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COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME102B/23	**Course title:** Alternative approaches in education
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 4s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical exercises during the semester teaching of the subject. The student will be evaluated continuously through the elaboration of a project during the semester (max. 50 points) and the final presentation of the elaborated project (max. 50 points). Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%-0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - Acquire knowledge of the basic features, characteristics, functions and divisions of alternative schools. He/she knows the innovative educational programs in Slovakia and in the world, he/she knows the basic pedagogical principles of classical reform schools and their specifics: teaching strategies and techniques, organization of teaching, teaching day, material resources, - is able to briefly characterise the basic pedagogical principles of individual classical reform schools (M. Montessori, C. Freinet, Dalton Plan, Pedagogy of R. Steiner, Pedagogy of P. Petersen) and identify their specific teaching strategies, techniques and methods, - transforms the specificities of each school for the needs of contemporary school practice and applies specific teaching strategies and techniques to the process of developing one's own project.	
Course contents: The concept of alternative school. Origin and division of alternative schools. Confrontation of the classical school with the alternative school. Alternative schools of the first half of the 20th century: Waldorf school. The Freinet School. Montessori pedagogy, the Jena school, the Dalton school. Alternative schools of the second half of the 20th century: ITV S. J. Kovalik. Rogers' P-C-E, Open Teaching. Collaborative	

pedagogy and other alternative schools. Step by step. Forest schools. Healthy schools. Application of alternative pedagogy to the educational process in primary education.

Recommended or required literature:

HUDÁKOVÁ, V., MIŇOVÁ, M. Za oknami freinet(ovských) škôl. Prešov: Rokus, ISBN 9788089510641.
Kompetentní učitel 21. století. Medzinárodní profesní rámec kvality ISSA. Praha: Step by Step, 2011.
KOVALIKOVÁ, S., OLSENOVÁ, K. Integrované tematické vyučovanie–Model. Bratislava: Faber, 1996. ISBN 80-967492-6-9.
KREJČOVÁ. V., KARGEROVÁ, J. Vzdělávací program Začít spolu : metodický průvodce pro I. stupeň základní školy. Praha: Portál, 2003. ISBN 80-7178-695-0.
MATULČÍKOVÁ, M. Reformnopedagogické školy a reformné školy a ich prínos pre reformu školy. Bratislava: Muzica Liturgica, 2007. ISBN 978-80-969784-0-3.
MONTESSORI, M. Londýnské přednášky.Praha: Portál, 2019. ISBN 978-80-262-1539-4.
MONTESSORI, M. Objevování dítěte. Praha: Portál, 2017. ISBN 978-80-262-1234-8.
PRŮCHA, J. Alternativní školy a inovace ve vzdělávání. Praha: Portál, 2012. ISBN 978-80-7178-999-4.
RÖHNER, R., WENKE, H. Daltonské vyučování. Stále živá inspirace. Brno: Paido, 2003. ISBN 80-7315-041-7.
STEINER, R. Poznání lidské bytosti podle těla, duše a ducha. Vydavateľstvo: Michael, 2017. ISBN 9788086340555.
WORROLL, J. Hry se zemí, vzduchem, ohněm a vodou. Živly v lesní škol(c)e. Brno: Kazda s.r.o., 2021. ISBN 978-80-7600-028-4.
WORROLL, J., HOUGHTON P.Rok v lesní škol(c)e. Venkovní hry a dovednostní aktivity na každé roční období. Brno: Kazda s.r.o., 2020. ISBN 978-80-88316-77-0.
ZELINA, M. Alternatívne školstvo. Bratislava: Iris 2000. ISBN 80-88778-98-0.

Language of instruction:
Slovak

Notes:
Total Student Workload: 75 hours
Contact Hours: 8 hours
Individual student work: 67 hours- 37 hours of studying documents on the issue, 10 hours of searching for suitable topics and means for the application of knowledge in exercises and for the final evaluation, 20 hours of project development.

Course evaluation:
Assessed students in total: 77

A	B	C	D	E	FX
68.83	15.58	11.69	2.6	1.3	0.0

Name of lecturer(s): PaedDr. Mária Vargová, PhD.

Last modification: 14.04.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME105A/23	**Course title:** Application of information and communication technologies in primary education
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 8s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisities:	

Requirements for passing the course:

Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. A condition for successful completion of the course is the verification of the student's knowledge and skills continuously during the semester through the development of several projects that will be a practical output and verification of skills in working with hardware and software. A maximum of 40 points can be earned for the interim assessment. Students who obtain a minimum of 25 points may sit the examination. The semester examination consists of a written part (maximum 30 points) followed by an examination (maximum 30 points) in which the didactic design skills of computer science implementation and ICT work will also be verified.

Course 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 Objective:

By completing the course, the student can define the basic concepts related to information and communication technologies, digital, information and media literacy, digital media from a theoretical and practical point of view, can describe the use of information and communication technologies in primary education. Can make practical use of graphic editors and specific educational software and can analyse the possibilities of selecting appropriate software. Knows the basics of algorithmic thinking. Knows how to apply modern ICT and how to use and implement it effectively in the educational process in every subject. Can didactically design computer science lessons with special emphasis on the age appropriateness of pupils.

Learning outcomes:

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

- knows the current theoretical background of the implementation of modern ICT in the context of primary education in each subject, is able to deal with general knowledge in the use of ICT and the implementation of informatics in the form of different concepts, approaches and methods,
- is familiar with current curriculum documents and school legislation, knows and understands the terminology associated with the use of ICT and programmes in the context of primary education, particularly in the subject of informatics,
- is able to independently and responsibly design, implement, analyse and evaluate didactic activities within the framework of the use of ICT in each subject and in computer science lessons in primary education at level 1,
- knows didactic strategies for the development of digital, media and information literacy of children and can independently, innovatively and responsibly apply them to the educational process in primary education, can justify their choice,
- has adequately developed critical thinking, can organise and plan own learning, preferably in the field of digital, media and information literacy,
- is familiar with the specific approaches and procedures necessary for working with ICT with regard to the age group of pupils, linked to the appropriateness and effectiveness of its use.

