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COURSE INFORMATION SHEET

University: Catholic University in Ružomberok

Faculty: Faculty of Education

Course code: KPEP/Ep-PE113B/22	**Course title:** Another Scientific Activity

Type and range of planned learning activities and teaching methods:
Form of instruction:
Recommended study range:
hours weekly: **hours per semester:**
Teaching method: on-site

Credits: 0	**Working load:** 0 hours

Recommended semester/trimester: 1., 2.., 3., 4.., 5., 6.., 7., 8..

Level of study: III.

Prerequisities:

Requirements for passing the course:

Learning outcomes of the course:

Course contents:

Recommended or required literature:

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):

Last modification:

Supervisor(s):
People responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE105A/22	**Course title:** Completion of the Part of Dissertation Defined in ISP
Type and range of planned learning activities and teaching methods: **Form of instruction:** **Recommended study range:** **hours weekly:** **hours per semester:** **Teaching method:** on-site	
Credits: 5	**Working load:** 125 hours
Recommended semester/trimester: 1., 2.., 3., 4.., 5., 6.., 7., 8..	
Level of study: III.	
Prerequisities:	
Requirements for passing the course:	
Learning outcomes of the course:	
Course contents:	
Recommended or required literature:	
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):
Last modification:
Supervisor(s): **People responsible for the delivery, development and quality of the study programme:** prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE104A/22	**Course title:** Creating a Research Project
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture **Recommended study range:** **hours weekly:** **hours per semester:** 6s **Teaching method:** on-site	
Credits: 6	**Working load:** 150 hours
Recommended semester/trimester: 3.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course: During the semester, the student develops and presents a dissertation project in accordance with the thematic focus of the dissertation (100 points). The project evaluation criteria will be: the structure of the scientific project, the quality of the scientific text - language, work with information sources, the choice of research method and the proposal for the implementation of the research. The rating is given on a scale: Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
Learning outcomes of the course: The student knows the principles of research design, knows how to put together a research project, carry out research and interpret research results. He knows how to work with external information sources, he knows how to formulate a scientific text using scientific language. Knows the types of research projects, the language form of research projects, ethics in the creation of a research project. After creating a research project, he can plan research steps, knows the principles of data/knowledge collection and analysis. He masters the principles of creating a scientific text and publishing.	
Course contents: 1. Theoretical starting points and methodological procedures of research design. 2. Paradigmatic background of the projects. 3. Description of different types of research projects (theoretical and applied, social and natural science, cross-cultural) - comparison, similarities and differences. 4. Structure of the scientific project, language and text of the scientific project, objectification of scientific texts and ethical issues. 5. Research planning - theoretical and philosophical-methodological sources, bibliographic sources - work with external information sources.	

6. The course of the research and its structuring.
7. Defining the research issue. Creation of goals, hypotheses and research questions. Linguistic form of the research problem.
8. Research procedure, its content and process.
9. Time schedule of research - organizational, material and financial security.
10. Conducting research, processing results, interpreting findings and creating research outputs.

Recommended or required literature:

COHEN, L., MANION, L. MORRISON, K. MORRISON, R. B. 2007. Research methods in education. New York: Routledge.
deMARRAIS, K., LAPAN, S. D. (eds.). 2004. Foundations for Research: Methods of Inquiry in Education and the Social Sciences. Mahwah: Lawrence Erlbaum Associates.
DRESSMAN, M. 2008. Using social theory in educational research: a practical guide. New York: Routledge, 2008.
FERJENČÍK, J. 2000. Úvod do metodologie psychologického výzkumu. Praha : Portál, 2000.
GAVORA, P. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava : Univerzita Komenského, 2010. Dostupné na internete: http://www.e-metodologia.fedu.uniba.sk/ ISBN 978-80-223-2951-4.
GAVORA, P. 2008. Úvod do pedagogického výskumu. 4.vyd. Bratislava : Univerzita Komenského, 2008.
HALLOUN, I. A. 2006. Modeling Theory in Science Education. Dordrecht : Springer, 2006.
HENDL, J. 2005. Kvalitativní výzkum. Základni metódy a aplikace. Praha : Portál, 2005.
JABLONSKÝ, T. 2007. Vedecký výskum v pedagogike. In Kratochvílová, E. ed. al.: Úvod do pedagogiky. Trnava : Pedagogická fakulta Trnavská univerzita, 2007, s. 150 – 165.
JOHNSON, B., CHRISTENSEN, L. 2010. Educational Research: Quantitative, Qualitative, and Mixed Approaches. 4. vyd. London: Sage, 2010.
KERLINGER, F. N., 1972. Základy výzkumu chování. Praha: Academia, 1972.
MAŇÁK, J. a ŠVEC, V. 2004. Cesty pedagogického výzkumu. Brno : Paido, 2004.
OCHRANA, F. Metodologie vědy. Úvod do problému. Praha: Karolinum, 2009. ISBN 9788024616094.
ONDREJKOVIČ, P., MAJERČÍKOVÁ, J. 2012. Vysvetlenie, porozumenie a interpretácia v spoločenskovednom výskume. Bratislava: VEDA, 2012. ISBN 9788022412629.
ONDREJKOVIČ, P. 2007.Úvod do metodológie spoločenskovedného výskumu. Bratislava : Veda, 2007.
PHILLIPS, D. C., BURBULES, N. C. 2000. Postpositivism and educational research. Oxford : Rowman &Littlefield Publishers, 2000.
PRŮCHA, J. 1995. Pedagogický výzkum. Uvedení do teorie a praxe. Praha : Karolinum, 1995.
SILVERMAN, D. 2005. Ako robiť kvalitatívny výskum. Bratislava : Ikar, 2005.
STRAUSS, A., CORBINOVÁ, J. 1999. Základy kvalitativního výskumu. Brno : Sdružení Podané ruce a Nakladatelství A. Boskovice, 1999.

Language of instruction:
Slovak language, English language

Notes:

Course evaluation:
Assessed students in total: 5

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: 11.07.2023
Supervisor(s): **People responsible for the delivery, development and quality of the study programme:** prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE102B/22	**Course title:** Current Trends in Pre-school Education (group A)
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 8s / 4s **Teaching method:** on-site	
Credits: 6	**Working load:** 150 hours
Recommended semester/trimester: 2.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course: The student will gain an overview of current trends in pre-primary pedagogy with regard to the international context. Knows different models of pre-primary education, can compare them (advantages and disadvantages). Oriented in current domestic and foreign literature on pre-primary pedagogy. It reflects on the current offer of scientific and professional conferences in the field of pre-primary pedagogy. It applies the acquired theoretical knowledge and skills in developing an individual concept of pre-primary education, reflecting current trends. The rating is given on a scale: Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
Learning outcomes of the course:	
Course contents: 1. Globalization – current trend in pre-primary pedagogy. 2. Current legislative conditions of pre-primary education in Slovakia. 3. Current trends in pre-primary education of children with special educational needs - inclusive education. 4. Current trends in the selection of strategies, methods, techniques and forms of pre-primary education (game, experiential learning, research methods, research-oriented concept, creative drama, pre-reading literacy, Hejné method of mathematics education, interpretation of a work of art, heterogeneous composition of groups, etc.) . 5. Current trends in pre-primary education in selected countries of the world. 6. Alternative education, alternative schools. Alternative pedagogical concepts (M. Montessori, C. Freinet, Waldorf school, ITV, Step by step, Play school, individual education, free education, unschooling and others). Current trends and models of education in pre-primary pedagogy.	

Recommended or required literature:

