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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-ME101S/22		<b>Course title:</b> Diploma 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> II.					
<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: 104					
A	B	C	D	E	FX
49.04	24.04	15.38	8.65	2.88	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> KHU/Uz-ME106A/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> <b>hours per semester:</b> 4s <b>Teaching method:</b> on-site					
<b>Credits:</b> 1		<b>Working load:</b> 25 hours			
<b>Recommended semester/trimester:</b> 5.					
<b>Level of study:</b> II.					
<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: 1					
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. 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-ME107A/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> <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> II.					
<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: 1					
A	B	C	D	E	FX
0.0	100.0	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-ME105A/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 / Seminar <b>Recommended study range:</b> <b>hours weekly:</b> <b>hours per semester:</b> 8s / 4s <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> II.	
<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 a disability and take 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 assessment (max. 40 points) and the final assessment (max. 60 points).	
<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> 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).

**Recommended or required literature:**

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.). Východiská a perspektívy inkluzívnej pedagogiky. Martin : Osveta, 2009. ISBN 978-80-8063-303-5. s. 5–15.

**Language of instruction:**

Slovak

**Notes:**

**Course evaluation:**

Assessed students in total: 3

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

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

**Last modification:** 26.08.2022

**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-ME100A/22	<b>Course title:</b> Pedagogical and school 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> 4	<b>Working load:</b> 100 hours
<b>Recommended semester/trimester:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> Ongoing assessment: active work on exercises consisting in creative solution of assigned tasks, independent field work, 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. 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> Objective of the subject: Systematization of knowledge from the field of pedagogical and school psychology with regard to their application in the educational process of children and youth. Learning outcomes: After completing the subject, the student will acquire the following knowledge, skills and competences: <b>Knowledge:</b> The student will learn the theoretical and methodological principles of pedagogical psychology, understand the consequences of developmental theories, the application and reflection of theories of learning, education and teaching. Become familiar with the issues of the current state of school psychology, its subject, content and tasks. <b>Skills:</b> The student can apply the acquired knowledge in the field of psychology of learning, education and training to the educational process in order to increase its effectiveness. He knows how to apply the psychological peculiarities of educational work when working with students, he knows the principles of classroom management and communication. He orients himself in the work of a school psychologist as an expert who cooperates with the teacher in solving problems arising from the educational process. <b>Competencies:</b> Based on the knowledge of pedagogical and school psychology, the student will acquire competence in effective classroom management, in effective communication with students, in adapting the teaching process so that it is as beneficial as possible for students and their education. He knows how to use knowledge from the field of education and educational activities in the direction of forming desirable behavior of students and minimizing undesirable behavior in classes. The student can critically evaluate, analyze and integrate the acquired knowledge in the field of psychology of learning, education and training into educational practice.	

<p>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 the assessment of activity and creativity during exercises, on the basis of the development of independent field work (observation and analysis of the work of the teacher with the class) and the final written exam.</p>
<p><b>Course contents:</b></p> <ol style="list-style-type: none"> <li>1. Subject and research methods of pedagogical psychology, definition of basic concepts.</li> <li>2. Psychology of learning, types and laws of learning, development of cognitive functions.</li> <li>3. Psychology of teaching, assessment and testing.</li> <li>4. Psychology of education, categories of educationally problematic behavior, inappropriate behavior and disruption of students in class.</li> <li>5. Psychological peculiarities of educational methods, classroom management and communication with pupils.</li> <li>6. Psychological analysis of students' underachievement.</li> <li>7. School psychology, its subject, content, definition of basic terms.</li> <li>8. The function of the school psychologist, his job description, ethical standards of the school psychologist's work.</li> <li>9. Advisory, diagnostic, preventive and intervention activities at school.</li> <li>10. Cooperation of the school psychologist with teachers, parents of pupils and work of the school psychologist with the class.</li> <li>11. Social relations in the classroom, the possibilities of their recognition and formation.</li> <li>12. Identification of students in professional orientation.</li> </ol>
<p><b>Recommended or required literature:</b></p> <p>MAREŠ, J. 2013. Pedagogická psychológia. Praha : Portál, 2013. ISBN 978-80-2620-174-8.</p> <p>VENDEL, Š.: Pedagogická psychológia. Bratislava : Epos 2007. ISBN 80-8057-710-0.</p> <p>ČÁP, J., MAREŠ, J. 2007. Psychologie pro učitele. Praha : Portál, 2007. ISBN 80-7367-273-1.</p> <p>FONTANA, D. 2003. Psychologie ve školní praxi. Praha: Portál, 2003. ISBN 80-7178-626-8.</p> <p>GAJDOŠOVÁ, E. 2015. Školská psychológia a školský psychológ v 21. storočí. Žilina : Eruokódex, 2015. ISBN 978-80-8155-056-0.</p> <p>ZELINA, M. 2011. Stratégie a metódy rozvoja osobnosti dieťaťa. Bratislava : Iris, 2011. ISBN 978-80-8925-660-0.</p> <p>VÁGNEROVÁ, M. Školní poradenská psychologie pro pedagogy, Praha : Karolinum, 2005. ISBN 80-2461-074-4.</p> <p>KOHÚTOVÁ, K., PETÁK, E., ŠKOVIERA, A. 2019. Devalvačné prejavy žiakov a možnosti ich eliminovania na strednej škole. 2019. Ružomberok: Verbum, 2019. 106 s. ISBN 978-80-561-0673-0.</p> <p>KOHÚTOVÁ, K. Subjektívne vnímaná profesijná zdatnosť učiteľa: reflexia výskumných zistení. In Pedagogická revue. ISSN 1335-1982, 2019, Vol. 65., No. 4. s. 11-26.</p> <p>ALMAŠIOVÁ, A. - KOHÚTOVÁ, K.: School burnout syndrome in the students of helping professions and its possible predictors. In The New Educational Review. ISSN 1732-6729, Roč. 57, č. 3 (2019), s. 39-51.</p>
<p><b>Language of instruction:</b></p> <p>slovak</p>
<p><b>Notes:</b></p>