Course contents:

Didactic technique. Basic concepts related to the use of modern ICT. Specifics of work with ICT in primary education in individual subjects. The content and objective of informatics at the 1st level of primary school according to the valid documents. Designing and specifics of teaching informatics at the 1st level of primary school. Health protection, behaviour in the PC classroom. Safety when working with ICT - viruses. Computer networks. Application of educational software in primary education. Specific educational software in primary education. Teacher's work with database systems (electronic pupil book). Working with graphics. Graphic formats. Graphic editors and their use in primary education and computer science. Multimedia. Animation. Ethics and law in the use of ICT. Types of licences. Algorithmic thinking. Developing pupils' algorithmic thinking through specific applications. Robotics. Fundamentals of programming. Working with information. Developing media and information literacy in the context of primary education.

Recommended or required literature:

KALAŠ, I. a kol. Premeny školy v digitálnom veku. Bratislava: Slovenské pedagogické nakladateľstvo - Mladé letá, 2013. ISBN 978-80-10-02409-4.
BLAHO, A., KALAŠ, I., MORAVČÍK, M. Programovací jazyk v prostredí Emil pre 4. ročník. In DIDINFO 2021. Banská Bystrica: UMB, 2021. ISBN 978-80-557-1823-1.
KARASOVÁ, M. Digitálna a mediálna gramotnosť učiteľa primárneho vzdelávania. In EduPort: Education Support journal. 2020, roč. 4, č. 1, s. 30 – 35. ISSN 2695-0936.
BENYAK, J. Informačná gramotnosť v podmienkach primárneho vzdelávania. Ružomberok: VERBUM, 2018. 112 s. ISBN 978-80-561-0609-9.
KARASOVÁ, M. Mediálna gramotnosť žiaka primárneho vzdelávania. Ružomberok: Verbum, 2014. 172 s. ISBN 978-80-561-0174-2.
KALAŠ, I., BLAHO, A., MORAVČÍK, M. Exploring control in early computing education. In Informatics in Schools: Fundamentals of Computer Science and Software Engineering : 11th International Conference on Informatics in Schools: Situation, Evolution, and Perspectives, ISSEP 2018, St. Petersburg, Russia, October 10-12, 2018. Proceedings 1. vyd. Cham: Springer International Publishing AG, 2018. s. 3 – 16.
BEAUCHAMP, G. Computing and ICT in the Primary School. From pedagogy to practice. New York: Rutledge, 2017. ISBN 978-1-138-19061-0.
ELSTON, C. Using ICT in the Primary School. London: SAGE Publications Ltd., 2007. ISBN 978-1-4129-3001-7.
KARASOVÁ, M., GUNČAGA, J. Using ICT in Informatics Education and Selected Subjects in Primary Education for Developing of Pupils´ Abilities. In ISSEP 2014: Local Proceedings of the 7th International Conference on Informatics in Schools: Situation, Evolution and Perspectives : selected papers. Istanbul: Ankara University, 2014. s. 33 – 41. ISBN 978-605-136-171-0.
NAVRÁTIL, P. Počítačová grafika a multimédiá. Prostějov: Computer Media s.r.o., 2007. ISBN 80-86686-77-9.

Language of instruction:

slovak, english

Notes:

Total student workload: 100
Contact hours: 12
Independent student work: 88 hours – independent study of literature and course materials (40 hours), preparation and writing of the term paper (35 hours), final exam preparation (13 hours)

Course evaluation:

Assessed students in total: 154

A	B	C	D	E	FX
2.6	9.74	12.99	25.32	36.36	12.99

Name of lecturer(s): PaedDr. Mária Karasová, PhD.

Last modification: 07.04.2026

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME112B/23	**Course title:** Artistic and technical visualizations in education
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 4s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisities:	

Requirements for passing the course:

To participate in the exam, it is necessary to submit an art and technical portfolio with a maximum score of 40 points. The portfolio consists of a collection of the best work produced during the exercises. The collection will be made up of works realised with different surface and spatial artistic techniques and working methods. Continuous evaluation will be carried out in the form of a presentation of the preparations for the art lessons or work lessons in primary education. A maximum of 20 points can be obtained for this activity. A maximum of 40 points may be obtained in the final written examination. The final grade will be based on the total number of points earned from the portfolio, the presentation of the preparations, and the written work.

Course 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 Objective:

The aim of the course is to expand theoretical knowledge and practical skills in the field of art and working methods and techniques along with their application in primary education.

Learning outcomes:

Upon completion of the course the student will acquire the following knowledge, skills and competences:

- Knows and understands the theoretical background of art and technical education with regard to primary education.
- understands the important knowledge of art and technical education in theoretical and practical contexts in the context of primary education
- is able to apply theoretical knowledge in practice, to create concrete projects in experiential pedagogy, is able to creatively use individual artistic techniques and work-technical procedures,
- is able to look for new possibilities for making art and technical education more effective in primary education

- is able to search, analyse and process relevant information from different sources and also assess its value
- can analyse art problems and is adequately oriented in the application of art and technology to primary education
- has adequately developed critical thinking skills and can evaluate the standard of his/her own work

Course contents:
Visual culture and technology in education. The inspiration of applied arts in education with regard to craft and design. The development of the child's personality through art education and work-based learning. Art techniques in primary education, working methods, properties of materials and possibilities of their use in practice. Creative work with paper, textiles, natural materials. Folk traditions and crafts and their application in creative activities in primary education. Experiential, alternative forms, methods and approaches in art creativity and work-technical practices.

Recommended or required literature:

Language of instruction:

Notes:

Course evaluation:
Assessed students in total: 62

A	B	C	D	E	FX
95.16	4.84	0.0	0.0	0.0	0.0

Name of lecturer(s): PaedDr. Jozef Zentko, PhD.

Last modification: 31.08.2025

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME115B/23	**Course title:** Communication in a foreign language (English)
Type and range of planned learning activities and teaching methods: **Form of instruction:** Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 8s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 1.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student within the study of the subject is carried out mainly by continuous control during the teaching part of the study (control questions, tasks for independent work, etc.) and by examination. Completion of the course is assessed by a grade based on the student's overall percentage of success in all forms of assessment of the learning outcomes of the course. Course Assessment: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%-0%	
Learning outcomes of the course: Course Objective: To provide students with the opportunity to improve their oral and written communication skills in English at the B1 SERR level. Learning Outcomes: After completing the course the student will acquire the following knowledge, skills and competences: - be able to communicate in defined areas of oral communication in English, - is able to understand oral and written expression in the defined areas of communication in English, - is able to produce written texts in English in defined subject areas.	
Course contents: My study. Me and my future teaching profession. Basic issues of human interaction. Psychological picture of teacher and pupil. Peculiarities of the system of preschool and elementary education at home and in a foreign country. My thesis. My image of the ideal teacher and pupil.	