HELUS, Z. 1995. Child, education and cultural transformations of the world. Prague: UK, 1995.
KALHOUS, Z., OBST, O. 2002. School didactics. Prague: Portal, 2002. ISBN 80-7178-253-X.
KASÁČOVÁ, B., CABANOVÁ, M., BABIAKOVÁ, S., HANESOVÁ, D., LIPNICKÁ, M., STEHLÍKOVÁ, J. 2016. Children on the threshold of education. Reasons and possibilities of their investigation. Banská Bystrica: Belian 2016.
KASÁČOVÁ, B., CABANOVÁ, M. and others. 2013. Pedagogical diagnostics. Banská Bystrica: Belian 2013.
KAŠČÁK, O. 2017. Communists, Humboldtians, neoliberals and dissidents: or the path to a post-communist homo oeconomicus. In Journal of Education Policy, Vol. 32, no. 2 (2017), p. 159 – 175.
KAŠČÁK, O., PUPALA, B. 2017. Topography of power relations in Slovak preschool sector based on Bourdieu's field theory. In Journal of Pedagogy, vol. 8, no. 2 (2017), p. 57 – 76.
KAŠČÁK, O., PUPALA, B., LEHOTSKÁ, V., ZÁPOTOČNÁ, O. 2015. Preschool and elementary education and its international acceptance: Portrait of one Slovak weakness. In Orbis Scholae. Vol. 9, no. 1 (2015), p. 119 – 138.
KLEIN, V., SOBINKOVIČOVÁ, E. (edit.). 2014. Support of an inclusive model of education for the needs of the pre-primary level of the school system. Methodological and pedagogical center Bratislava, 2014. ISBN 978-80-8052-557-6.
KOLLÁRIKOVÁ, Z., PUPALA, B. et al.2010. Preschool and primary pedagogy. Preschool and elementary pedagogy. 2nd ed. Prague : Portál, 2010. 456 p. ISBN 978-80-7367-828-9.
KÁTKOVÁ, S. 2014. The child and kindergarten. 2nd extended. 2nd and updated. Prague : Grada, 2014. ISBN 978-80-2474-435-3.
KRUPOVÁ, D., ROCHOVSKÁ, I. 2016. Playing and creating. Activities for children in kindergarten using productive methods. Bratislava : Pro Solutions, 2016. 164 p. ISBN 978-80-8139-076-0.
MIŇOVÁ, M. (eds.) 2014. Slovak kindergarten and current challenges for early childhood education. Prešov : Slovak Committee of the World Organization for Early Childhood Education, 2014. ISBN 978-80-971905-9-0.
MONTESSORI, M. 2017. Discovering the child. Prague : Portál, 2017. ISBN 978-80-262-1234-8.
OECD (2017), Starting Strong 2017: key OECD Indicators on Early Childhood Education and Care, OECD Publishing, Paris. Available at: http://dx.doi.org/10.1787/9789264276116-en
Early Childhood Education and Care Systems in Europe. 2015. [online] Brussels : European Commission/EACEA/Eurydice. Available from: http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/191EN.pdf
POPKEWITZ, S, T. Cosmopolitanism an the Age of School Reform. Science, Education and Making Society by Making the Child. London: Routledge.
PRŮCHA, J. Theories and analyses of educational media. Brno : Paido, 1998.
PRŮCHA, J. 2013. Modern pedagogy. 4th update. Prague : Portál, 2013. ISBN 978-80-2620-456-5.
PRŮCHA, J., KOT'ÁTKOVÁ, S. 2013. Preschool pedagogy: Textbook for secondary and higher education.
Secondary and higher vocational schools. Prague: Portál, 2013. ISBN 978-80-262-0495-4.
PUPALA, B., KAŠČÁK, O. 2014. The messy preschool curriculum. Bratislava : Wolters Kluwer, s.r.o., 2014. ISBN 978-80-8168-026-7.
ROCHOVSKÁ, I., KRUPOVÁ, D. 2016. Artists in kindergarten. Activities focused on the interpretation of visual arts. Prague : Portál, 2016. 175 p. ISBN 978-80-262-1120-4.
ROCHOVSKÁ, I., KRUPOVÁ, D. 2015. Scientists in kindergarten. Activities for young researchers. Prague : Portál, 2015. 152 p. ISBN 978-80-262-0818-1.
SVOBODOVÁ, E. et al. 2010. Education in kindergarten. Prague : Portál, 2010. ISBN 978-80-7367-774-9.
SYSLOVÁ, Z., KREJČOVÁ, V., KARGEROVÁ, J. 2015. Prague : Portál, 2015. ISBN 978-80-2620-812-9.

Language of instruction:

Notes:

Course evaluation:
Assessed students in total: 8

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

Name of lecturer(s): prof. PaedDr. Zlatica Huľová, PhD.

Last modification: 11.07.2023

Supervisor(s):
People responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE101A/22	**Course title:** Current Trends in Pre-school and Elementary Education Research
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture **Recommended study range:** **hours weekly:** **hours per semester:** 12s **Teaching method:** on-site	
Credits: 6	**Working load:** 150 hours
Recommended semester/trimester: 1.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course: The course is completed with a colloquial examination on the acquired scientific knowledge. Active participation in discussions during the course (10 pts), preparation of an independent thesis for the colloquial examination on the topic assigned by the teacher (45 pts), successful completion of the colloquial examination - defending the independent thesis at the examination (45 pts). A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 71 points, a grade of D requires at least 61 points. and an E grade of at least 51 points. The rating is given on a scale: Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
Learning outcomes of the course: The doctoral student has developed methodological knowledge of the implementation of domestic and foreign research projects in pre-school and school (also out-of-school) educational context in synergy with adequate scientific competence potential. Can define aspects of a research problem, conceive a research project, contribute socially significant results and evaluate them. Given the developed conceptual thinking, he/she can forecast the consequences of educational phenomena, predict and evaluate their interrelations.	
Course contents: 1. Current state of research topics in the field of pre-primary and primary education - at home and abroad. 2. Methodological possibilities of investigation/research in pre-primary and primary education. Aspects of educational science. 3. Subjects of investigation/research. Teacher-centred research (pedeutology), child/pupil-centred research (pedagogy), process-centred research (didactics).	

4. Research projects and research studies.
5. Methodological instrumentation.
6. Methodological inspiration and reflection - selection and analysis of the methodological needs of the researched topics.
7. Evaluation in methodology.

Recommended or required literature:

HENDL, J. 2005. Úvod do kvalitativního výzkumu. 2005. Praha : Portál, 2005. ISBN 80-246-0030-7.
KAŠČÁK, O. 2017. Communists, Humboldtians, neoliberals and dissidents: or the path to a post-communist homo oeconomicus. In Journal of Education Policy, Vol. 32, no. 2 (2017), p. 159 – 175.
KAŠČÁK, O., PUPALA, B. 2017. Topography of power relations in Slovak preschool sector based on Bourdieu's field theory. In Journal of Pedagogy, vol. 8, no. 2 (2017), p. 57 – 76.
KAŠČÁK, O., PUPALA, B., LEHOTSKÁ, V., ZÁPOTOČNÁ, O. 2015. Predškolská a elementárna pedagogika a jej medzinárodná akceptácia: Portrét jednej slovenskej slabosti. In Orbis Scholae. Vol. 9, no. 1 (2015), p. 119 – 138.
KOLLÁRIKOVÁ, Z., PUPALA, B. a kol. 2010. Předškolní a primární pedagogika. Predškolská a elementárna pedagogika. 2. vyd. Praha : Portál, 2010, 456 s. ISBN 978-80-7367-828-9.
MIOVSKÝ, M. 2006. Kvalitativní přístup a metody v psychologickém výzkumu. Praha : Grada, 2006. ISBN 80-247-1362-4.
PUPALA, B. 2013. Teória a prax primárneho vzdelávania. Trnava : Pedagogická fakulta, 2013. ISBN 978 80 8082 607 9.
STRAUSS, A., CORBINOVÁ, J. 1999. Základy kvalitativního výzkumu. Brno : Albert, 1999. ISBN 80-85834-60-X.
ŠUPŠÁKOVÁ, B. 2015. Vizuálna gramotnosť. Brno : Tribun EU, 138 s. ISBN 978-80-263-0934-5.
ZÁPOTOČNÁ, O. 2013. Metakognitívne procesy v čítaní, učení a vzdelávaní. Trnava : Pedagogická fakulta, 2013.
ZÁPOTOČNÁ, O., PETROVÁ, Z 2010. Jazyková gramotnosť v predškolskom veku: teoretické východiská a námety k analýze a tvorbe kurikula jazykového vzdelávania detí MŠ. [elektronický zdroj]. Trnava : Pedagogická fakulta Trnavskej univerzity v Trnave, 2010. 91 s. ISBN 978 80 8082 404 4.
Current published scientific and professional studies in relevant scientific journals and databases.

Language of instruction:
Slovak, English

Notes:
Total student workload: 150 hours
Contact hours: 12 hours
Independent student work: 138 hours

Course evaluation:
Assessed students in total: 8

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

Name of lecturer(s): prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

Last modification: 26.08.2025

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE102C/22	**Course title:** Digital Communicaton
Type and range of planned learning activities and teaching methods: **Form of instruction:** **Recommended study range:** **hours weekly:** **hours per semester:** **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 5.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course:	
Learning outcomes of the course:	
Course contents:	
Recommended or required literature:	
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):
Last modification:
Supervisor(s): **People responsible for the delivery, development and quality of the study programme:** prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE101B/22	**Course title:** Inclusive Pedagogy (group A)
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture **Recommended study range:** **hours weekly:** **hours per semester:** 12s **Teaching method:** on-site	
Credits: 6	**Working load:** 150 hours
Recommended semester/trimester: 1.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course: 50% of the interim evaluation + 50% of the final evaluation Mid-term assessment conditions: written test (50%), final assessment conditions: project work (30%) and oral exam (20%.) To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: Course grade: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: The intention of the course is to broaden the student's competence in the context of a knowledge level oriented towards inclusive education of the person throughout his/her life journey, starting from an early age. To increase the student's competence in the possibilities of exploring the quality of life of a person with a (dis)specific handicap through the comparison of symptomatic aspects of disability, functional aspects of participation, activity and in finding appropriate forms of education taking into account the heterogeneity of the person as normality. To make the student's competences more effective in the process of assessing the quality of the school in the context of promoting inclusive education.	
Course contents: 1. Material and procedural aspects of inclusive education development. 2. Changes aimed at projecting conditions in relation to the required rules. 3.Identification of resources and limits within mainstream and special education. B 4. Building inclusive education in contemporary schools as a major topic for professionals involved in education. 5. Systemic solutions for inclusive education in a particular school/institution. 6. Topography of quality of life in inclusive education.	

