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## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok					
<b>Faculty:</b> Faculty of Education					
<b>Course code:</b> KHU/Uz-BE101S/23		<b>Course title:</b> Bachelor thesis defence			
<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>					
<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: 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>					
<b>Last modification:</b>					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: prof. PhDr. Ingrid Emmerová, PhD.					

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Uz-BE106A/23	<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> <b>hours per semester:</b> 8s / 8s <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 semester work related to the education of a child/pupil with a medical handicap in the conditions of a regular school, an ongoing written test and a final (oral/written) exam. The final assessment will be the sum of the points the student receives from the interim assessment (max. 40 points) and the final assessment (max. 60 points).	
<b>Learning outcomes of the course:</b> <b>Course Objective:</b> To acquire basic theoretical knowledge of special pedagogy and the possibilities of educating children/pupils with special educational needs in school conditions who are integrated in mainstream schools or in special schools. To become familiar with the creation and use of an individual educational plan as a normal part of the educational process. <b>Learning outcomes:</b> After completing the subject course, the student will receive: <b>Knowledge:</b> The student has basic theoretical knowledge about the development of special pedagogy and subsequently about the goals, tasks, and system of special pedagogy oriented towards people with disabilities. He can apply the acquired knowledge in understanding the relationships between interrelated sciences and special pedagogy. <b>Skills:</b> The student can analyze, synthesize, compare and transfer information about the etiology and symptomatology of health handicaps in his profession as a school teacher or school institution. <b>Competencies:</b> The student can apply the acquired knowledge about the types, degrees, types of disabilities, disturbances and threats when creating an individual educational plan for a child/pupil with special educational needs. He is competent to use the acquired knowledge also within his profile as a teacher. <b>Verification of acquired knowledge, skills and competences:</b> The verification of the acquisition of relevant knowledge, skills and competencies of the student is carried out on the basis of the presentation of the seminar work in the sense of the proposed solution to a specific situation in the form of a module example of an individual educational plan	

for a student with special educational needs. The verification will be evaluated during the interim and final verification in written and oral form.

**Course contents:**

History of special pedagogy - characteristics of individual historical periods in relation to disabled people. Special pedagogy (goal, subject, tasks). Special pedagogy in the system of sciences - borderline and auxiliary disciplines ŠP - classification and characteristics of borderline and auxiliary sciences System of special pedagogy (departments 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 based on disability, disturbance and threat. Creation of an individual educational plan and possibilities/limits of use in educational practice.

**Recommended or required literature:**

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. Vzdelávaní a podpora detí, 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.

**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):** doc. PaedDr. Barbora Kováčová, PhD., PaedDr. Martina Magová, Ph.D.

**Last modification:** 07.03.2023

**Supervisor(s):**

Person responsible for the delivery, development and quality of the study programme:  
prof. PhDr. Ingrid Emmerová, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Uz- BE107A/23	<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> <b>hours per semester:</b> 8s / 12s <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 theoretical knowledge of general didactics by completing partial tasks and assignments related to the teaching area. He will prepare a lesson plan in which he will apply the principles and means of modern teaching with the application of activating methods.	
<b>Learning outcomes of the course:</b> Get basic knowledge of teaching theory. Master the content and goals of the subject, point out the principles, methods and forms and means of teaching. To acquire knowledge, skills and experience regarding the development of key competences of pupils and teachers. A general theoretical analysis of the teaching process is a prerequisite for understanding special didactics. Education results (knowledge, skills and competences): - The student will be able to define the basic terminology of the field of didactics. - He will have knowledge about individual categories of didactics and will be able to turn them into modeling the teaching process. - He will have knowledge about the use of modern activating methods, which he can implement in his teaching. - Can properly plan and implement a lesson. - The student will acquire the professional competences necessary to implement the teaching process. - Can practically and creatively handle didactic situations.	
<b>Course contents:</b> Course contents: 1. Concept and subject of didactics - definition of subject, tasks, goal. Basic didactic terms and categories. The position of didactics in the system of pedagogical sciences Historical cross-section of different authors' opinions on didactics. 2. Psychodidactics – the relationship between teaching theory and the psychology of learning, explanation of educational processes from a psychological point of view. 3. Concepts of teaching in a historical cross-section, humanistic and systemic approaches to teaching.	