Recommended or required literature:

REDMAN, S. English Vocabulary in Use : pre-intermediate & intermediate. 100 units of vocabulary reference and practice. Self-study and classroom use. Cambridge, 2003.
MURPHY, R. English Grammar in Use : A self-study reference and practice book for intermediate students with Answers. Cambridge, 2004.
HEWINGS, M. Pronunciation practice activities : a resource book for teaching english pronunciation. Cambridge, 2004.
BAILEY, S. Academic writing : a handbook for international students. London, 2015.
HAYOT, E. The elements of academic style : writing for the humanities. New York, 2014.
BUTIN, D.W. The education dissertation : a guide for practitioner scholars. Thousand Oaks, Calif., 2010.

Language of instruction:

Slovak and English

Notes:

Total student workload: 75 hours
Contact hours: 8 hours
Independent student work: 67 hours – including independent study of literature and course materials (30 hours), ongoing preparation for classes and solving assigned tasks (control questions, independent assignments) (37 hours).

Course evaluation:

Assessed students in total: 0

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

Name of lecturer(s): Mgr. Dušana Babicová, PhD.

Last modification: 24.03.2026

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME104B/23	**Course title:** Cooperation of the school with the external environment
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 4s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 4.	
Level of study: II.	
Prerequisities:	

Requirements for passing the course:

The condition for passing the course is the completion of ongoing tasks, which include active participation in exercises, the completion of partial tasks in the form of the preparation of a seminar paper, the preparation and presentation of a project and a final written test where the student demonstrates his theoretical and practical knowledge, skills and competences. When completing interim tasks, as well as in the final written test, the student demonstrates the ability to think and work independently and creatively, and is capable of self-evaluation with the application of critical thinking. Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of his theoretical and practical outputs during the semester teaching of the subject.

A – 100%-93%
B – 92%-85%
C – 84%-77%
D – 76%-69%
E – 68%-60%
Fx – 59%-0%

Learning outcomes of the course:

The aim of the course is to help shape the competence of primary school teachers in working with families, educational institutions and other social partners, to orient themselves in the functions that the family fulfills, to gain an overview of the family's influence on the child's school success and to be able to think strategically about the procedures for applying their influence on family.

Learning outcomes:

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

- the student acquires basic knowledge about the methods, forms and strategies of the school's cooperation with the external environment, which he can effectively use in his pedagogical practice, especially in the process of communication with the child's parents and in the process of the family's involvement in the life of the school,
- the student will have consultation and advisory competences, based on the use of appropriate communication strategies,

- the student will know the regularities and determinants of the emergence of socio-pathological phenomena in the context of family and school cooperation and will be able to effectively eliminate their manifestations,
- the student will be capable of self-reflection and internal dialogue when solving model and real pedagogical situations related to the cooperation between family and school as well as the external environment.

Course contents:
School and communication with the external environment. Family and school as basic educational institutions. Family environment. Parenting styles. Basic implementation of school and family communication. Forms of traditional and alternative cooperation between family and school. Possibilities of effective partnership between school and family. Family, community and external institutions in cooperation with the school. Family and school cooperation in inclusive education. School climate and atmosphere in family and school - components of climate. Socio-pathological phenomena in the context of family and school cooperation.

Recommended or required literature:

Language of instruction:
slovak

Notes:
Total student workload: 75 hours Contact hours: 8 hours Independent student work: 67 hours
- including preparation of seminar paper 12 hours, preparation and presentation of project 16 hours, preparation for final written exam 39 hours

Course evaluation:
Assessed students in total: 1

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

Name of lecturer(s): Mgr. Annamária Šimšíková, PhD.

Last modification: 21.08.2025

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME108B/23	**Course title:** Creative reading and writing
Type and range of planned learning activities and teaching methods: **Form of instruction:** Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 8s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of written outputs - the creation of one's own author's portfolio - during the semester teaching of the subject. During the semester, the student demonstrates practical skills in the field of creative reading and writing in the form of written outputs, which he collects in the author's portfolio, for the needs of the final evaluation of the subject. He demonstrates his theoretical knowledge in the field of creative reading and writing by actively participating in discussions within seminars. Final assessment: total percentage gain from written outputs - author's portfolio (70%) and active participation in discussions (30%). Hodnotenie predmetu: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
Learning outcomes of the course: The aim of the course is to provide basic theoretical knowledge and practical skills for teaching creative reading and writing. Learning outcomes: After completing the subject, the student will acquire the following knowledge, skills and competences: - the student can define the basic terms and theoretical principles of creative writing and reading with understanding in the educational process, - is able to implement procedures for improving writing, literary and creative competences and apply creative reading techniques to understand the text, - can do didactic analysis and assessment of various reading methods and techniques and creative writing techniques, - can reflect the creative process and creative products, - knows how to apply the acquired knowledge in his own pedagogical and creative activities.	

Course contents:
Basic principles of creative writing, creative writing techniques and possibilities of use in the educational process. Basics of literary theory - selected literary concepts and their identification in literary works. Theoretical and methodological starting points for the development of reading literacy in primary education. Reading as a receptive communication skill - basic concepts: reception, perception, apperception. Issues and determining the level of reading literacy of primary education students. Metacognition and metacognitive learning and reading strategies in the reading process. Methods, techniques and activities for understanding the text. Ways and means of evaluating the success of primary education students in reading comprehension and creative writing.

Recommended or required literature:

Language of instruction:
slovak language

Notes:

Course evaluation:
Assessed students in total: 58

A	B	C	D	E	FX
96.55	3.45	0.0	0.0	0.0	0.0

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

Last modification: 04.09.2025

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME101S/23	**Course title:** Diploma 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: 15	**Working load:** 375 hours
Recommended semester/trimester: 3., 4..	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is realized on the basis of the elaboration of the diploma thesis in the appropriate scope and complexity and the successful oral defence of the diploma thesis. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Aim of the course: to present the results of the diploma thesis in front of a professional committee. Learning outcomes: After completing the course the student will acquire the following knowledge, skills and competences: - By developing a thesis, the student demonstrates the ability to independently acquire theoretical and practical knowledge and creatively apply it in solving specific problems through the concepts, principles and practices of the field, - the thesis should be based on the acquired knowledge and skills with regard to primary education with suggestions for their use in pedagogical practice, - the student demonstrates the ability to work independently with domestic and foreign professional and scientific literature, to select from it the relevant information for his/her topic, to apply his/her skills in collecting, interpreting, processing, analysing and comparing professional and scientific literature, - present and defend significant findings in a logical and clear manner, and formulate recommendations for pedagogical practice. The student should demonstrate a deeper insight into the field of study, the ability to creatively and independently apply the acquired knowledge, to argue, evaluate and be able to take and defend their own opinion on the problem, as well as other skills resulting from the profile of the graduate.	