Recommended or required literature:

BARTOŇOVÁ, M., VÍTKOVÁ, M. et al. 2016. Inclusion in school and society as an interdisciplinary topic. Brno: Masaryk University, ISBN 2016978-80-210-8140-6
BEYER, C. et al. 2012. Sonderpädagogik und Inklusion. Oberhausen : Athena, 2012. ISBN 978-3-89896-483-8.
FINKOVÁ, D., LANGER, J. 2014. Determinants of the inclusion of persons with disabilities. Olomouc: Palacký University in Olomouc, Faculty of Education, 2014. ISBN 978-80-244-4303-4.
KOVÁČOVÁ, B. - LESSNER LIŠTIAKOVÁ, I. - FÁBRY LUCKÁ, Z. - GERŠICOVÁ, Z.: Elements of relational aggression in pre-school groups in Slovak kindergartens. In AD ALTA. Hradec Králové : Magnanimitas academic association. – ISSN 1804-7890. Year 10, no. 1 (2020), p. 139-143.
KOVÁČOVÁ, B.: Inclusive process in kindergartens: inclusion of a child with differences in the environment of an inclusive kindergarten. Bratislava: Musica Liturgica, 2010. ISBN 978-80-970418-0-9.
KOVÁČOVÁ, B.: The authority of the teacher in an inclusive school environment. In Wartość autorytetu w procesie pedagogicznym / Zimny, Jan [ed.]. Stalowa Wola : Katolicki Uniwersytet Lubelski Jana Pawła II. ; Ružomberok: Catholic University of Ružomberok, 2008. ISBN 978-83-926302-3-4, p. 269-278.
LECHTA, V. (ed.). 2012. Inclusive education as a multidimensional problem. Bratislava: Iris, 2012, ISBN 978-80-89256-82-2.
LECHTA, V. (ed.). 2016. Inclusive pedagogy. Prague: Portal, 2016. ISBN 978-80-262-1123-5.
WOLF BLOEMERS, W., WISCH, F, H. (eds.). 2000. Quality of life research and disabled people: ways to research in different European settings. European module EU-Socrates program. Frankfurt am Main: Peter Lang, 2000. ISBN 3-631-35565-3.

Language of instruction:

Notes:

Course evaluation:

Assessed students in total: 8

A	B	C	D	E	FX
50.0	37.5	0.0	12.5	0.0	0.0

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

Last modification: 11.07.2023

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE104B/22	**Course title:** Interdisciplinary Arts (group B)
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** 5 **hours per semester:** 5s / 65 **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 3.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course: During the semester, the student will develop a qualitative analysis of a selected problem focused on the area of art education in the context of pre-primary or primary education. The final evaluation will take place based on the presentation of the project through a colloquial exam. The rating is given on a scale: A 100% - 94%, B 93% -88%, C 87% - 81%, D 80% - 75%, E 74% - 69%, Fx 68% - 0%	
Learning outcomes of the course: The student knows the issue of art in the area of various types of art in Slovakia and abroad, knows mutual transfers related to the communication level of art in relation to the receiver. He knows the possibilities of experiential and creative search for transdisciplinary overlaps and relationships in individual types of art. Acquires basic concepts related to several components of aesthetic education and art. Can critically analyze the theoretical basis of research methods intended for the field of art in transdisciplinary contexts. Can apply individual theoretical knowledge for research purposes. Can characterize and analyze some current educational problems in the area of art in the context of pre-primary and primary education.	
Course contents: 1. Knowledge of the supporting foundations in the relational level of art and education with regard to the field of preschool and elementary pedagogy. 2. Knowledge of iconographic, sign and symbolic expression in a work of art and a visual/musical artefact as a basis for various types of communication. 3. A view of the work of art in broader cross-subject contexts from the perspective of the child recipient. 4. Art as a tool of cultivation and personal and artistic development of the child. 5. Art as a way of creating interdisciplinary transfer in the communication line of the regional and intercultural space. 6. Art as a way of acquiring new knowledge and skills in a child's life using the example of solved current research tasks. 7. Value and values in contemporary art. 8. Position of visual media and intermedia in art education. 9. Relationships and correlation in visual, musical, literary-verbal, dramatic and dance arts.	

10. Overview of qualitative and quantitative research focused on the field of the position of art in primary education.

Recommended or required literature:

BARNARD, M. 1974. Art, design and visual culture. New York : St. Martin's Press, 1974.
DOLINSKÁ, E. Tekst literacki z elementami muzyki w komunikacji dydaktycznej. Kraków : Międzynarodowa fundacja naukowców i pedagogów "Scientia, Ars, Educatio", 2008. - 70 s. - ISBN 978-83-60837-29-0.
DOLINSKÁ, E. Motywy muzyczne w dziele Wincentego Szykuły. Kraków : Międzynarodowa Fundacja Naukowców i Pedagogów "Scientia, Ars, Educatio", 2008. - 80 s. - ISBN 978-83-60837-28-3.
DOLINSKÁ, E. La musique comme phénomène en littérature pour les enfants et la jeunesse (D. Hivesova-Silanova, Z. Zemanikova, J. Bodnarova, D. Pastircak). 1. vyd. Fribourg: Association Internationale Sciences, Éducation, Cultures, Traditions, 2009. ISBN 978-2-9700716-4-8.
DUDA, M., DOLINSKÁ, E., PORUBČANOVÁ, D.,LENGYELFALUSY, T. Integrative Approach in Education – Determinant of the Understanding of an Artistic Text /– DOI 10.15804/tner.2023.72.2.15. – SCO.In: The New Educational Review [textový dokument (print)] [elektronický dokument] : International scientific journal founded by three universities from Czech Republic, Poland and Slovak Republic. – Toruň (Poľsko) : Wydawnictwo Adam Marszalek. – ISSN 1732-6729. – Roč. 72, č. 2 (2023), s. 201-217
GERŽOVÁ, J. et al. 1999. Dictionary of world and Slovak visual arts of the second half of the 20th century. Bratislava: PROFILE, 1999.
MACKOVÁ, S. 2004. Dramatic education. Brno: JAMU, 2004.
MISTRÍK, E. 2001. Art and children. In Kolláriková, Z. – Pupala, B. (ed.): Preschool and elementary education. Prague: Portal, 2001.
MURÁNIOVÁ, A. 2008. Education through dance. Methodology for raising children through dance. Bratislava: CS Profi - Public, 2008.
PERNIOLA, M. 2000. Aesthetics of the 20th century. Prague: Karolinum, 2000.
READ, H. 1967. Education through art. Prague: Odeon, 1967.
SCHNEIDER, N. 2002. History of aesthetics from the Enlightenment to postmodernism. Bratislava: Kalligram, 2002.
ŠUPŠÁKOVÁ, B. 2009. Child's creative expression through fine art. Ljubljana: DEBORA, 2009.
ŠUPŠAKOVÁ, B. 2010. Visual culture – Art – Education. Bratislava: Dolis, p. r. o., 2010.
ŠUPŠAKOVÁ, B. – TACOL, T. – MARKOFOVÁ, J. 2009. Art education in the system of general education. Bratislava: Linwe/KRAFT, 2009.
ŠUPŠAKOVÁ, B. 2015. Visual literacy. Brno: EU Tribune, 138 p. ISBN 978-80-263-0934-5.
TATARKIEWICZ, W. 1985. History of aesthetics I. Bratislava: Tatran, 1985.
WILLATS, J. 1997. Art and representation. Princeton: Princeton University Press. 1997.
ZIMA, P. V. 1998. Literary aesthetics. Olomouc: Votobia, 1998.

Language of instruction:

Notes:

Course evaluation:
Assessed students in total: 2

A	B	C	D	E	FX
50.0	0.0	0.0	0.0	0.0	50.0

Name of lecturer(s): doc. PaedDr. Eva Dolinská, PhD.

Last modification: 26.08.2025

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE112B/22	**Course title:** Participation in Solution of Grants - Allocated by the Trainer
Type and range of planned learning activities and teaching methods: **Form of instruction:** **Recommended study range:** **hours weekly:** **hours per semester:** **Teaching method:** on-site	
Credits: 15	**Working load:** 375 hours
Recommended semester/trimester: 1., 2.., 3., 4.., 5., 6.., 7., 8..	
Level of study: III.	
Prerequisities:	
Requirements for passing the course:	
Learning outcomes of the course:	
Course contents:	
Recommended or required literature:	
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):
Last modification:
Supervisor(s): **People responsible for the delivery, development and quality of the study programme:** prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE105B/22	**Course title:** Pedagogic Statistical Methods and Application in Educational Research (group B)
Type and range of planned learning activities and teaching methods: **Form of instruction:** Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 5.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course: For successful completion of the course, the doctoral student prepares (max. 50% of the total evaluation) and then presents (max. 50% of the total evaluation) a project in the field of pedagogical research, in which appropriate statistical methods will be applied. The rating is given on a scale: Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
Learning outcomes of the course: The student knows the statistical methods used in pedagogical research and is able to apply them in the analysis of empirical data in pedagogical research. Can interpret the results of statistical procedures and outputs obtained using appropriate software.	
Course contents: 1. Statistics in the process of empirical data analysis. 2. Random sampling and sampling statistics. 3. Comparison of files using selected parametric and non-parametric tests. 4. Investigating the dependence of qualitative characteristics. 5. Correlation and regression analysis. 6. Interpretation of pedagogical research results.	