<b>Course evaluation:</b>					
Assessed students in total: 2					
A	B	C	D	E	FX
0.0	0.0	0.0	50.0	50.0	0.0
<b>Name of lecturer(s):</b> PaedDr. Zdenka Zastková, PhD., PhDr. Katarína Kohútová, PhD.					
<b>Last modification:</b> 26.08.2022					
<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-ME102A/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> <b>hours per semester:</b> 8s / 4s <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> II.	
<b>Prerequisites:</b>	
<b>Requirements for passing the course:</b> During the semester, students will develop a seminar paper focused on the practical level of pedagogical diagnosis. Subsequently, they will take an oral examination on the subject. Final assessment: summative percentage score of the assessment of the seminar paper (30 %) and the oral examination (70 %). 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 concepts, areas , tasks and objectives of pedagogical diagnostics in the educational process. - The student will know the basic methods and techniques used in pedagogical diagnostics. - The student will be familiar with standardized and non-standardized diagnostic tools and methods, clinical and test diagnostic methods. - The student will learn the basic areas of diagnosis (motor skills, communication, reasoning skills, school skills, school readiness). - They will learn basic methods aimed at diagnosing classroom climate. - It will be familiar with the following methods: self-diagnosis of the teacher, reflection and self-reflection of the teacher.	
<b>Course contents:</b> Diagnostics as a part of cognitive, evaluative, categorization and decision-making process in everyday life. General and specific criteria. The meaning of diagnosis. Basic concepts: diagnosis, diagnosis, prognosis. Diagnostic conclusions and prognosis. Stages of the diagnostic process. 2. Standardised and non-standardised diagnostic tools and methods, clinical and test diagnostic methods.	

3. Diagnostics of the child in the educational process. Level of knowledge and skills, volitional and other personal characteristics, social behaviour.
4. Diagnostics in the extracurricular and educational process. Hygiene and social habits. Behaviour alone and in groups. Behaviour in stressful situations. Interests. Values and attitudes.
5. Areas of diagnosis (motor skills, communication, reasoning skills, school skills, school readiness).
6. Diagnosis of the child's/pupil's environment.
7. Class (educational group) as an object of diagnosis. Diagnosing the classroom climate. Sociometry - possibilities and risks.
8. Self-diagnosis of the educator. Reflection and self-reflection. Self-diagnostic methods. Diagnostic and self-diagnostic competences of the teacher.