Course contents:
The student will present his/her work before the expert committee - justify the meaning and aim of his/her work, explain the methodology and methods used in his/her work and present the results achieved. After reading the evaluations, the student responds to the evaluation, takes a position on any reservations and answers the individual questions posed in the evaluations. This is followed by a professional discussion.

Recommended or required literature:
GONDA, V. Ako napísať a úspešne obhájiť diplomovú prácu. Bratislava: Elita 2001.
LIŠKA, V. Zpracování a obhajoba bakalářské a diplomové práce. Praha: Professional Publishing 2010.
MEŠKO, D. – KATUŠČÁK, D. – FINDRA, J. a kol. Akademická príručka. Martin: Osveta 2005.
RYBÁROVÁ, Ľ. – CUPEROVÁ, J. – RYBÁROVÁ, D. Metodika písania diplomovej práce. Martin: Osveta 2009.

Language of instruction:
Slovak

Notes:

Course evaluation:
Assessed students in total: 72

A	B	C	D	E	FX
65.28	12.5	12.5	6.94	2.78	0.0

Name of lecturer(s):

Last modification: 06.03.2023

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME101C/23	**Course title:** Disorders of child development
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 4s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Conditions for successful completion of the course: active participation in seminars, fulfillment of the conditions of max. 2 excused absences, elaboration of a seminar paper and its presentation (in accordance with the topic of child development disorders). There will be a written test during the semester. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%-0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - have a deeper knowledge of the somatic, psychological and social aspects of the development of a child of younger school age, - classifies psychological development according to the available divisions, - critically evaluates, integrates and applies knowledge of key learning areas in own pedagogical activities, - critically and professionally presents the results of educational practice, the results of their own studies, also their own opinions, self-reflection and self-evaluation, creating space for greater responsibility for their own learning process and planned personal growth.	
Course contents: Child development. Periodization of the human life cycle in the context of 20th century psychological theories (S. Freud, E. Erikson, H. S. Sullivan). Determination of personality development in the life cycle, laws of psychological development. Overview of research methods and procedures in ontogenetic psychology, research projects in ontogenetic psychology. Ethics	

of research in ontogenetic psychology. Cognitive development of the individual (J. Piaget, J. Bruner, L. Vygotsky, information processing oriented approaches). Moral development of the individual (J. Piaget, L. Kohlberg and others). Characteristics of psychological development. Perception and its development, factors influencing perception. Intelligence and the development of cognitive processes. Social development of the child. Development of speech and language skills. Characteristic features of child psyche. The development of children's drawing. The development of children's play. The most common developmental disorders in childhood. Threats to the child's psychological development. Moral development of the child.

Recommended or required literature:

Language of instruction:
Slovak

Notes:

Course evaluation:
Assessed students in total: 3

A	B	C	D	E	FX
66.67	33.33	0.0	0.0	0.0	0.0

Name of lecturer(s): doc. PaedDr. Vlasta Belková, PhD., Mgr. Marcela Čarnická, PhD.

Last modification: 06.03.2023

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME100A/23	**Course title:** Educational and school psychology
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 8s / 8s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 1.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: Verify the degree of acquisition of the relevant knowledge, skills and competencies of the student through the assessment of activity and creativity during exercises, based on the development of independent fieldwork (observation and analysis of the work of the teacher with the class) and the final written exam. 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%	
Learning outcomes of the course: After completing the subject, the student will acquire the following knowledge, skills and competences: - The student will master the theoretical and methodological foundations of pedagogical psychology, understand the consequences of developmental theories, applications and reflections of theories of learning, education and teaching. Become familiar with the issues of the current state of school psychology, its subject, content and tasks. - The student can apply the acquired knowledge in the field of psychology of learning, upbringing and education 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. - 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.

Course contents:

Subject and research methods of pedagogical psychology, definition of basic concepts. Psychology of learning, types and laws of learning, development of cognitive functions. Psychology of teaching, assessment and testing. Psychology of education, categories of educationally problematic behavior, inappropriate behavior and disruption of students in class. Psychological features of educational methods, classroom management and communication with students. Psychological analysis of students' underachievement. School psychology, its subject, content, definition of basic terms. The function of the school psychologist, his job description, the ethical standards of the work of the school psychologist. Advisory, diagnostic, preventive and intervention activities at school. Cooperation of the school psychologist with teachers, parents of pupils and work of the school psychologist with pupils. Social relations in the classroom, the possibilities of their recognition and formation. Identification of students in professional orientation.

Recommended or required literature:

MAREŠ, J. 2013. Pedagogická psychológie. Praha : Portál, 2013. ISBN 978-80-2620-174-8.
VENDEL, Š.: Pedagogická psychológia. Bratislava : Epos 2007. ISBN 80-8057-710-0.
ČÁP, J., MAREŠ, J. 2007. Psychologie pro učitele. Praha : Portál, 2007. ISBN 80-7367-273-1.
FONTANA, D. 2003. Psychologie ve školní praxi. Praha: Portál, 2003. ISBN 80-7178-626-8.
GAJDOŠOVÁ, E. 2015. Školská psychológia a školský psychológ v 21. storočí. Žilina : Eruokódex, 2015. ISBN 978-80-8155-056-0.
JEDLIČKA, R. KOŤA, J., SLAVÍK, J. 2018. Pedagogická psychologie pro učitele. Psychologie ve výchově a vzdelávaní. Grada. 528 s. ISBN 978 80 271 0586 1.
ZELINA, M. 2011. Stratégie a metódy rozvoja osobnosti dieťaťa. Bratislava : Iris, 2011. ISBN 978-80-8925-660-0.
VÁGNEROVÁ, M. Školní poradenská psychologie pro pedagogy, Praha : Karolinum, 2005. ISBN 80-2461-074-4.
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.
KOHÚTOVÁ, K. Subjektívne vnímaná profesijná zdatnosť učiteľa: reflexia výskumných zistení. In Pedagogická revue. ISSN 1335-1982, 2019, Vol. 65., No. 4. s. 11-26.
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.