Recommended or required literature:

COHEN, B.H., LEA, R.B. Essentials of Statistics for the Social and Behavioral Sciences. Hoboken: John Wiley and Sons, 2004. ISBN 0-471-22031-0.
COHEN, L., MANION, L. MORRISON, K. MORRISON R.B. 2007. Research methods in education. NY: Routledge, 2007.
CSACHOVÁ, L., GUNČAGA, J., JUREČKOVÁ, M. 2017. The Educational Research of Mathematical Competence. In Focus on Mathematics Education Research / ed. Keith Patterson. New York : Nova Science Publishers, 2017. ISBN 978-1-53611-826-1.
GAVORA, P. et al. 2010. Electronic textbook of pedagogical research. [online]. Bratislava: Comenius University, 2010. Available online: http://www.e-metodologia.fedu.uniba.sk/ ISBN 978-80-223-2951-4.
GRAVATTER, F.J., WALLNAU, L.B. Statistics for the Behavioral Sciences. Belmont: Wadsworth, 2009. ISBN 9-780-495-602200.
GUNČAGA, J., JUREČKOVÁ, M. 2017. Statistical analysis of the level of mathematics at Slovak lower secondary schools. In Aplimat: 16th conference on applied mathematics 2017: proceedings, Bratislava: Slovak University of Technology in Bratislava, 2017. ISBN 978-80-227-4650-2.
MARKECHOVÁ, D. TIRPÁKOVÁ, A., STEHLÍKOVÁ, B. 2011. Basics of statistics for teachers. Nitra, 2011. ISBN 978-80-8094.
WALKER, I. 2013. Research methods and statistics. Prague: Grada, 2013. ISBN 978-80-247-3920-5.
JUREČKOVÁ, M., MOLNÁROVÁ, I.: Statistics with Excel
Liptovský Mikuláš: Academy of the Armed Forces, 2005. - 234 p. - ISBN 80-8040-257-4.

Language of instruction:

Notes:

Total student workload: 100 hours
Contact hours: 10 hours
Independent work of the student: 90 hours - independent study of literature and study materials 30 hours, continuous preparation for meetings, solving assigned tasks and preparation of materials for the final project, development of the final project 30 hours.

Course evaluation:

Assessed students in total: 6

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

Name of lecturer(s): doc. Mgr. Eva Litavcová, PhD.

Last modification: 15.04.2026

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE106B/22	**Course title:** Pedagogical Diagnosis and Casuistry (group B)
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 5s / 5s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 5.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course: 50% of the interim evaluation + 50% of the final evaluation. Final assessment requirements: project work (30%) and project presentation (20%.) For successful completion of the course it is necessary to obtain at least 60% of the points. The grade is awarded on a scale of: Course grade: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Learning outcomes: To expand the student's competence in the context of the knowledge level oriented to pedagogical diagnosis in primary education, namely in the areas of motor diagnosis, perception diagnosis, communication skills diagnosis, spatial and temporal orientation diagnosis and behavior diagnosis. To increase the student's competence in the possibilities of pedagogical diagnosis with an emphasis on chances and risks. Streamline student competencies in the process of assessing the child/pupil, in the evaluation process and in the process of mutual supervision in the context of pedagogical diagnostics in primary education.	
Course contents: 1. Teacher and pupil and their relationships in the school environment. 2. Pedagogical diagnostics (edumetric and causal approach). 3. Teacher's competences in the context of pedagogical diagnostics in primary education. 4. Non-standardized methods of assessment and their use. Pupil-centred diagnostic methods. 5. Self-diagnosis and self-assessment. 6. Diagnostic methods aimed at a group of pupils, a class, a school. 7. Evaluation of the diagnostic process in primary education. 8. Application of supervision in pedagogical diagnosis.	

Recommended or required literature:

GAVORA, P. et al. 2010. Electronic textbook of pedagogical research. [online]. Bratislava: Comenius University, 2010. Available online: http://www.e-metodologia.fedu.uniba.sk/ ISBN 978-80-223-2951-4.
GAVORA, P. 2011. What are my students like? : pedagogical diagnosis of the pupil. Nitra: Enigma, 2011. ISBN 978-80-89132-91-1.
KASÁČOVÁ, B., CABANOVÁ, M. and others. 2013. Pedagogical diagnostics. Banská Bystrica: Belianom, 2013.
KOŽUCHOVÁ, M. et al. 2011. Pedagogical diagnostics in primary education. Bratislava: Slovenské pedagogické nakladátstvo, 2011. ISBN 978-10-02052-9.
PRŮCHA, J. (ed.). 2009. Pedagogical encyclopedia. Prague: Portal, 2009. ISBN 978-80-7367-546-2
ZELINKOVÁ, O. 2001. Pedagogical diagnosis and individual educational program: tools for prevention, correction and integration. Prague: Portal, 2011. ISBN 978-80-262-0044-4.
QUINN, M., PATTON, P. 2015. Qualitative research & evaluation methods: integrating theory and practice. Thousand Oaks, Calif. : Sage Publications, 2015. ISBN 978-1-4129-7212-3.

Language of instruction:
Slovak, English

Notes:

Course evaluation:
Assessed students in total: 5

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

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

Last modification: 11.07.2023

Supervisor(s):
People responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE100A/22	**Course title:** Philosophical and Social Resources of Education
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture **Recommended study range:** **hours weekly:** **hours per semester:** 12s **Teaching method:** on-site	
Credits: 6	**Working load:** 150 hours
Recommended semester/trimester: 1.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course: 50% of the interim assessment + 50% of the final assessment. Conditions of the final assessment: written test (30%) and oral presentation of the studies at the colloquial exam (20%). In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-94), B (93-88), C (87-81), D (80-75), E (74-69), Fx (68-0)	
Learning outcomes of the course: To acquire knowledge about the relationship between philosophy and pedagogy as a scientific theory and education as a process of education in practice, philosophical foundations and starting points of pedagogy and education in the history of European thought. In the context of philosophical conceptions of the image of the world, society, man, education in a historical context (from antiquity to modernity) to understand pedagogical directions, to understand their reflections in the view of education. Based on theoretical knowledge, the student can independently illustrate and prepare a project on the intersection of philosophy and sociology in application to education. He can critically assess some postmodern approaches, point out the inadequacy of common, uneducative and uneducated approaches to human life.	
Course contents: 1. Introduction to fundamental pedagogy - philosophy, education, harmony, theoria, polis, my philosophy. 2. Greek philosophical and social foundations of education - culture, movement of the soul, multi-learning, obviousness, thinking and consciousness. 3. Latin philosophical and social foundations of education – foundation, authority, discipline, principles, scholasticism, order. 4. Issues and perspectives of educational goals - origin, legal issues, changes in values, indicators of necessary starting points. 5. Value education - problems of understanding, decision-making.	

6. Modern uncertainty about the worldview side of life - examples of pragmatic interpretations of belief based on knowledge (Kant, Lange, Schiller, Unamuno, Kolakowski, Foerster).
7. New philosophical and social challenges of education – hermeneutics, challenge for meaning, pluralistic ontology, individualism.
8. Current topics of sociological aspects of education.

Recommended or required literature:

ANZENBACHER, A. 1990. Introduction to philosophy. Prague: SPN, 1990.
BREZINKA, W. 1992. Philosophical foundations of education. Prague: Zvon, 1996.
KOHOUT, J. 1999. Democracies yesterday and today. Prague, 1999.
KRATOCHVÍL, Z. 1995. Education, obviousness, awareness. Prague: Hermann, 1995.
KUDLÁČOVÁ, B. 2006. The phenomenon of education. Bratislava: Science, 2006.
PALOUŠ, R. 1992. God's world. Prague: SPN, 1992.
PALOUŠ, R. 1991. Time of education. Prague: SPN, 1991.
PATOČKA, J. 1918. Comenius and the main philosophical ideas of the 17th century. Prague, 1918.
PRŮCHA, J. 2000. Overview of pedagogy. Introduction to the study of the field. Prague: Portal, 2000.

Language of instruction:

Notes:

Course evaluation:
Assessed students in total: 8

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

Name of lecturer(s): doc. PhDr. PaedDr. Miroslav Gejdoš, PhD.

Last modification: 01.07.2023

Supervisor(s):
People responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE100B/22	**Course title:** Pre-School and Elementary Education for the Socially Handicapped (group B)
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture **Recommended study range:** **hours weekly:** **hours per semester:** 12s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 1.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course: 50% of the interim assessment + 50% of the final assessment. Conditions of the final assessment: project work (30%) and project presentation (20%). In order to successfully complete the subject, it is necessary to obtain at least 69% of the point assessment. The rating is given on a scale: Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
Learning outcomes of the course: The doctoral student orients himself in the issue of education of socially disadvantaged groups at the required level, adequate to the third level of education. He is able to define and characterize basic terms related to the issue of education of socially disadvantaged groups. He can present the possibilities of eliminating problems in the education of children (pupils) coming from a socially disadvantaged environment. Theoretical knowledge: Pedagogy and environment in the education of socially disadvantaged children and pupils. Communication in the education of socially disadvantaged children and pupils. Sociocultural handicap. Socially disadvantageous environment. Inclusive education. Practical skills: Possibilities of eliminating problems in the education of children (pupils) coming from a socially disadvantaged environment.	
Course contents: 1. Pedagogy and environment in the education of socially disadvantaged children and pupils (social environment, family environment, family and education, definition of family, family functions). 2. Pedagogy and environment in the education of socially disadvantaged children and pupils (educational - school environment, educational process, educational function of the school, school culture, cooperation between the school and the family).	

