore able to hold a professional or pedagogical position as an educational and pedagogical worker. - Practical skills acquired in the exercises for each subject and knowledge of the basic The student is able to apply the knowledge of the principles of pedagogical research in the field of classroom research and in the field.	

<b>Course contents:</b> The syllabuses of the individual parts of the state examination in a given study programme are published at the beginning of of the respective academic year.					
<b>Recommended or required literature:</b> According to the literature of compulsory courses of the given study programme.					
<b>Language of instruction:</b> Slovak					
<b>Notes:</b>					
<b>Course evaluation:</b> Assessed students in total: 43					
A	B	C	D	E	FX
39.53	13.95	13.95	16.28	16.28	0.0
<b>Name of lecturer(s):</b>					
<b>Last modification:</b> 23.08.2022					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: PhDr. Gabriela Siváková, PhD.					

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD101A/22	<b>Course title:</b> Theory of Education
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> 2 / 1 <b>hours per semester:</b> 26 / 13 <b>Teaching method:</b> on-site	
<b>Credits:</b> 5	<b>Working load:</b> 125 hours
<b>Recommended semester/trimester:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Verification of the student's knowledge of educational theory will consist of a theoretical written examination (100%) for which 100 points may be obtained. A score of at least 93 points is required for an A grade, a score of at least 85 points is required for a B grade, a score of at least 77 points is required for a C grade, a score of at least 69 points is required for a D grade and a score of at least 60 points is required for an E grade. Course Assessment: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> - the student is able to use the basic terminology of the discipline of educational theory adequately to the context of educational phenomena - the student is able to understand the basic assumptions in the theory and practice of child and youth education - the student applies the acquired knowledge to the solution of specific educational phenomena, - the student is able to critically assess different approaches and contexts in education and learning from the perspective of educational theory - the student is able to evaluate the contribution of educational theory in relation to the potential for personal development of children and young people - the student knows the basic principles of the process of educational management, has an overview of educational methods and means aimed at an effective educational process	
<b>Course contents:</b> 1. The theory of education in the structure of sciences and education of man. Basic attributes of education. 2. Strategies of education by values to values. The meaning of education and educational goals. Basic goal categories of education. Ideals and visions of education.	

3. Breakdown of the goals of education. Functions of goals in the educational process.
4. Basic theory of the educational process, specific features of the educational process. Designing and course of the educational process.
5. Self-education as a part and final stage of the educational process. Model of direct and indirect educational action and other models.
6. Moral dimension of education. The basic bases of morality and moral education, the category and axiology of morality. The process of forming the moral identity of the personality. Methods of forming moral identity of personality. Content components of the formation of moral identity of personality. Morality of the teaching profession.
7. Personal and social dimension of education, personality development and education. Personalization of the pupil, socialization of the pupil. Education as a helping social relationship.
8. Humanism and democracy in education and training
9. Educational methods, principles and means of education.
10. Education of pupils for conscious discipline.
11. Ethos of the school and ethos of the classroom (rules of classroom life).
12. Educational difficulties and their re-education.
13. Family and socialization of personality. Education for marriage and parenthood.