**Recommended or required literature:**

- KOVÁČOVÁ, B. 2013. Diagnostikovanie oslabenia optickej a akustickej pamäti u dieťaťa v predškolskom veku. In: Pedagogická diagnostika v praxi materskej školy: pomocník pri odhaľovaní osobnostných individualít dieťaťa predškolského veku. Bratislava: Dr. Josef Raabe, 2013. S. 1-10. ISBN 978-80-89182-63-3
- KOVÁČOVÁ, B. 2013. Diagnostika priestorovej orientácie cez aktívne konanie dieťaťa.. In: Pedagogická diagnostika v praxi materskej školy: pomocník pri odhaľovaní osobnostných individualít dieťaťa predškolského veku. Bratislava: Dr. Josef Raabe, 2013. S. 1-6. ISBN 978-80-89182-63-3
- KOVÁČOVÁ, B. 2013. Diagnostikovanie seriality v predškolskom veku. In: Pedagogická diagnostika v praxi materskej školy: pomocník pri odhaľovaní osobnostných individualít dieťaťa predškolského veku. Bratislava : Dr. Josef Raabe, 2013. S. 1-16. ISBN 978-80-89182-63-3
- KOVÁČOVÁ, B. 2014. Diagnostikovanie integrability prostredia materskej školy. In: Pedagogická diagnostika v praxi materskej školy: pomocník pri odhaľovaní osobnostných individualít dieťaťa predškolského veku. Bratislava: Dr. Josef Raabe, 2014. S. 1-26. ISBN 978-80-89182-63-3.
- KOVÁČOVÁ, B. 2014. Diagnostikovanie rečového prejavu dieťaťa prostredníctvom bábk (animovaného predmetu). In: Pedagogická diagnostika v praxi materskej školy : pomocník pri odhaľovaní osobnostných individualít dieťaťa predškolského veku. Bratislava : Dr. Josef Raabe, 2014. S. 1-24. ISBN 978-80-89182-63-3.
- GAVORA, P. 2010. Akí sú moji žiaci. Nitra: Enigma, 216 s. ISBN 9788089132911
- ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha : Portál, 2011. 208 s. ISBN 9788026200444.
- MERTIN, V. KREJČOVÁ, L. 2016. Metody a postupy poznávání žáka : pedagogická diagnostika. 2., doplněné a aktualizované vydání. Praha: Wolters Kluwer, 2016. 400 s. ISBN 9788075520142
- SPÁČILOVÁ, H. 2003. Pedagogická diagnostika v primární škole. 1. vyd. Olomouc : Univerzita Palackého, 2003. 74 s. ISBN 8024405687.

**Language of instruction:**

Slovak

**Notes:**

**Course evaluation:**

Assessed students in total: 3

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

<b>Name of lecturer(s):</b> PhDr. Gabriela Siváková, PhD., doc. PhDr. PaedDr. Miroslav Gejdoš, PhD.
<b>Last modification:</b> 21.08.2022
<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-ME104A/22	<b>Course title:</b> Prevention of socio-pathological phenomena
<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> 3.	
<b>Level of study:</b> II.	
<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).	
<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. Learning outcomes (knowledge, skills and competences): After completing the course, the student has knowledge in the field of socio-pathological phenomena and prevention. He/she knows the specifics of diverse social groups and risks of the social environment, 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 target effective primary prevention activities in the classroom. 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. Verification of the level 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, design and presentation of preventive activities on a selected topic in the scope of 1 lesson and written examinations.

**Course contents:**

1. Basic terminological apparatus (social pathological phenomenon, social deviation, socially undesirable phenomena, normality).
2. Characteristics, historical aspects and current status of socially 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.
8. Effectiveness of prevention. Monitoring of risky and problematic behaviour of pupils.
9. Possibilities and competences of pedagogical and professional staff in the field of school prevention. Roles of the class teacher and school coordinator in education and training.
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 behavioral problems in children and youth.

**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.

EMMEROVÁ, I.: Aktuálne otázky prevencie problémového správania u žiakov v školskom prostredí. Banská Bystrica : 2011, 140 s. ISBN 978-80-557-212-4.

EMMEROVÁ, I.: 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.: Prevencia sociálnopatologických javov v školskom prostredí. Banská Bystrica : 2007, 129 s. ISBN 978-80-8083-440-1.

ONDREJKOVIČ, P. a kol. Sociálna patológia. Bratislava : 2009, 577 s. ISBN 978-80-224-1074-8.

PROCHÁZKA, M.: Metodik prevence a jeho role na základní škole. Praha : 2019, 123 s. ISBN 978-80-88290-28-5.

BĚLÍK, V. – HOFERKOVÁ, S.: Prevence rizikového chování ve školním prostředí. Pro studenty pomáhajících oborů. Hradec Králové : 2016, 141 s. ISBN 978-80-263-1015-0.