Language of instruction:

slovak

Notes:

Total student workload: 100 hours;
contact hours: 16 hours;
student independent work: 84 hours - 12 hours writing a seminar paper, 72 hours preparing for the written exam

Course evaluation:

Assessed students in total: 159

A	B	C	D	E	FX
21.38	13.21	22.01	13.21	18.87	11.32

Name of lecturer(s): PhDr. Katarína Kohútová, PhD., PaedDr. Zdenka Zastková, PhD.
Last modification: 22.08.2025
Supervisor(s): **Person responsible for the delivery, development and quality of the study programme:** prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME100S/25	**Course title:** Elementary Pedagogy
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: 16	**Working load:** 400 hours
Recommended semester/trimester: 3., 4..	
Level of study: II.	
Prerequisities:	

Requirements for passing the course:

Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of a colloquial state examination. The colloquial state examination consists of an assessment of answers to questions in the field of theoretical knowledge of elementary pedagogy and verification of the ability to solve didactic problems and tasks with regard to the selected content of primary education. It includes theoretical and practical questions on educational issues and didactics of the basic areas of primary education; the student also submits a portfolio of teaching practice in which teaching and didactic strategies are applied with a focus on primary education.

Course evaluation:

A - 100%-93%
B - 92%-85%
C - 84%-77%
D - 76%-69%
E - 68%-60%
Fx - 59%- 0%

Learning outcomes of the course:

Aim of the course: to demonstrate comprehensive knowledge of the management of the educational process within elementary pedagogy.

Learning outcomes:

Upon completion of the course the student will acquire the following knowledge, skills and competences:

- is able to solve specific didactic tasks in a given study programme, has the ability to appropriately, critically and professionally present his/her own points of view, the ability to promote and apply moral principles that represent a humane and ethical approach in a given field of education,
- is able to systematically apply, analyse and critically evaluate the acquired professional knowledge, is able to effectively plan, design, manage, organise and evaluate the educational process at the first level of primary school,
- is thoroughly oriented in the contents of basic general education and can effectively transform them for didactic purposes,

- has the ability to didactically design teaching in the basic areas of human culture, with an emphasis on the initial acculturation of children, as well as on the enculturation of immigrants or members of culturally handicapped minorities,
- has a broad general knowledge at the level of evaluation of the fundamental factors and processes of socialization and education, can propose and evaluate solutions to professional, practical or scientific problems, and can establish both practical and scientific assumptions for solving problems in primary education,
- possesses the foundations of communicative, mathematical, scientific, information, digital and visual literacy, including with regard to professional and methodological knowledge in the field, which serves as a basis for innovation and originality in educational practice and research in the field of primary education,
- possesses extensive scientific knowledge and methodological competence in the profile educational areas with regard to the development of cultural literacy.
- has the ability to present the results of his/her own studies or the results of educational practice in a professional manner and the ability to effectively self-evaluate and self-develop with regard to his/her professional competences and personal growth.

Course contents:
The syllabuses of the individual parts of the state examination in a given study programme are published at the beginning of the respective academic year. The syllabuses are from the following areas: theoretical knowledge of elementary pedagogy and issues of primary education and didactics of the basic areas of primary education.

Recommended or required literature:
According to the literature of compulsory courses of the given study programme.

Language of instruction:
Slovak

Notes:

Course evaluation:
Assessed students in total: 142

A	B	C	D	E	FX
63.38	15.49	12.68	2.82	5.63	0.0

Name of lecturer(s):

Last modification: 03.06.2025

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME106B/23	**Course title:** Fundamentals of speech therapy for teachers
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 4s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisities:	

Requirements for passing the course:

Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Conditions for successful completion of the course: active participation in the exercises, fulfilment of the conditions of max. 2 excused absences, elaboration of a seminar paper and its presentation (oriented to the description of specific exercises intended for the individual support of a child/pupil with impaired communication skills).There will be a written test during the semester.

Course Evaluation:

A - 100%-93%
B - 92%-85%
C - 84%-77%
D - 76%-69%
E - 68%-60%
Fx - 59%-0%

Learning outcomes of the course:

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

- to perform screening and determine the level of NKS threat,
- be able to develop an appropriate individual or preventive group stimulation programme,
- be able to relate activities for the development of KS to the different levels of language abilities,
- can collaborate with clinical and school speech therapists, can develop an individual plan (procedure) of supportive intervention for speech development under their guidance and participate in its implementation,
- is familiar with basic speech therapy aids and can use them.

Course contents:

Language, speech, communication, communicative competence, physiological and anatomical basis of the human communication system. Speech development in norm and pathology. Stages of speech development. Development of giest. Planes of language. Lahey's conception of the evaluation of communicative abilities. Impaired communicative ability - theoretical foundations.

Diagnosis of NKS. Dyscalculia. Developmental dysphasia. Dysarthria. Palatolalia. Balbuties. Aphasia.Voice disorders. Mutism. Dumbness. Basic methods and strategies of NKS therapy. Goals, forms and focus of therapy of impaired communication skills. Screening and speech therapy prevention.

Recommended or required literature:

HLINKOVÁ,V. PRAVŇANSKÁ,P. Carousel. Bratislava: PROXIMA PRESS, 2002.
HLINKOVÁ,V., KOČANOVÁ,E. Pramienok. Bratislava: PROXIMA PRESS, 2005.
KEREKRÉTIOVÁ, A. a kollektív. Logopedická propedeutika. Bratislava: Polygrafické středisko. UK in Bratislava, 2016. 236 p. ISBN 978-80-223-4164-6.
KEREKRÉTIOVÁ, Z. et al. Fundamentals of speech therapy. Bratislava: Comenius University, 2009.ISBN978-80-223-2574-5.
LECHTA,V. Symptomatic speech disorders in children. Third supplemented edition. Bratislava: Comenius University, 2000.ISBN 80-223-1395-5.
LECHTA,V. et al.: Therapy of impaired communication skills. Martin: Osveta, 2002. ISBN 80 8063-092-5 18.
ŠKODOVÁ,E. - JEDLIČKA,I. et al. Clinical speech therapy. Prague: Portál, 2003. ISBN80-7178-546-6 54.

Language of instruction:
Slovak

Notes:
To master the basic knowledge in the field of impaired communicative ability and to be able to apply it in the creation of developmental activities for the development of communicative ability within the individual language planes of a pupil with special educational needs.
Total student workload: 75
Contact hours: 8
Independent student work: 67 hours – 30 hours of independent study of literature and course materials, 15 hours of preparation for the midterm exam, and 22 hours of preparation and writing of the term paper.