4. Teaching objectives, taxonomies of teaching objectives.
5. Concretization of the content of education - ISCED (ŠVP), RUP, lesson plans, curricula, educational standards, ŠkVP, TPU, pedagogical documentation. Key competences in state educational programs.
6. Teaching process, concept, essence, its phases and cycle. The personality of the teacher and the student in teaching process. A look at the key competences of the teacher and the student, their importance and benefit.
7. School books, types of school books, their functions, requirements for their creation.
8. Teaching principles, their practical application in the educational process.
9. 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 Method, Method 653, 6 Thinking Hats, the ŽOS method and others.
10. Organizational forms of teaching - lesson and its phases. A creative approach to the lesson.
11. Material teaching aids - teaching aids and didactic technique in teaching.
12. Evaluation of the pedagogical process. Assessment and classification, verbal assessment. Self evaluation. Certificates. Methodological instructions. Pedagogical and psychological aspects of assessment.
13. Possibilities of building modern and effective teaching, responding to changes. From distance learning to hybrid learning.

**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.
- 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.
- JABLONSKY, T., PETLÁK, E., MATÚŠOVÁ, S. 2013. Approcci innovativi nell'insegnamento scolastico (Inovatívne prístupy k výučbe v škole) 1. edizione. - Roma: Editrice LAS. - ISBN 978-88-213-0834-5
- 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.
- PETLÁK, E., HUPKOVÁ, M. 2004. Sebareflexia a kompetencie v práci učiteľa. Bratislava: Iris 2004.
- LIPOVSKÁ, A., HVORECKÝ, J., ŠIMÚTH, J. 2014. Virtuálna trieda. Sprievodca adaptívnym online vzdelávaním. Košice: Equalibria 2014.
- 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) (platný od 1.9. 2015).

**Language of instruction:**

Slovak language

**Notes:**

<b>Course evaluation:</b>					
Assessed students in total: 1					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	100.0	0.0
<b>Name of lecturer(s):</b> PaedDr. Katarína Tišťanová, PhD.					
<b>Last modification:</b> 27.11.2023					
<b>Supervisor(s):</b>					
Person responsible for the delivery, development and quality of the study programme: prof. PhD. Ingrid Emmerová, PhD.					

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok					
<b>Faculty:</b> Faculty of Education					
<b>Course code:</b> KHU/Uz-BE108A/23		<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> <b>hours per semester:</b> 4s <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>					
<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: 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> prof. ThDr. Rastislav Adamko, PhD.					
<b>Last modification:</b>					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: prof. PhDr. Ingrid Emmerová, PhD.					



## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok					
<b>Faculty:</b> Faculty of Education					
<b>Course code:</b> KHU/Uz-BE109A/23		<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> <b>hours per semester:</b> 4s <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>					
<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: 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>					
<b>Last modification:</b>					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: prof. PhDr. Ingrid Emmerová, PhD.					

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Uz-BE103A/23	<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> <b>hours per semester:</b> 8s / 8s <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> On-going assessment: active work on exercises consisting in a creative solution of assigned tasks aimed at the development of critical thinking and the application of psychological knowledge, min. 80% participation in exercises. A student can get max. 30 points in the interim evaluation phase. Final assessment: final written exam, from which the student can get max. 70 points. The final assessment will be the sum of the points obtained from the interim assessment and the final written exam. A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
<b>Learning outcomes of the course:</b> After completing the subject, the student will acquire the following knowledge, skills and competences: <ul style="list-style-type: none"> <li>- The student will master the theoretical and methodological principles of general psychology, thereby obtaining prerequisites for understanding and studying other psychological disciplines.</li> <li>- The student will acquire theoretical knowledge regarding the starting points, laws and specifics of children's psychological development.</li> <li>- The student can adequately and creatively apply the acquired knowledge about the cognitive, emotional, social and moral development of children in the educational process. The process of upbringing and education adapts to the level of children's psychological development and chooses goals, strategies and methods accordingly.</li> <li>- The student is competent to use the acquired psychological knowledge and skills in solving practical tasks resulting from educational practice. He orients himself in the laws of psychological development, also in the specifics of children's play and children's drawings, which he can analyze and adequately evaluate. Can apply psychological knowledge in solving problems of educational practice.</li> <li>- Verification of the degree of acquisition of relevant knowledge, skills and competencies of the student is carried out on the basis of the assessment of activity and creativity during the exercises (solving model tasks, case studies, projects, etc.) and the final written exam.</li> </ul>	
<b>Course contents:</b> Psychology as a scientific discipline, basic concepts of general psychology, the subject of psychology in terms of its main directions. Perception and sensory cognition, attention. Cognitive processes (thinking and imagination: forms of thought, thought operations, problem solving,	