3. Communication 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 at school).
4. Pedagogy and socialization in the education of socially disadvantaged children and pupils (content of socialization, social role, social status, basic socialization factors).
5. Pedagogy and socialization in the education of socially disadvantaged children and pupils (sociality in pedagogy, education as a socialization process, increased secondary socialization at school).
6. Sociocultural handicap – a negative factor in the process of socialization and education of socially disadvantaged children and pupils.
7. Socially disadvantageous environment - basic characteristics, approaches.
8. Possibilities of eliminating problems in the education of children (pupils) coming from a socially disadvantaged environment. Theoretical and philosophical starting points. Practical, applied procedures.
9. Education of socially disadvantaged children and pupils - humanistic approaches (DROMUS system, THV system...).

Recommended or required literature:

ARMSTRONG, F. 2008. Inclusive education. In MCCulloch, G. – Crook, D. (ed.): The Routledge International Encyclopedia of Education. London and New York: Routledge, 2008. ISBN 0-415-27747-7.
ĎURIČEKOVÁ, M. 2000. Education of Roma pupils. Prešov: MPC, 45 p. ISBN 80-8045-211-3.
HAJKOVÁ, V. – STRNADOVÁ, I. 2010. Inclusive education. Theory and practice. Prague: Grada, p. 224. ISBN 978-80-247-3070-7.
HORŇÁK, L. 2005. Roma student at school. Prešov: PF PU. 2005. p. 357. ISBN 80-8068-356-5.
HUĽOVÁ, Z. Project, problem-based, cooperative and research concept of education in the pre-graduate training of future teachers: for the field of technical education at the primary school level. Banská Bystrica: Matej Bel University, Faculty of Education, 2017. 79 p. ISBN 978-80-557-1275-8.
KLEIN, V. – ROSINSKÝ, R: 2013. Social pedagogy for helping professions. Nitra: GARMOND, 2013, 272 p. ISBN 978-80-89148-98-1. EAN 9788089148981.
KLEIN, V. – RUSNÁKOVÁ, J. – ŠILONOVÁ, V. 2012. Zero Grade and Education of Roma Pupils. First Cover. Ves. Civil Association Speccrum-East. 2012. 274 pages. ISBN 978-80-971181-1-2. EAN 9788097118112.
KLEIN, V. 2007. Education of Roma pupils through assistant teachers and zero grades. Ružomberok: Catholic University, 2007. 115 p. ISBN 978-80-8084-176-8.
KLEIN, V. 2008. Teacher's assistant in the process of primary education of Roma pupils. Nitra: UKF, 2008. 198 p. ISBN 978-80-8094-348-6.
KLEIN, V. 2008. Multicultural education and the Roma. Nitra: UKF, 2008. 170 p. ISBN 978-80-8094-333-2.
KLEIN, V. – RUSNÁKOVÁ, J. – ŠILONOVÁ, V. 2012. Year zero and education of Roma pupils. Spišská Nová Ves: Roma education fund. 2012. 264 p. ISBN 978-80-971181-0-5.
KOLLÁRIKOVÁ, Z., PUPALA, B. (eds.). 2001. Preschool and elementary education. Prague: Portal. 2001. ISBN 80-7178-585-7.
LECHTA, V (ed). 2010. Basics of inclusive pedagogy: a child with disabilities, disturbances and threats in school. Prague: Portal, 2010. ISBN 978-80-7367-679-7.
MACZEJKOVÁ, M. et al. 2000. Preparatory - year zero in elementary school for six-year-old children not prepared for successful school entry. Prešov: MC, 2000. 78 p. ISBN 80-8045-218-0.
PORTIK, M. 2003. Determinants of the education of Roma pupils. Prešov: PdF of the University of Prešov. 177 p. ISBN 80-8068-155-4.
ROSINSKÝ, R. 2006. Čhavale Romale or the motivation of Roma pupils to learn. Nitra: UKF Faculty of Social Sciences and Health. 2006. ISBN 80-8050-955-7. with. 66-68.
ROSINSKÝ, R. – KLEIN, V. 2013. Basics of pedagogy for helping professions. University textbook. Nitra: GARMOND, 2013, 212 pages. ISBN 978-80-89148-99-1. EAN 9788089148998.
ROSINSKÝ, R. – ŠRAMOVÁ, B. – KLEIN, V. – VANKOVÁ, K. 2009. Pedagogical - psychological and intercultural aspects of the work of teachers of pupils from different sociocultural environments. Nitra: UKF, 2009. 209 p. ISBN 978-80-8094-589-3.
ŠTECH, S. 2001. Psychology of handicap. Prague: Karolinum. ISBN 80-7184-929-4.
VÁGNEROVÁ, M., HAJD-MOUSSOVÁ, Z., ŠTECH, S. 2001. Psychology of handicap. Prague: Karolinum. 2001. ISBN 80-7184-929-4.
ZELINA, M. 2001. Roma ethnicity in the system of multicultural education. Prešov: PF PU, 2001.
ZELINA, M. et al. 2004. Concept of integrated education of Roma children and youth. Bratislava: Ministry of Education of the Slovak Republic, 2004. 161 p. ISBN 80-89055-47-8.

Language of instruction:

Notes:

Course evaluation:
Assessed students in total: 8

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

Name of lecturer(s): prof. PaedDr. Zlatica Huľová, PhD.

Last modification: 11.07.2023

Supervisor(s):
People responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE100S/22	**Course title:** Pre-school and Elementary Education State Exam – Dissertation Exam
Type and range of planned learning activities and teaching methods: **Form of instruction:** **Recommended study range:** **hours weekly: hours per semester:** **Teaching method:** on-site	
Credits: 20	**Working load:** 500 hours
Recommended semester/trimester: 5., 6..	
Level of study: III.	
Prerequisities:	
Requirements for passing the course: Completion of all components of the state examination: 1. Written thesis for the dissertation examination. Presentation and defence of the dissertation project. 2. Colloquial state examination in the field of theoretical knowledge of preschool and elementary pedagogy and methodology of pedagogical research. The evaluation is awarded on a scale: Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0% Each component graded separately, the final grade for the state exam is calculated as the average of the individual component grades. If a student fails only some parts of the state examination, he/she repeats only those parts he/she failed.	
Learning outcomes of the course: The student will demonstrate skills and competences: in the presentation of the written thesis for the dissertation examination, which includes the defence of the dissertation project, the student will demonstrate the ability to solve scientific research tasks and projects in the field of preschool and elementary pedagogy. The student will be familiar with the methodology of scientific work in the field, the principles of presenting research results, the links between science, research, pedagogical development and practice, and the ethical and legal contexts of scientific work. Demonstrate knowledge of the scientific and professional literature in a global context and the ability to respond to professional debate. In the colloquial examination in Early Childhood and Elementary Education, the student will demonstrate knowledge of early childhood and elementary education. Can characterize, apply and	

evaluate didactic methods of teaching in a selected subject. Knows methods of evaluating teaching, schools and the school system in a European context, methods of evaluating student performance.

Course contents:

1. Methodology of pedagogical research.
2. Quantitative and qualitative approaches.
3. Theoretical and empirical research.
4. Scientific language, scientific text.
5. Research in preschool and primary education.
6. Interdisciplinary approaches.
7. Philosophy of education.

Scientific part:

8. Solution of an individual scientific research project.
9. 8.

Recommended or required literature:

ANDERSON, L. W., KRATHWOHL, D. R.2001. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom´s Taxonomy of Educational Objectives. New York : Longman, 2001, 305 p. ISBN 80-200-0524-2.

GAVORA, P. et al. 2010. electronic textbook of educational research. [online]. Bratislava : Comenius University, 2010. Available from: http://www.e-metodologia.fedu.uniba.sk/ ISBN 978-80-23-951-4.

KALHOUS, Z, OBST. O et al. 2009. School didactics. 2nd ed. Prague : Portál, 2009. 447s. ISBN 807178253X .

KAŠČÁK, O., PUPALA, B., LEHOTSKÁ,V., ZÁPOTOČNÁ, O. 2015. Preschool and elementary pedagogy and its international acceptance : Portrait of a Slovak weakness. In Orbis Scholae. Vol. 9, no. 1 (2015), p. 119 - 138.

KOLLÁRIKOVÁ, Z., PUPALA, B. et al. 2010. Preschool and primary pedagogy. Preschool and elementary pedagogy. 2nd ed. Prague : Portál, 2010, 456 p. ISBN 978-80-7367-828-9.

KOMÁRIK, E. 2002. Methods of scientific human cognition for beginners. Bratislava : UK, 2002, 210 p. ISBN 80-223-1717-9.

KYRIACOU, CH. 2005. Teacher's key skills. Prague : Portál, 2005.

MARKECHOVÁ, D. TIRPÁKOVÁ, A., STEHLÍKOVÁ, B. 2011. Fundamentals of statistics for educators. Nitra, 2011. ISBN 978-80-8094.