Course evaluation:
Assessed students in total: 77

A	B	C	D	E	FX
58.44	27.27	10.39	1.3	1.3	1.3

Name of lecturer(s): PaedDr. Jana Mastišová, PhD.

Last modification: 08.04.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME112A/23	**Course title:** Inclusive approaches in school education
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: 3	**Working load:** 75 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: 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).	
Learning outcomes of the course: After completing the course, the student will gain: - The student will gain basic theoretical knowledge about inclusive education, about the chances and risks of inclusive education and about inclusive strategies as potential tools in creating and maintaining an inclusive environment. - 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. - The student will be able to apply the knowledge acquired about inclusive education strategies in the development of an individualized education plan for a group, classroom, and/or school. The student is also able to use the acquired knowledge in his/her profile as a teacher. - Verification of the acquisition of the relevant knowledge, skills and competence of the student is carried out on the basis of the presentation of a seminar paper on the life of a person with disabilities in the conditions of an inclusive school. Verification will be assessed during the mid-term and final verification in written and oral form.	
Course contents: 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. Metodika podporujúca inkluzívne vzdelávanie v školách. Bratislava: Štátny pedagogický ústav, 2015. ISBN 978-80-8118-143-6.
HÁJKOVÁ, V. – STRNADOVÁ, I. Inkluzívní vzdelávaní. Praha : Grada, 2010. 216 s. ISBN 978-80-247-3070-7.
HUĽOVÁ, Z. - ROCHOVSKÁ, I. - KLEIN, V. The issue of age homogeneity in groups from the kindergarten teacher´s perspective. In The New Educational Review : International scientific journal founded by three universities from Czech Republic, Poland and Slovak Republic. Toruň (Poľsko) : Wydawnictwo Adam Marszalek. – ISSN 1732-6729. – Roč. 53, č. 3 (2018), s. 203-215.
HUĽOVÁ, Z. 2007. Individualizovaná edukácia žiakov zo sociálne znevýhodneného prostredia - 1. vyd. - Banská Bystrica : UMB, Pedagogická fakulta, Občianske združenie Pedagóg, 2007. - 113 s. - ISBN 978-80-8083-513-2.
HUĽOVÁ, Z. 2009. Individualizované edukačné programy : pre žiakov mladšieho školského veku zo sociálne znevýhodneného prostredia. - 1. vyd. - Banská Bystrica : Univerzita Mateja Bela, Pedagogická fakulta, Občianske združenie Pedagóg, 2009. - 329 s. - ISBN 978-80-8083-868-3.
KOVÁČOVÁ, B. (ed.). Asistent učiteľa v škole. Ružomberok: Verbum – vdydavateľstvo Katolíckej univerzity v Ružomberku, 2018. ISBN 978-80-561-0578-8.
KOVÁČOVÁ, B. Liečebná pedagogika III. : základy liečebnej pedagogiky. 1. vyd. - Bratislava : Univerzita Komenského, 2015. ISBN 978-80-223-4015-1
KOVÁČOVÁ, B. S inkluziou 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.
ORIEŠČIKOVÁ, H. Inclusion, or exclusion pupils with mentally handicapped in mainstream schools. In: Nowe tendencje w pedagogice specjalnej - wykładania teoretyczna i empiryczna: tom trzeci : praca zbiorowa / Stankowski, Adam Franciszek; Kurzei, Anna. – 1 vyd. – Katowice: Wydawnictwo GNOME, 2012. – ISBN 978-83-63268-14-5, s. 173-183.
ORIEŠČIKOVÁ, H. Sebareflexia a kompetencie v práci učiteľa. In: Tradície a inovácie vo výchove a vzdelávaní modernej generácie učiteľov II.: špeciálna, sociálna a liečebná pedagogika. 1 vyd. – Levoča: Inštitút Juraja Páleša v Levoči, 2009. – ISBN 978-80-8084-515-5, s. 55-61.

Language of instruction:
Slovak

Notes:

Course evaluation:
Assessed students in total: 92

A	B	C	D	E	FX
41.3	23.91	16.3	4.35	8.7	5.43

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

Last modification: 06.03.2023

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME100C/23	**Course title:** Information education in school practice
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 4s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: The condition for successful completion of the subject is to verify the student's knowledge and skills continuously during the semester by developing several projects and a written examination. To complete the subject, it is necessary to develop a semester project, which the student will present and at the same time can constructively evaluate his work and the outputs and presentations of others. The semester project comprehensively assesses the degree of acquisition of relevant knowledge and skills, as well as the student's competence to dispose of theoretical knowledge and use it simultaneously and practically. Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%-0%	
Learning outcomes of the course: After completing the subject, the student will acquire the following knowledge, skills and competences: - controls the current theoretical starting points of the issue of information literacy in the context of primary education, is able to deal with general knowledge in the field of information use and work with information resources and their applications in the form of various concepts, approaches and methods, - is familiar with current curriculum documents and school legislation, knows and understands the terminology associated with the use of information in the context of primary education, - is able to independently and responsibly project, implement, analyze and evaluate didactic activities as part of the implementation of information education in education at the 1st grade of elementary school, - masters didactic strategies for developing students' information literacy, knows how to independently, innovatively and responsibly apply them to the educational process in primary education, knows how to justify their choice, - has a reasonably developed critical thinking, knows how to organize and plan his own education, primarily in the area of information literacy, also taking into account the age specifics of the pupils.	
Course contents: Information society. Information science. Information literacy and its interdisciplinary anchoring. Measurability areas of information literacy. Research in the field of information literacy.	

Models of information literacy. Examples of procedural models of information literacy and their application in education. Sources of information. Information databases. Critical evaluation of sources. Information search strategies. Selection of resources. Safety when working with information. Protection of personal data, copyright. Processing and storage of information. Evaluation and analysis of information. Synthesis and effective use of information. Presentation of information. Information communication, communication tools. Evaluation of individual phases of the information process, information sources and the resulting product. Information education in school libraries and in school library and information centers. Function of the school librarian in primary schools. Specific (qualitative) elements of information education.