[www.minedu.sk](http://www.minedu.sk), [www.cvtisr.sk](http://www.cvtisr.sk)

**Language of instruction:**

slovak

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

Assessed students in total: 4

A	B	C	D	E	FX
25.0	25.0	25.0	25.0	0.0	0.0

<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: 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-ME101A/22		<b>Course title:</b> Research methods in 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> <b>hours per semester:</b> 8s / 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> II.		
<b>Prerequisites:</b>		
<b>Requirements for passing the course:</b> Verify the degree of acquisition of the relevant knowledge, skills and competencies of the student based on theoretical knowledge and practical activities during the semester teaching of the subject. In order to pass the course, active participation in lectures and exercises and the development of an independently conceived research project are required. Final test: the student can get max. 100 points, a minimum of 60 points is required to pass the course. 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 methodological starting points for the investigation and understanding of the regularities of pedagogical phenomena. To orient oneself in the functions of scientific knowledge, deepen the basic concepts of research methodology and gain an overview of research information sources. Learning outcomes: - The student knows the basics of methodological approaches to the investigation and understanding of the regularities of pedagogical phenomena. - Master and acquire a basic knowledge base on empirical research methods used in pedagogy and their statistical processing. - He is able to navigate the functions of scientific knowledge. - Master the basic concepts of research methodology. - Has an overview of research information sources. - Master the knowledge of descriptive statistics, the basics of probability theory and mathematical statistics in the scope of a practical user without knowledge of higher mathematics. - Master the methodology in the development of a research strategy, preparation, use and evaluation of the methods with which he will work during the implementation of the research.		



- Is able to use basic pedagogical research methods and techniques, focused on the process of presenting, evaluating, analyzing and interpreting research findings.

**Course contents:**

Course contents:

Pedagogical phenomena and processes. Approaches to the interpretation of pedagogical phenomena and processes.

Ethics of the researcher and the ethical side of pedagogical research. Ethical principles of research implementation. Quantitative and qualitative research. The pros and cons. Possibilities of a suitable combination. Educational research, its types, phases and process. Methods of acquiring knowledge. Experimental method, measurement, correlation method, correlation coefficient, comparison of differences, etc. Observation, exploration, tests, analysis of activity results, case reports and more. Statistical file, classification, graphic display. Hypothesis testing. Reliability and validity of results. Research methods with a focus on obtaining information about the investigated problem. Research methods focusing on the processing of empirical data. Research methods focusing on the interpretation of research results. Techniques for expressing the obtained data. Formulation of conclusions and recommendations. Action research in pedagogy. Empirical micro-analysis of educational processes, results and products. Educational testing and research on the social climate in the school classroom.

**Recommended or required literature:**

Recommended reading:

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/>

HENDL, J. 2005. Kvalitativní výzkum. Praha: Portál, 2005.

CHRÁSKA, M. 2016. Metody pedagogického výzkumu. Základy kvantitativního výzkumu, 2., aktualizované vydání. Praha: Grada, 256 s. ISBN: 978-80-247-5326-3

JABLONSKÝ, T. 2007. Vedecký výskum v pedagogike. In: Úvod do pedagogiky. Trnava: TU, 2007.

JUREČKOVÁ, M. – MOLNÁROVÁ, I. 2005. Štatistika s excelom. Liptovský Mikuláš: AOS, 2005.

JUSZCZYK, S. 2003. Metodológia empirického výskumu v spoločenských vedách. Bratislava: Iris, 2003.

COHEN, L. MANION, L. AND MORRISON, K.: Research Methods in Education. Routledge, London 2007 (6th edition), 638 p. ISBN 978-0-415-36878-0

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.

ŠVEC, Š. 1998. Metodológia vied o výchove. Bratislava: Iris, 1998.

TUREK, I. 1998. Učiteľ a pedagogický výskum. 2. vyd. Bratislava: MC, 1998.

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

<b>Course evaluation:</b>					
Assessed students in total: 3					
A	B	C	D	E	FX
0.0	0.0	0.0	66.67	33.33	0.0
<b>Name of lecturer(s):</b> prof. PaedDr. Tomáš Jablonský, PhD., PhDr. Gabriela Siváková, PhD., PaedDr. Mária Karasová, PhD.					
<b>Last modification:</b> 24.08.2022					
<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-ME103A/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> <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> II.	
<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, UK Bratislava, 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: Vzdelávacia politika Európskej únie. Ružomberok : Verbum - vydavateľstvo Katolíckej univerzity v Ružomberku, 2012. - 207 s. ISBN 978-80-8084-905-4.

JABLONSKÝ, T., PISOŇOVÁ, M. : (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. Vzdelávanie a školstvo - výzvy, sklamanie, 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:**

**Notes:**

**Course evaluation:**

Assessed students in total: 4

A	B	C	D	E	FX
25.0	75.0	0.0	0.0	0.0	0.0

**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:

prof. PhDr. Ingrid Emmerová, PhD.