intelligence). Cognitive processes (learning and memory: models of memory, childhood amnesia, forgetting and its causes). Motivation (complex theories of motivation, social motives) and emotions. Language and speech. Subject and basic concepts from developmental psychology, laws of development, principles of contemporary developmental psychology. Periodization of development, description of the characteristics of sub-periods (prenatal development, newborn period, development of an infant, toddler, preschool child). Periodization of development, description of the characteristics of partial periods (younger school age). Theories of psychological development (social development, factors of socialization, school maturity, moral development). Theories of psychological development (cognitive development, development of children's play and drawings). Theories of psychological development (personality development, speech and communication development).

**Recommended or required literature:**

VÁGNEROVÁ, M. 2016. Obecná psychologie - dílčí aspekty lidské psychiky a jejich orgánový základ. Praha : Karolinum, 2016. ISBN 978-80-246-3268-1

PLHÁKOVÁ, A. 2008. Učebnice obecné psychologie. Praha : Academie, 2008. ISBN 978-80-200-1499-3.

NÁKONEČNÝ, M. 2016. Obecná psychologie. Praha : Triton, 2016. 664 s. ISBN 978-80-7387-929-7.

THOROVÁ, K. 2015. Vývojová psychologie – proměny lidské psychiky od početí po smrt. Praha: Portál, 2015. ISBN 978-80-262-0714-6.

ŘÍČAN, P. 2014. Cesta životem – vývojová psychologie. 3. vyd. Praha : Portál, 2014. ISBN 978-80-262-0772-6.

LANGMEIER, J., KREJČÍŘOVÁ, D. 2006. Vývojová psychologie. 2. vyd. Praha : Grada publishing, 2006. ISBN 80-2471-284-9.

VÁGNEROVÁ, M. 2000. Vývojová psychologie : dětství, dospělost, stáří. Praha : Portál, 2000. ISBN 80-7178-308-0.

VÁGNEROVÁ, M. 2012. Vývojová psychologie: Dětství a dospívání. Praha : Karolinum, 2012. ISBN 978-80-246-2153-1.

KOHÚTOVÁ, K., PETLÁK, E., SCHACHL, H.: Typology of Adolescents in Terms of Risk Behavior – Differentiation in Terms of Parental Conditions. In The New Educational Review. ISSN 1732-6729, Roč. 63, č. 1 (2021), s. 69-84.

RUSNÁKOVÁ, M., BARABÁSOVÁ, B. KOHÚTOVÁ, K.: A comparison of Relational Bond of Adolescents from Complete Nuclear Family, Single-Parent Family and Children's Homes in Postmodern Society. In Socialinis Darbas, 2019, Roč. 17, č. 2, s. 134-151. VALIHOROVÁ, M.

- PAŠKOVÁ, L. - STEHLÍKOVÁ, J. - PILKOVÁ, J. - HUĽOVÁ, Z. 2017. Specific of school aggression in young school age. 1. vyd. Białystok: Niepaństwowa Wyższa Szkoła Pedagogiczna w Białymstoku, 2017. – 158 s. ISBN 978-83-61612-28-5.

HUĽOVÁ, Z. 2012. Kontinuita pedagogického diagnostikovania v ranej edukácii. In Diagnostikovanie, hodnotenie a evalvácia v škole : zborník vedecko-výskumných štúdií . Banská Bystrica : Univerzita Mateja Bela, Pedagogická fakulta, 2012. - ISBN 978-80-557-0442-5. - s. 117-133.

HUĽOVÁ, Z. 2016. Eliminácia agresívneho správania detí prostredníctvom prvkov arteterapie. In Zagadnienia społeczne. - Białystok : Niepaństwowa Wyższa Szkoła Pedagogiczna w Białymstoku, 2016. - ISSN 2353-7426. - Roč. 6, č. 2 (2016), s. 238-245.