MIOVSKÝ, M. 2006. Qualitative approach and methods in psychological research. Prague : Grada, 2006. ISBN 80-247-1362-4.

TUREK, I. 2010. Didactics. Bratislava: Iura Edition, 2010.

PUPALA, B. 2013. Theory and practice of primary education. Trnava : Faculty of Education, 2013. ISBN 978 80 8082 607 9.

ZÁPOTOČNÁ, O. 2013. Metacognitive processes in reading, learning and education. Trnava : Faculty of Education, 2013.

ZÁPOTOČNÁ, O., PETROVÁ, Z. 2010. Language literacy in preschool age: theoretical background and themes for the analysis and development of the language education curriculum for children of pre-school age. [electronic resource]. Trnava : Faculty of Education, University of Trnava, 2010. 91 s. ISBN 978 80 80 8082 404 4.

Language of instruction:

Notes:

Course evaluation:
Assessed students in total: 6

A	B	C	D	E	FX
33.33	16.67	33.33	0.0	16.67	0.0

Name of lecturer(s):

Last modification: 11.07.2023

Supervisor(s):
People responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE101S/22	**Course title:** Pre-school and Elementary Education State Exam – Dissertation Thesis Defence
Type and range of planned learning activities and teaching methods: **Form of instruction:** **Recommended study range:** **hours weekly:** **hours per semester:** **Teaching method:** on-site	
Credits: 30	**Working load:** 750 hours
Recommended semester/trimester: 7., 8..	
Level of study: III.	
Prerequisities:	
Requirements for passing the course: Completion of all components of the state examination: 1. Defence of the dissertation. The evaluation is awarded on a scale: Course grade: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: During the defense of the dissertation, the student will demonstrate the following skills and abilities: Solve scientific and research tasks and projects in the field of preschool and elementary pedagogy. Knows the methodology of scientific work in the field, the principles of presenting research results, links between science, research, pedagogical development and practice, ethical and legal contexts of scientific work. Also the broader philosophical and social science context of the department. Demonstrate ability and knowledge in scientific and professional literature of preschool and elementary pedagogy.	
Course contents: 1. Methodology of pedagogical research. 2. Quantitative and qualitative approaches. 3. Theoretical and empirical research. 4. Scientific language, scientific text. 5. Research in preschool and primary education. Scientific part: 6. Solution of an individual scientific research project. 7. Continuous presentation of project results. 8. Preparation of the dissertation.	

Recommended or required literature:

ANDERSON, L. W., KRATHWOHL, D. R.2001. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom´s Taxonomy of Educational Objectives. New York : Longman, 2001, 305 p. ISBN 80-200-0524-2.
GAVORA, P. et al. 2010. electronic textbook of educational research. [online]. Bratislava : Comenius University, 2010. Available from: http://www.e-metodologia.fedu.uniba.sk/ ISBN 978-80-23-951-4.
KALHOUS, Z, OBST. O et al. 2009. School didactics. 2nd ed. Prague : Portál, 2009. 447 p. ISBN 807178253X .
KAŠČÁK, O., PUPALA, B., LEHOTSKÁ,V., ZÁPOTOČNÁ, O. 2015. Pre-school and elementary pedagogy and its international acceptance : Portrait of a Slovak weakness. In Orbis Scholae. Vol. 9, no. 1 (2015), p. 119 - 138.
KOLLÁRIKOVÁ, Z., PUPALA, B. et al. 2010. Preschool and primary pedagogy. Preschool and elementary pedagogy. 2nd ed. Prague : Portál, 2010, 456 p. ISBN 978-80-7367-828-9.
KOMÁRIK, E. 2002. Methods of scientific human cognition for beginners. Bratislava : UK, 2002, 210 p. ISBN 80-223-1717-9.
KYRIACOU, CH. 2005. Teacher's key skills. Prague : Portál, 2005.
MARKECHOVÁ, D. TIRPÁKOVÁ, A., STEHLÍKOVÁ, B. 2011. Fundamentals of statistics for educators. Nitra, 2011. ISBN 978-80-8094.
MIOVSKÝ, M. 2006. Qualitative approach and methods in psychological research. Prague : Grada, 2006. ISBN 80-247-1362-4.
TUREK, I. 2010. Didactics. Bratislava: Iura Edition, 2010.
PUPALA, B. 2013. Theory and practice of primary education. Trnava : Faculty of Education, 2013. ISBN 978 80 8082 607 9.
ZÁPOTOČNÁ, O. 2013. Metacognitive processes in reading, learning and education. Trnava : Faculty of Education, 2013.
ZÁPOTOČNÁ, O., PETROVÁ, Z. 2010. Language literacy in preschool age: theoretical background and themes for the analysis and development of the language education curriculum for children of pre-school age. [electronic resource]. Trnava : Faculty of Education, University of Trnava, 2010. 91 s. ISBN 978 80 80 8082 404 4.

Language of instruction:

Notes:

Course evaluation:

Assessed students in total: 4

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

Name of lecturer(s):

Last modification: 11.07.2023

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE101C/22	**Course title:** Professional Communication in Foreign Language

Type and range of planned learning activities and teaching methods:
Form of instruction:
Recommended study range:
hours weekly: **hours per semester:**
Teaching method: on-site

Credits: 3	**Working load:** 75 hours

Recommended semester/trimester: 3., 4.., 5., 6..

Level of study: III.

Prerequisities:

Requirements for passing the course:

Learning outcomes of the course:

Course contents:

Recommended or required literature:

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):

Last modification:

Supervisor(s):
People responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE108B/22	**Course title:** Publishing Activity 1
Type and range of planned learning activities and teaching methods: **Form of instruction:** **Recommended study range:** **hours weekly:** **hours per semester:** **Teaching method:** on-site	
Credits: 8	**Working load:** 200 hours
Recommended semester/trimester: 1.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course:	
Learning outcomes of the course:	
Course contents:	
Recommended or required literature:	
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):
Last modification:
Supervisor(s): **People responsible for the delivery, development and quality of the study programme:** prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE109B/22	**Course title:** Publishing Activity 2
Type and range of planned learning activities and teaching methods: **Form of instruction:** **Recommended study range:** **hours weekly:** **hours per semester:** **Teaching method:** on-site	
Credits: 8	**Working load:** 200 hours
Recommended semester/trimester: 2.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course:	
Learning outcomes of the course:	
Course contents:	
Recommended or required literature:	
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):
Last modification:
Supervisor(s): **People responsible for the delivery, development and quality of the study programme:** prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE106A/22	**Course title:** Publishing Activity 3
Type and range of planned learning activities and teaching methods: **Form of instruction:** **Recommended study range:** **hours weekly:** **hours per semester:** **Teaching method:** on-site	
Credits: 7	**Working load:** 175 hours
Recommended semester/trimester: 3.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course:	
Learning outcomes of the course:	
Course contents:	
Recommended or required literature:	
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):
Last modification:
Supervisor(s): **People responsible for the delivery, development and quality of the study programme:** prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE107A/22	**Course title:** Publishing Activity 4
Type and range of planned learning activities and teaching methods: **Form of instruction:** **Recommended study range:** **hours weekly:** **hours per semester:** **Teaching method:** on-site	
Credits: 13	**Working load:** 325 hours
Recommended semester/trimester: 4.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course:	
Learning outcomes of the course:	
Course contents:	
Recommended or required literature:	
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):	
Last modification:	
Supervisor(s): **People responsible for the delivery, development and quality of the study programme:** prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.	

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE108A/22	**Course title:** Publishing Activity 5
Type and range of planned learning activities and teaching methods: **Form of instruction:** **Recommended study range:** **hours weekly:** **hours per semester:** **Teaching method:** on-site	
Credits: 7	**Working load:** 175 hours
Recommended semester/trimester: 5.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course:	
Learning outcomes of the course:	
Course contents:	
Recommended or required literature:	
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):
Last modification:
Supervisor(s): **People responsible for the delivery, development and quality of the study programme:** prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE109A/22	**Course title:** Publishing Activity 6
Type and range of planned learning activities and teaching methods: **Form of instruction:** **Recommended study range:** **hours weekly:** **hours per semester:** **Teaching method:** on-site	
Credits: 13	**Working load:** 325 hours
Recommended semester/trimester: 6.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course:	
Learning outcomes of the course:	
Course contents:	
Recommended or required literature:	
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):
Last modification:
Supervisor(s): **People responsible for the delivery, development and quality of the study programme:** prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE110B/22	**Course title:** Publishing Activity 7
Type and range of planned learning activities and teaching methods: **Form of instruction:** **Recommended study range:** **hours weekly:** **hours per semester:** **Teaching method:** on-site	
Credits: 8	**Working load:** 200 hours
Recommended semester/trimester: 7.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course:	
Learning outcomes of the course:	
Course contents:	
Recommended or required literature:	
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):
Last modification:
Supervisor(s): **People responsible for the delivery, development and quality of the study programme:** prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE111B/22	**Course title:** Publishing Activity 8
Type and range of planned learning activities and teaching methods: **Form of instruction:** **Recommended study range:** **hours weekly:** **hours per semester:** **Teaching method:** on-site	
Credits: 8	**Working load:** 200 hours
Recommended semester/trimester: 8.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course:	
Learning outcomes of the course:	
Course contents:	
Recommended or required literature:	
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):
Last modification:
Supervisor(s): **People responsible for the delivery, development and quality of the study programme:** prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE103A/22	**Course title:** Qualitative Research Methods
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture **Recommended study range:** **hours weekly:** **hours per semester:** 12s **Teaching method:** on-site	
Credits: 6	**Working load:** 150 hours
Recommended semester/trimester: 3.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course: Ongoing assessment: the doctoral student develops the structure of the dissertation content and proposes a methodological procedure for processing the research part of the dissertation together with the formulation of hypotheses (40 points). Final exam: oral (60 points) The final evaluation will be based on the total number of points obtained from the interim evaluation and the evaluation from the oral exam. The rating is given on a scale: 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: Learning outcomes: The student knows the principles of pedagogical research methodology, understands methodological starting points, knows theories influencing qualitative research, knows qualitative research methods and knows how to apply them, knows the properties of research tools, knows and knows how to use procedures for data processing and interpretation, knows how to justify the choice of a research method and apply it in his research paper.	
Course contents: Course contents: 1. Theories affecting qualitative research. 2. Methods of qualitatively oriented research in pedagogical sciences. 3. Process and stages of qualitative research. 4. Formulation of scientific research topics, questions. 5. Tools of qualitative methodology.	