Recommended or required literature:

BUERMANN, U. Jak (pře)žít s médii. Příležitosti a hrozby informačního věku a nové úkoly pedagogiky. Hranice: FABULA, 2009. ISBN 978-80-86600-58-1.
The Central European Digital Media Observatory (CEDMO). o projekte [online]. [cit. 2022 – 02 – 20]. Dostupné na: https://cedmohub.eu/sk/. CEDMO. Toolbox, 2022 [online]. [cit. 2022 – 02 – 20]. Dostupné na: https://cedmohub.eu/media-literacy/toolbox/
CENIGOVÁ, R. Príručka pre školského knihovníka. Bratislava: Slovenská pedagogická knižnica v Bratislave, 2008.
HRDINÁKOVÁ, Ľ. Informačná gramotnosť ako kľúčová kompetencia pre 21. storočie. Bratislava : STIMUL, 2011. ISBN 978-80-8127-037-6.
MAISNER, M. a kol. Základy práva informačných technológií. Bratislava: JURA EDITION, 2013. ISBN 978-80-8078-594-9.
SAK, P. – MAREŠ, J. – NOVÁ, H. a kol. Člověk a vzdělání v informační společnosti. Praha: Portál, 2007. ISBN 978-80-7367-230-0.
ŠUŠOL, J. – HRDINÁKOVÁ, Ľ. – RANKOV, P. Informačné a komunikačné technológie vo vzdelávaní. Bratislava: Stimul, 2005. ISBN 80-88982-97-9.

Language of instruction:
Slovak

Notes:

Course evaluation:
Assessed students in total: 0

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

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

Last modification: 04.09.2025

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME110B/23	**Course title:** Innovative forms aimed at spiritual formation
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture **Recommended study range:** **hours weekly:** **hours per semester:** 8s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 4.	
Level of study: II.	
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): PaedDr. Katarína Russinová, PhD.
Last modification: 06.03.2023
Supervisor(s): **Person responsible for the delivery, development and quality of the study programme:** prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME111A/23	**Course title:** Language literacy in primary education
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 4s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: Continuous assessment is carried out during the semester and has the following parts: 1. the preparation of a portfolio of active participation in seminars containing tasks and didactic games aimed at the development of communicative competences in primary school (max. 40 points); 2. A set of educational activities to stimulate the development of reading and writing literacy in primary school (max. 20 points). Final evaluation: 1. an output knowledge test (max. 40 points). The overall grade for the course is a maximum of 100 points, based on the sum of the scores for the mid-term assessment (max. 60 points) and the final assessment (max. 40 points). Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - The student understands the theoretical background of literacy models with regard to basic reading and writing literacy; - is able to explain the methodological procedures, organisational forms and didactic means in the training of reading and writing in the 1st year of primary education; - can characterise and explain modern approaches to beginning reading and writing; - applies the knowledge acquired about the basic levels of reading comprehension in educational activities for the development of reading literacy in primary pupils; - Analyzes and evaluates models of reading literacy and creative writing instruction for elementary school students;	

- develop a portfolio of teaching tasks aimed at developing literacy in primary education.

Course contents:

Conceptual definition of literacy dimensions. Literacy levels and their use in primary school. Language literacy as an initial category of education. The process of writing and reading - part of developing language literacy in primary education. Development of reading and writing literacy of pupils in primary school. Modern views on the process of reading and writing. Reading and writing practice - the preparatory period and the child's level of language literacy development when entering primary school. Factors influencing the processes of writing and reading. Innovative approaches, methods and strategies in the training of writing and reading in primary school. Organizational forms and didactic means used in the development of elementary writing and reading literacy of pupils in the educational process. Developing media literacy. Sensory and creative games to develop language planes. Pedagogical diagnostics of reading. Designing activities to develop language literacy and evaluating the teaching process in a stimulating learning environment.

Recommended or required literature:

FASNEROVÁ, M. Primary reading and writing. 1st ed. Praha: Grada, 2018. 288 p. ISBN 978-80-2710-289-1

BELÁSOVÁ, Ľ. Writing and writing - part of elementary literacy. Prešov: PF PU, 2010. ISBN 978-80-555-0158-1.

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.

DOLINSKA, E., ZUBAL, P. Electronic media text as a determinant of the aesthetic experience of the child recipient In: Electronic media text and the child audience. Prešov: University of Prešov. Faculty of Philosophy, 2018. ISBN 978-80-555-2090-2.

ĎUROŠOVÁ, E. Methods of teaching beginning reading and writing. Banská Bystrica: PF UMB, 2007. ISBN 978-80-80-8083-497-5.

GAVORA, P., ZÁPOTOČNÁ, O. et al. Literacy, development and possibilities of its didactic guidance. Bratislava: UK, 2003. ISBN 80-223-1869-8.

LIPNICKÁ, M. Development of linguistic and literary literacy in preschool and elementary pedagogy. Banská Bystrica: Belianum PF UMB, 2019. ISBN 978-80-557-1561-2.

LIPTÁKOVÁ, Ľ. Integrated didactics of Slovak language and literature for primary education. Prešov: University of Prešov, Faculty of Education, 2011. ISBN 978-80-555-0462-9.

MURINOVÁ, B., MASTIŠOVÁ, J. Developing communicative competences in pre-primary and primary education. Ružomberok: Verbum, 2011. ISBN 978-80-8084-804-0.

ŠUPŠÁKOVÁ, B. Writing and writing. Bratislava: Comenius University, 1998. ISBN 80-223-1293-2.

Language of instruction:

Slovak

Notes:
The aim of the course is to gain knowledge of the basic models of literacy and the didactic and educational system of developing basic reading and writing literacy of pupils in the first year of primary school and to acquire the methodological competence to creatively conceive one's own project of educational activities in the derivation of letters and letters in specific lessons of Slovak language and literature.
Total student workload: 100 hours
Classroom hours: 8 hours
Independent student work: 92 hours – study of professional literature and didactic design of educational activities focused on the development of reading and writing literacy (32 hours), creation of didactic games, learning tasks, and a portfolio focused on the development of language literacy (42 hours), preparation for a presentation, professional reflection on educational activities, and final assessment of knowledge: 18 hours.

Course evaluation:
Assessed students in total: 90

A	B	C	D	E	FX
10.0	18.89	23.33	21.11	22.22	4.44

Name of lecturer(s): PaedDr. Jana Mastišová, PhD., Mgr. Ivana Prachárová, PhD.