HUĽOVÁ, Z. 2015. Problematika agresívneho správania vo vybraných publikáciách domácich aj zahraničných odborníkov. In Školský psychológ = Školní psycholog : časopis Asociácie školskej psychológie SR a ČR. - Brno : Asociácia školskej psychológie SR a ČR, 2015. - ISSN 1212-0529. - Roč. 16, č. 1 (2015), s. 6-11.

<b>Language of instruction:</b> slovak					
<b>Notes:</b>					
<b>Course evaluation:</b> Assessed students in total: 1					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	100.0	0.0
<b>Name of lecturer(s):</b> PaedDr. Zdenka Zastková, PhD., PhDr. Katarína Kohútová, PhD., PaedDr. Dominika Pažitková, PhD.					
<b>Last modification:</b> 07.03.2023					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: prof. PhDr. Ingrid Emmerová, PhD.					

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Uz-BE105A/23	<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> <b>hours per semester:</b> 4s / 8s <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> 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.	
<b>Learning outcomes of the course:</b> The student will be able to define the basic terminology of social and pedagogical communication. <ul style="list-style-type: none"> <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>	
<b>Course contents:</b> 1. 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. Špecifická 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 verbálnej komunikácie. Praha: Grada 2020.
- GORDON, T. 2015. Škola bez porazených (Praktická příručka efektivní komunikace mezi učitelem a žákem). Olomouc: Malvern 2015.
- KLIPPERT, H. 2013. Nápadník aktivit pro trénink komunikace. Brno: Edika 2013.
- ŠEĐOVÁ, K. – ŠVAŘÍČEK, R. – ŠALAMOUNOVÁ, Z. (2012). Komunikace ve školní třídě. Praha: Portál 2012.

**Language of instruction:**

**Notes:**

**Course evaluation:**

Assessed students in total: 0

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

**Name of lecturer(s):** doc. PhDr. PaedDr. Miroslav Gejdoš, PhD., PaedDr. Katarína Tišťanová, PhD., Mgr. Marcela Majdanová, PhD.

**Last modification:** 07.03.2023

**Supervisor(s):**

Person responsible for the delivery, development and quality of the study programme:  
prof. PhDr. Ingrid Emmerová, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Uz-BE100A/23	<b>Course title:</b> Pedagogical propaedeutics
<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> <b>hours per semester:</b> 8s <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> Students will take one subtest during the semester and a final written exit exam at the end of the semester. The final grade will be the sum of the scores obtained from the subtest (max. 30 points) and the final written test (max. 70 points).	
<b>Learning outcomes of the course:</b> After completing the pedagogical propedeutics 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 broader contexts. <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, the relationship to other sciences, to other disciplines. Newly acquired knowledge, information and experience can integrate and process for the benefit of the development of the field and their practical application. <b>Competences:</b> Acquired theoretical knowledge will enable the student to effectively manage, solve problems, assess pedagogical views and ideas of prominent educators according to the chronological period. <b>Verification of the degree of acquired knowledge, skills and competences:</b> Verification of the degree of acquisition of relevant knowledge, skills, and competencies by the student is accomplished through the presentation of seminar work and written examinations during the semester coursework.	
<b>Course contents:</b> Brief outline of the course:	



1. 1. Pedagogical thinking in ancient Greece and Rome, important representatives: sophists, Socrates, Plato, Aristotle, Seneca, Quintilianus.
2. Pedagogical views in the medieval period. Christianity and the transformation of education, important representatives: A. Augustinus, T. A. Augustine, A. Aquinas, Origen, Tertullianus, Hieronymus. Education in the Middle Ages - the emergence of medieval universities.
3. Pedagogical views in the period of Renaissance and Humanism, Reformation and Counter-Reformation. Bacon, Luther, Ignatius of Loyola, Kalazansky.
4. J. A. Comenius. Pedagogical views in the period of the Enlightenment and the classical-idealist epoch. Leibniz, Locke, Rousseau, Descartes. Slovak pedagogy in the early 18th and 19th centuries.
5. Pedagogical thought of the 19th and 20th centuries. Important pedagogues in Slovak history. Their contribution to the development of education in Slovakia.
6. Contemporary scientific understanding of pedagogy. Definition of the term "pedagogy", contemporary conception of pedagogy, subject of pedagogy, content of pedagogy.
7. Structure of pedagogical sciences, relation to other sciences to other disciplines. Educational reality: basic concepts and relations.
8. Educational processes in the context of society. The essence of the educational process, structure, general model of the educational process, types, input determinants of the educational process.
9. Profile of education in the school classroom.
10. School management, basic concepts and problems. Classroom management, concepts, phases, variables of classroom management.
11. Components of good management. School and educational problems.
12. Designing in school. The educational process in the Christian school. Method, system, management, organization of Christian schooling, education and training.
13. Educational systems of some monastic societies. Their significance and contribution to the contemporary educational process.