**Recommended or required literature:**

- GOGO VÁ, A., KROČKOVÁ, Š., PINTES, G. 2004. Žiak – Sloboda – Výchova (teória výchovy a vychovávania). Nitra: UKF, 2004. ISBN 80-8050-675-2.
- KOSOVÁ, B. 2005. Vybrané kapitoly z teórie personálnej a sociálnej výchovy pre učiteľov 1. stupňa ZŠ. 2. vyd. Banská Bystrica: UMB, 2005. ISBN 80-8083-043-6.
- KUČEROVÁ, S. 1996. Človek – Hodnoty – Výchova. Prešov: Grafotlač, 1996. ISBN 80-85668-34-3.
- SIVÁKOVÁ, G. 2021. Teória výchovy v didakticko-pedagogickom kontexte. Ružomberok: Verbum, 2021. ISBN 978-80-561-2918-2.
- STROUHAL, M. 2013. Teorie výchovy. Praha: Grada Publishing a.s., 2013. ISBN 978-80-247-4212-0.
- VIŠŇOVSKÝ, Ľ., KAČÁNI, V. a kol. 2001. Základy školskej pedagogiky. Bratislava: IRIS, 2001. ISBN 80-89018-25-4.
- VIŠŇOVSKÝ, Ľ. 2002. Teória výchovy. 2. vyd. Banská Bystrica: PF UMB, 2002. ISBN 978-80-8055-718-8
- ZELINA, M. 2010. Teórie výchovy alebo Hľadanie dobra. Bratislava: SPN Mladé letá 2010. ISBN 80-10-00456-1.
- ZELINA, M. 2011. Stratégie a metódy rozvoja osobnosti dieťaťa. 3. vyd. Bratislava: IRIS, 2011. ISBN 80-96701-34-7.
- ŽILÍNEK, M. 1997. Étos a utváranie mravnej identity osobnosti. Bratislava: IRIS, 1997. ISBN 80-88778-60-3.

**Language of instruction:**

Slovak

**Notes:**

**Course evaluation:**

Assessed students in total: 11

A	B	C	D	E	FX
18.18	9.09	18.18	9.09	18.18	27.27

**Name of lecturer(s):** PhDr. Gabriela Siváková, PhD.

<b>Last modification:</b> 21.11.2023
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: PhDr. Gabriela Siváková, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Pg-BD101S/22	<b>Course title:</b> Thesis defense
<b>Type and range of planned learning activities and teaching methods:</b> <b>Form of instruction:</b> <b>Recommended study range:</b> <b>hours weekly:</b> <b>hours per semester:</b> <b>Teaching method:</b> on-site	
<b>Credits:</b> 15	<b>Working load:</b> 375 hours
<b>Recommended semester/trimester:</b> 5., 6..	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Successful oral defence of the bachelor thesis. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
<b>Learning outcomes of the course:</b> - present the results of the bachelor thesis in front of an expert committee, - Demonstrate theoretical skills related to the process of creating the bachelor thesis, - formulate the background and motivation for the choice of the final thesis, - present and defend significant findings in a logically clear manner, - formulate recommendations for pedagogical practice, - respond to and take their own position on objections and evaluations from assessments.	
<b>Course contents:</b> The student will present his/her work in front of the expert committee (max. 10 min.) - he/she will justify the importance and aim of his/her work, explain the methodology and methods used in his/her work and highlight the results achieved. After reading the testimonials, responds to the evaluation, is interested in takes a position on any reservations and answers the individual questions posed in the evaluations. Discussion follows. Translated with <a href="http://www.DeepL.com/Translator">www.DeepL.com/Translator</a> (free version)	

**Recommended or required literature:**

GONDA, V. 2001. Ako napísať a úspešne obhájiť diplomovú prácu. Bratislava : Elita, 2001. 117 s. ISBN 80-8044-075-1.

LIŠKA, V. 2010. Zpracování a obhajoba bakalářské a diplomové práce. Praha : Professional Publishing, 2010. 96 s. ISBN 978-8074-3102-18.

MEŠKO, D., KATUŠČÁK, D., FINDRA, J. a kol. 2005. Akademická príručka. Martin : Osveta 2005. 496 s. ISBN 80-8063-200-6.

RYBÁROVÁ, Ľ., CUPEROVÁ, J., RYBÁROVÁ, D. 2009. Metodika písania diplomovej práce. Martin : Osveta, 2009. 82 s. ISBN 978-8080-633-165.

**Language of instruction:**

Slovak

**Notes:****Course evaluation:**

Assessed students in total: 760

A	B	C	D	E	FX
39.34	26.05	16.71	11.45	5.92	0.53

**Name of lecturer(s):**

**Last modification:** 24.08.2022

**Supervisor(s):**

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

PhDr. Gabriela Siváková, PhD.