6. Processing and interpretation of the results of qualitative research and determining the extent of the validity of the conclusions.
Analysis of frequent methodological errors. Ethics in scientific research.

Recommended or required literature:

COHEN, L., MANION, L. MORRISON, K. MORRISON, R. B. 2007. Research methods in education. NY: Routledge.
deMARRAIS, K., LAPAN S. D. (eds.). 2004. Foundations for Research: Methods of Inquiry in Education and the Social Sciences. Mahwah: Lawrence Erlbaum Associates.
DRESSMAN, M. 2008. Using social theory in educational research: a practical guide. New York: Routledge.
DENZIN, N. K., LINCOLN, Y.S., eds., 2005. The Sage Handbook of Qualitative Research, 3 rd edition. Sage Publications of London, Thousand Oaks and New Dehli 2005.
GAVORA, P. 2006. Sprievodca metodológiou kvalitatívneho výskumu. Bratislava: Regent 2006.
GAVORA, P. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava : Univerzita Komenského, 2010. Dostupné na internete: http://www.e-metodologia.fedu.uniba.sk/ ISBN 978-80-223-2951-4.
HENDL, J. 2005. Kvalitativní výzkum. Praha : Portál, 2005.
JABLONSKÝ, T. 2007. Vedecký výskum v pedagogike. In Kratochvílová, E. ed. al.: Úvod do pedagogiky. Trnava : Pedagogická fakulta Trnavská univerzita, 2007, s. 150 – 165.
JUCZCZYK, S. 2012. Kvalitatívne výskumy v sociálnych vedách. Metodologické reflexie. Ružomberok : VERBUM 2012.
KOMÁRIK, E. 2002. Metódy vedeckého poznávania človeka. Bratislava : UK, 2002.
MIOVSKÝ, M. 2006. Kvalitativní přístup a metody v psychologickém výzkumu. Praha : Grada, 2006. ISBN 80-247-1362-4.
SILVERMAN, D. 2005. Ako robiť kvalitatívny výskum. 1. vyd. Bratislava : Pegas, 2005.

Language of instruction:
Slovak language, English language

Notes:

Course evaluation:
Assessed students in total: 6

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., PhDr. Katarína Kohútová, PhD., PhDr. Gabriela Siváková, PhD.

Last modification: 11.07.2023

Supervisor(s):
People responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE102A/22	**Course title:** Quantitative Research Methods
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture **Recommended study range:** **hours weekly:** **hours per semester:** 12s **Teaching method:** on-site	
Credits: 6	**Working load:** 150 hours
Recommended semester/trimester: 2.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course: Ongoing assessment: the doctoral student develops the structure of the dissertation content and proposes a methodological procedure for processing the research part of the dissertation together with the formulation of hypotheses (40 points). Final exam: oral (60 points) The final evaluation will be based on the total number of points obtained from the interim evaluation and the evaluation from the oral exam. The rating is given on a scale: Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
Learning outcomes of the course: The student knows the principles of pedagogical research methodology, understands methodological starting points, knows theories affecting quantitative research, knows quantitative research methods and knows how to apply them, knows the properties of research tools, knows and knows how to use mathematical and statistical methods for data processing and interpretation, knows how to create hypotheses, knows justify the choice of research method and apply it in your research work.	
Course contents: 1. Theories affecting quantitative research. 2. Methods of quantitatively oriented research in pedagogical sciences. 3. Process and stages of scientific research. 4. Formulation of scientific research topics, questions, hypotheses. 5. Tools of quantitative methodology. 6. Comparison of Q-methodology and R-methodology.	

7. Processing and interpretation of the results of scientific research and determining the scope of the validity of the conclusions.
8. Analysis of frequent methodological errors.
9. Ethics in scientific research.

Recommended or required literature:

COHEN, L., MANION, L. MORRISON, K. MORRISON R. B. 2007. Research methods in education. NY : Routledge.
CSÁMPAI, O. 2013. Elementárium kvantitatívneho výskumu. Trnava : Oliva, 2013. ISBN 978-80-89332-15-1.
deMARRAIS, K., LAPAN S. D. (eds.). 2004. Foundations for Research: Methods of Inquiry in Education and the Social Sciences. Mahwah : Lawrence Erlbaum Associates.
DRESSMAN, M. 2008. Using social theory in educational research: a practical guide. New York: Routledge.
GAVORA, P. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava : Univerzita Komenského, 2010. Dostupné na: http://www.e-metodologia.fedu.uniba.sk/ ISBN 978-80-223-2951-4.
GAVORA, P. 2008. Úvod do pedagogického výskumu. 4.vyd. Bratislava : Univerzita Komenského, 2008.
CHRÁSKA, M. 2007. Metody pedagogického výzkumu. Praha : Grada, 2007.
KOMÁRIK, E. 2002. Metódy vedeckého poznávania človeka. Bratislava : UK, 2002.
JABLONSKÝ, T. 2007. Vedecký výskum v pedagogike. In Kratochvílová, E. ed. al.: Úvod do pedagogiky. Trnava : Pedagogická fakulta Trnavská univerzita, 2007, s. 150 – 165.
JUSZCZYK, S. 2003. Metodológia empirických výskumov v spoločenských vedách. Bratislava : IRIS 2003, 137 s. ISBN 80-89018-13-0.
JUSZCZYK S. 2009. Metodológia edukačných vied. In T. Jablonský, red., Týždeň vedy a techniky na Pedagogickej fakulte Katolíckej univerzity v Ružomberku, 2009, s. 93 – 111.
ONDREJKOVIČ, P. 2007. Úvod do metodológie spoločenskovedného výskumu. Bratislava : SAV 2007.
PROKŠA, M., HELD, Ľ. a kol. 2008. Metodológia pedagogického výskumu a jeho aplikácia v didaktikách prírodných vied. Bratislava : Univerzita Komenského v Bratislave, 2008. ISBN 978-80-223-2562-2.

Language of instruction:

Notes:

Course evaluation:
Assessed students in total: 7

A	B	C	D	E	FX
71.43	14.29	14.29	0.0	0.0	0.0

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

Last modification: 11.07.2023

Supervisor(s):
People responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE103B/22	**Course title:** Subject Didactics in Elementary Education (group A)
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 6s / 6s **Teaching method:** on-site	
Credits: 6	**Working load:** 150 hours
Recommended semester/trimester: 3.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course: The course ends with a colloquial examination on the acquired scientific knowledge. Active participation in discussions during the course (10 pts), preparation of an independent thesis for the colloquial examination on the topic assigned by the teacher (45 pts), successful completion of the colloquial examination - defending the independent thesis at the examination (45 pts). The grade is awarded on a scale: Course grade: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: The student knows the development, theoretical background, conception and tendencies of didactics of elementary education of teaching vocational subjects. The student will get acquainted with the laws of the teaching process, i.e. how to create it and how to systematically proceed in the socialization and pedagogical process in the conditions of primary education.	
Course contents: 1. Didactics as a pedagogical discipline, its subject, division. Basic didactic categories. Relationship of general didactics to subject didactics in primary education. Transdisciplinary didactics. 2. Basic system-forming elements of the teaching process and their interdependence: objectives, content, teaching methods, material didactic means, organizational forms of teaching, conditions of teaching. 3. Objectives of teaching. Taxonomy of objectives. The concretization of objectives in the teaching of pedagogical disciplines. The position of objectives as a determining element for other system-forming elements in teaching. 4. The content of teaching. The concept of curriculum. Types of curriculum. School reform in the Slovak Republic, including content reform. New trends in teaching content. School documents. State educational programme and school educational programme. Educational competences.	

5. Didactic principles. Definition of the concept, analysis of individual didactic principles, methodological recommendations for their application, relations between principles and principles, relations between principles and other components of teaching.
6. Didactic methods. System of didactic methods, characteristics of methods, determinants of their optimal choice. Theoretical analysis of individual didactic methods.
7. Material didactic means, their classification and their application in the teaching of pedagogical disciplines from the point of view of basic pedagogical paradigms. Determinants of their optimal selection.
8. Organizational forms of teaching. System of organizational forms, classification, theoretical analysis of individual organizational forms.
9. Teaching process. Characteristics, functions, factors, regularities. Stages of the teaching process. Long-term and short-term preparation of the teacher for teaching pedagogical disciplines.
10. Concepts of teaching. Concept and brief characteristics of the most important currents of concepts of teaching in the past and at present.