**Recommended or required literature:**

- DVOŘÁKOVÁ, M. a kol. 2015. Základní učebnice pedagogiky. Praha : Grada, 2015. 248 s. ISBN 978-80-247-5039-2
- GEJDOŠ, M. 2012. Učitel' 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.
- GEJDOŠ, M. 2015. Ján Kollár a jeho plán školskej reformy. Ružomberok : Verbum. KU, 2015. 83 s. ISBN 978-80-561-0283-1
- JŮVA, V. st., JŮVA, V., ml. 2007. Stručné dějiny pedagogiky. Brno : Paido, 2007.
- KASPER, T., KASPEROVÁ, D. 2008. Dějiny pedagogiky. Praha: Grada, 2008.
- KASÍKOVÁ, H., VALIŠOVÁ, A. a kol. 2007. Pedagogika pro učitele. Praha: Grada, 2007.
- JANIŠ, K., KRAUS, B., VACEK, P. 2004. Kapitoly ze základů pedagogiky. Hradec Králové: Gaudemus, 2004.
- 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.
- SLAVÍK, M. a kol. 2012. Vysokoškolská pedagogika. 1. vyd. Praha : Grada, 2012. 256 s. ISBN 978-80-2474054-6.
- SVOBODOVÁ, J. 2007. Výběr z reformních i současných edukačních koncepcí. Brno: MSD s.r.o., 2007.

**Language of instruction:**

<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> doc. PhDr. PaedDr. Miroslav Gejdoš, PhD.					
<b>Last modification:</b> 07.03.2023					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: prof. PhDr. Ingrid Emmerová, PhD.					

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Uz-BE101A/23	<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> <b>hours per semester:</b> 4s / 4s <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): - - The student will be able to define prosocial factors that enter into the interactions between teacher - child/student - family - and the wider support community. - - He will master the methodology of the comprehensive "Safe School" concept. - - 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. - - Can identify, self-present and support basic and advanced self-skills, also guide or strengthen the entire educational community in their lifelong training. - - 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. - - Will be able to effectively solve problems and conflicts with a solution-oriented approach. - - 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.	

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:**

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, Mark, 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, Aleš, 2004. Životné zručnosti a ako ich rozvíjať. 1. vyd. Bratislava: Nadácia pre deti Slovenska. 231 s. ISBN 80-969209-5-2.
- BRÉDA, Jiří, ČAPEK, Robert, DANDOVIÁ, Eva a kol. 2017. Třídní učitel jako kouč. Praha: Raabe s.r.o. 113 s. ISBN 978-80-7496-293-6.
- FURMAN, Ben, 2010. Kids 'Skills: Stories of playful and practical solution- finding with children. Bendigo: St. Luke's Innovative Resources. 123 s. ISBN 978-192094543-5.
- JABLONSKÝ, T., Podmanický, I., Brestovanský Martin 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 2007. 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.
- JABLONSKY, T., Kolibová D. - Matúšová S. 2012. European Values and Cultural Heritage - a New Challenge for Primary and Secondary School Education. 1st. edition. Debrecen : University of Debrecen, - 221 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, Oľga, 2021: Bezpečná škola. Inštitút dialogických praxí, Ružomberok.
- KRČAHOVÁ, Eva, ŠESTÁKOVÁ, Soňa, 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:****Notes:****Course evaluation:**