Recommended or required literature:

BERTRAND, Y. 1998. Contemporary theories of education. Prague : Portál, 1998. ISBN 80-7178-216-5.
CZARKOWSKI, J. J., BURSOVÁ, J., DOLINSKÁ, E., ŠIMEK, V., PORUBČANOVÁ, D. Personality As A Factor In The Learning Process Of Teaching – The Context Of The Big Five Theory /– [recenzované]. – WOS CC. In: Ad alta [textový dokument (print)] [elektronický dokument] : journal of interdisciplinary research. Hradec Králové (Česko) : Magnanimitas akademické sdružení. – ISSN 1804-7890. – ISSN (online) 2464-6733. – Roč. 13, č. 1 (2023), s. 75-80
DOLINSKÁ, E., HORŇÁK, L., DUDEK, M. Creative methods as a determinant of activation of pupils from socially disadvantaged backgrounds. Krasnystaw: Polianna, 2018. ISBN 978-83-951391-1-6.
BENDÍKOVÁ, E. - NOVOTNÁ, B. - ROZIM, R. et al. 2020. Analysis from physical activity status and functional posture in Slovakia's young school-aged children with different body weight. In Zdravotnícke listy. Trenčín : Trenčín University of Alexander Dubček, 2020. - ISSN 1339-3022. - Roč. 8, no. 2 (2020), pp. 71-81.
IZÁKOVÁ, A. ARGAJ, G., ROZIM, R. The level of basketball skills among pupils. In Banská Bystrica primary schools. Hradec Králové (Czech Republic) : Gaudeamus, 2019. 118 p.
KALHOUS, Z., OBST, O. 2002. School didactics. Prague : Portál, 2002. ISBN 80-7178-253-X.
KASÁČOVÁ, B., CABANOVÁ, M. et al. 2013. Pedagogical diagnostics. Banská Bystrica : Belianom, 2013.
KASÁČOVÁ, B., CABANOVÁ, M., BABIAKOVÁ, S., HANESOVÁ, D., LIPNICKÁ, M., STEHLÍKOVÁ, J. 2016. Children on the threshold of education. Reasons and possibilities of their exploration. Banská Bystrica : Belianom, 2016.
KOSTRUB, D. 2008. Child/pupil/student - curriculum - teacher, didactic or Bermuda triangle? Prešov : Rokus, 2008. ISBN 978-80-89055-87-6.
LÁSZLÓ, K. 2004. Motivation in the educational environment. Banská Bystrica : Matej Bel University, 2004.
MAŇÁK, J., ŠVEC, V. 2003. Teaching methods. Brno : Paido, 2003. ISBN 80-7315-039-5.
PASCH et al. 2005. From curriculum to lesson. Prague : Portál, 2005. ISBN 80 7367-054-2.
PETLÁK, E. 2004. General didactics. Bratislava : Iris, 2004. ISBN 80-8901-897-0.
PETLÁK, E. 2005. Chapters from contemporary didactics. Bratislava : Iris, 2005. ISBN 80-8901-889-0.
PETTY, G. 1996. Modern teaching. Prague : Portál, 1996. ISBN 80-7178-070-7.
ROCHOVSKÁ, I., KUŠNÍROVÁ, V., KOLIBOVÁ, D., DOLINSKÁ, E., DUDEK, M. Educational needs of the primary education teachers in inclusive education of the pupils from socially disadvantaged backgrounds in Slovakia. SCO. In: Specialusis Ugdymas Siauliai (Litva) : Šiauliu Universitetas. Šiauliu Universitetas Leidykla. – ISSN (online) 2424-3299. – Roč. 2, č. 40 (2019), s. 157-194 [online]
SKALKOVÁ, J. 2007. General didactics. Prague: GRADA, 2007. ISBN 80-24718-21-7.
State educational programme for primary education (ISCED 1).
TUREK, I. 2005. Bratislava : Metodické centrum, 2005. ISBN 80-8052-230-8.
WALTEROVÁ, E. 1994. Curriculum : Changes and trends in an international perspective. Brno: Masaryk University, 1994. ISBN 80-210-0846-6.
Act No. 245/2008 Coll. on education and training (Education Act) and on amendments and supplements to certain acts.

Language of instruction:

Notes:

Course evaluation:
Assessed students in total: 6

A	B	C	D	E	FX
83.33	16.67	0.0	0.0	0.0	0.0

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

Last modification: 26.08.2025

Supervisor(s):
People responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE107B/22	**Course title:** The Word Context (group B)
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 6s / 6s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 6.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course: On-going evaluation: group-evaluated microtext exercises, the doctoral student chooses, studies and writes a text with philosophical and pedagogical content depending on the topic of the doctoral thesis (30 points) and then presents it orally (30 points). Final presentation: (40 points) In order to successfully complete the subject, it is necessary to obtain at least 69% of the point evaluation. The rating is awarded on a scale: Course grade: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: The student can work with professional, educational and artistic text at a professional level. He has a developed critical view of working with the text. He understands the symbolism of the text, knows how to classify text models and can analyze, interpret and transform into pedagogical practice a professional text with a focus on primary education. He understands mutual relationships, can compare domestic and foreign literary sources.	
Course contents: Course contents: 1. Text-making algorithms and genres. 2. Meaning of narrative in the text. 3. Materiality and aesthetics in the text, their occurrence, cooperation and variations. 4. Formal text models. 5. Content text models in the context of primary education. 6. Classification and characteristics of text models for deep and surface text organization. Analysis of selected texts by Luigi Giussani in the context of the book Risk of education with the application dimension of primary education.	

7. The basics of hermeneutics and the interpretation of biblical texts from the point of view of the peculiarities of the primary education student.
8. Basic literary orientations, types, methods and genres of literary criticism. Cultural-historical and aesthetic starting points of the text level related to the topic of the dissertation.

Recommended or required literature:

DITTMANN, J., SCHMIDT. C. 2011. Reflections on the word. Basics of linguistics. Prešov: Prešov University Press, 2011. ISBN 978-80-555-0422-3.
FINDRA, J. 2004. Expressive syntactic constructions. Banská Bystrica: FHV UMB, 2004.
GROMOVÁ, E. Introduction to translation studies. Nitra: UKF, 2009. ISBN 978-80-8094-627-2.
KOLLER, W. Einführung in die Übersetzungswissenschaft. Wiesbaden: Quelle & Meyer, 2004. ISBN 978-3494013794.
HORÁK, G., 1999. Word about word. Martin: Matica slovenská, 1999.
CHANASOVÁ, Z., 2014. Use of narrative approach in primary education through literary and drama methods. In Scientia: early school education exemplifications in practice. Chełm : PWSZ w Chełmie, 2014. - ISBN 978-83-61149-35-4. - ISSN 1899-0630, p. 158 – 167.
LIGOŠ, M., 2009. Basics of language and literary education I. Ružomberok: Faculty of Philosophy of the Catholic University in Ružomberok, 2009. 120 p. - ISBN 978-80-8084-429-5.
• LIGOŠ, M., 2003. Motivational and spiritual dimensions of Slovak language teaching: chapters from mother tongue didactics. Ružomberok: Faculty of Arts of the Catholic University in Ružomberok, 2003. ISBN 80-89039-16-2.
LYONS, J., 1995. Einführung in die moderne Linguistik. Achte, unveränderte Auflage. Munich : C. H. Beckśche Verlagsbuchhandlung (Oscar Beck), 1995. ISBN 3406 39465 5.
• LEŠTINSKÝ, J.: Hermeneutics: (short sketch of the history of interpretation). Ružomberok: VERBUM, 2013. ISBN 978-80-561-0084-4.
RAKŠÁNYIOVÁ, J. Translation as intercultural communication. Bratislava: AnaPress, 2005.
ŠUPŠÁKOVÁ, B. 2015. Visual literacy. Brno: Tribune EU. ISBN 978-80-263-0934-5.
ŠUPŠÁKOVÁ, B., BELEŠOVÁ, M., SZENTESIOVÁ, L. 2016. Word and image in communication. Brno: Tribune EU. ISBN 978-80-263-1026-6.

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): prof. PaedDr. Milan Ligoš, CSc.

Last modification: 11.07.2023

Supervisor(s):
People responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-PE100C/22	**Course title:** Work with External Literary Sources (Public and Private Databases)
Type and range of planned learning activities and teaching methods: **Form of instruction:** **Recommended study range:** **hours weekly:** **hours per semester:** **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 2.	
Level of study: III.	
Prerequisities:	
Requirements for passing the course:	
Learning outcomes of the course:	
Course contents:	
Recommended or required literature:	
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):
Last modification: 14.07.2022
Supervisor(s): **People responsible for the delivery, development and quality of the study programme:** prof. PaedDr. Tomáš Jablonský, PhD., prof. PaedDr. Zlatica Huľová, PhD., PaedDr. Miriam Uhrinová, PhD.