Assessed students in total: 1

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

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

**Last modification:** 07.03.2023

**Supervisor(s):**

Person responsible for the delivery, development and quality of the study programme:  
prof. PhDr. Ingrid Emmerová, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Uz-BE104A/23	<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: hours per semester:</b> 8s <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> Prerequisites: During the semester, the student actively works in class, develops and presents a seminar paper on the assigned topic, takes one midterm test, and passes 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).	
<b>Learning outcomes of the course:</b> 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 will have knowledge of the social aspects of individual development, and will know and understand the process of socialization in a broader social science context. Learning outcomes (knowledge, skills and competences): The student has acquired knowledge of the social aspects of individual development. The student has an overview of the social structure of society, its statics and dynamics. The student knows and understands the socialisation process in a broader social science context, as well as possible socialisation disorders. Has knowledge of socialisation factors and their influence on the personality of the pupil. Is able to record, analyse and deal with a variety of pedagogical situations. Applies the theoretical knowledge acquired in analysing the impact of socialisation factors on the pupil, 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. Verification of the extent of acquired knowledge, skills and competences: Verification of the student's acquisition of the relevant knowledge, skills and competences is based on active work in class, presentation of seminar work and written examinations.	
<b>Course contents:</b>	

1. Sociology as a science of society. 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:**

- EMMEROVÁ, I.: Prevencia v škole a nové trendy rizikového a problémového správania žiakov. Ružomberok : 2019, 124 s. ISBN 978-80-561-0656-3.
- EMMEROVÁ, I.: 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.: Sociológia výchovy a sociálna patológia. Žilina : 2016, 269 s. ISBN 978-80-554-1186-6.
- HRONCOVÁ, J. – EMMEROVÁ, I. a kol.: Sociálna pedagogika – vývoj a súčasný stav. Banská Bystrica : 2009, 276 s. ISBN 978-80-8083-819-5.
- DANEK, J.: Osobnosť, spoločnosť, výchova. Nadlak : 2018, 211 s. ISBN 978-973-107-127-5.
- ONDREJKOVIČ, P.: Socializácia v sociológii výchovy. Bratislava : 2004, 197 s. ISBN 80-224-0781-X.
- PROCHÁZKA, M.: Sociální pedagogika. Praha : 2012, 208 s. ISBN 978-80-247-3470-5.
- KRAUS, B.: 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: 1

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

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

**Last modification:** 07.03.2023

**Supervisor(s):**

Person responsible for the delivery, development and quality of the study programme:  
prof. PhDr. Ingrid Emmerová, PhD.



## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Uz-BE102A/23	<b>Course title:</b> Somatic development of the child and youth
<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: hours per semester:</b> 8s <b>Teaching method:</b> on-site	
<b>Credits:</b> 4	<b>Working load:</b> 100 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: Acquired knowledge: 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. Skills Acquired: 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 <sup>o</sup> 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. Acquired competences: 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	
<b>Course contents:</b> 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: 0

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

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

**Last modification:** 07.03.2023

**Supervisor(s):**

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

prof. PhDr. Ingrid Emmerová, PhD.

## COURSE INFORMATION SHEET

<b>University:</b> Catholic University in Ružomberok	
<b>Faculty:</b> Faculty of Education	
<b>Course code:</b> KPED/Uz-BE100S/23	<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: hours per semester:</b> <b>Teaching method:</b> on-site	
<b>Credits:</b> 5	<b>Working load:</b> 125 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.	
<b>Learning outcomes of the course:</b> <b>Course Objective:</b> To test in a colloquial manner the knowledge, skills and competences of the student necessary for performing functions in accordance with the profile of a graduate teacher. <b>Learning Outcomes:</b> Upon completion of the course, the student will acquire the following knowledge, skills and competencies: Understands the socialization and education process in a broader social science context. Understands the principles of creating and designing pedagogical environments for the relevant age groups, as well as current school legislation. Is able to methodically elaborate specific pedagogical programmes and implement specific programmes for individual parts of the content of education and training. The student has acquired knowledge and skills in the field of social-scientific basis and pedagogical-psychological basis. He is able to present his knowledge and practical skills, thanks to which he is able to apply himself as a teacher's assistant at the lower and upper secondary education level, further as an assistant leisure educator, a state and public administration worker for the relevant area, he is ready to continue his master's studies in teaching.	
<b>Course contents:</b> Updated theses for the colloquial examination are published on the faculty's website no later than the beginning of the summer semester in a given academic year.	
<b>Recommended or required literature:</b> According to the literature of compulsory subjects of the teacher's foundation.	

<b>Language of instruction:</b> slovak language					
<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>					
<b>Last modification:</b> 22.03.2023					
<b>Supervisor(s):</b> Person responsible for the delivery, development and quality of the study programme: prof. PhDr. Ingrid Emmerová, PhD.					