Last modification: 25.03.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME114B/23	**Course title:** Media Education
Type and range of planned learning activities and teaching methods: **Form of instruction:** Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 8s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: The condition for successful completion of the course is the verification of the student's knowledge and skills throughout the semester by completing an ongoing project (max. 50 points). The final assessment will consist of a written and subsequent oral presentation of a semester project, which includes: preparation, design, implementation, and evaluation of selected topics within the framework of pedagogical practice (max. 50 points), in which only those who achieve at least 25 points from the ongoing assessment may participate. Course 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 Objective: By completing the course, the student has mastered the terminology in the field of media literacy and media education in primary education. The student will be able to characterize media literacy, digital media, and ways of developing media literacy in young school-age children. Knows the most common media used by children, the pros and the risks. Knows the possibilities of formal as well as informal education. Can implement media education as a cross-curricular theme in other subjects (or as a separate subject). Knows the possibilities in the field of prevention of negative influences of media. Learning outcomes: Upon completion of the course the student will acquire the following knowledge, skills and competences: - knows the current theoretical background of media education in the context of primary education, is able to deal with general knowledge in the field of media education in the form of different concepts, approaches and methods,	

- is able to independently and responsibly design, implement, analyse and evaluate didactic activities related to the implementation of media education in education at the first stage of primary school,
- knows didactic strategies for the development of media literacy and can independently, innovatively and responsibly apply them to the educational process in primary education, can justify their choice,
- has adequately developed critical thinking, can organise and plan own learning.

Course contents:

Mass communication and its psychological aspects. Definition of media and their division. The effect of the media on the behaviour of the child. Positives and negatives of media influence. Digital media versus print media and their importance in a child's life. Social networks and PC games. Cyberbullying. Media education - dealing with the consequences of media exposure (in the context of the SPP). Objectives of media education in primary education. The position of the family in the context of media education. Parental mediation. Possibilities of implementation of media education in primary education. Non-formal education offers - possibilities for teacher, parent and pupil. Cooperation between family and school in the field of prevention.

Recommended or required literature:

KARASOVÁ, M. Mediálna gramotnosť žiaka primárneho vzdelávania. Ružomberok: VERBUM, 2014. ISBN 978-80-561-0174-2.
JUSZCZYK, S., KARASOVÁ, M. a kol. 2017. Analýza súčasného stavu mediálnej výchovy u detí mladšieho školského veku. Ružomberok: VERBUM, 2017. ISBN 978-80-561-0507-8.
MCQUAIL, D. Úvod do teorie masové komunikace. Praha: Portál, 1999. 447 s. ISBN 80-7178-714-0.
MIČIENKA, M., JIRÁK, J. a kol. Základy mediální výchovy. Praha: Portál, 2007. ISBN 978-80-7367-315-4.
CHAPMAN,G., PELLICANE, A. Digitálne deti. Výchova vo svetle diplejov. Bratislava: Porta Libri, 2016. ISBN 978-80-8156-070-5.
GRÁNSKA, Z. Spojení navždy. Ako nestratiť deti v digitálnej dobe. Bratislava: Eduworld, s.r.o., 2019.. ISBN 978-80-973497-1-4.
KUBÍKOVÁ, S. Krotitelia displejov. Bratislava: Postoj Media, s.r.o., 2019. ISBN 97880-89994-13-7.
NEWPORT, C. Digitálny minimalizmus. Ako sa sústrediť v rušnom svete. Bratislava: Lindeni, 2019. ISBN 978-80-566-1341-2.
PRICE, C. Ako sa rozísť so svojim telefónom. Vydavateľstvo Bajkal, 2020. ISBN 978-80-973439-8-9.
SPITZER, M. Digitálna demencia. Bratislava: Citadella s.r.o., 2018. ISBN 978-808182-088-5

Language of instruction:

slovak

Notes:

Total student workload: 75
Contact hours: 8
Independent student work: 67 hours – independent study of literature and course materials (20 hours), preparation and completion of a midterm assignment (15 hours), preparation and completion of a term paper and presentation (32 hours)

Course evaluation:
Assessed students in total: 7

A	B	C	D	E	FX
85.71	14.29	0.0	0.0	0.0	0.0

Name of lecturer(s): PaedDr. Mária Karasová, PhD.

Last modification: 07.04.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME105B/23	**Course title:** Methods of solving mathematical problems in primary education
Type and range of planned learning activities and teaching methods: **Form of instruction:** Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 8s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Continuous assessment - 2 continuous written examinations aimed at evaluating theoretical knowledge, the ability to creatively solve problem tasks and look for non-traditional solutions - a maximum of 60 points in total. Semester project - preparation, design, implementation and evaluation of a collection of tasks from a selected topic - 40 points. The final evaluation will be based on the total number of points obtained from the examinations and the semester project.	
Learning outcomes of the course: Objective of the subject: The aim of the subject is to learn different methods and thought processes that we use when solving standard (textbook) and non-standard (mathematical competitions) mathematical tasks, taking into account the different knowledge levels of students. The focus of the subject is the use of simple techniques to solve problems from different areas of mathematics; become familiar with problems that require a creative approach and ingenuity; and at the same time bring the problem solver to a deeper understanding and passion for mathematics. Learning outcomes: After completing the subject, the student will acquire the following knowledge, skills and competences: - the student knows how to solve standard and non-standard tasks from school mathematics using different strategies, whereby by standard we mean tasks from textbooks, by non-standard mainly tasks from mathematical competitions, - the student transforms and applies the acquired knowledge in practical activities, when solving mathematical tasks of varying difficulty with an impact on the 1st grade of elementary school, - the student can assess the correctness of various procedures when solving all types of mathematical problems, - the student is able to create variations of mathematical tasks and tasks of different levels of difficulty, taking into account the student's individual abilities.	
Course contents:	

The process of solving mathematical problems and its phases. Ways of solving mathematical problems - arithmetic, algebraic, geometric. Solution strategies: trial and error, systematic experimentation, estimation-verification-correction. Solution strategy: judgment, solving picture. Solution strategies: equation strategy (linear equation with one unknown, system of two linear equations with two unknowns). Direct and indirect proportionality: judgment, trinomial. Combinatorics: listing possibilities, combinatorial rule of sum and product. Tasks with graphs and tables. Geometric problems - plane. Geometric problems - space. Tasks from mathematical competitions. Heuristic strategies in solving mathematical problems.

Recommended or required literature:

Language of instruction:

Notes:
Total student workload: 75 hours
Contact hours: 8 hours
Independent student work: 67 hours – including independent study of literature and course materials (22 hours), ongoing preparation for classes and solving assigned tasks (15 hours), preparation for continuous written assessments (10 hours), preparation of the semester project (design, development, implementation, and evaluation of a set of tasks on a selected topic) (20 hours).

Course evaluation:
Assessed students in total: 28

A	B	C	D	E	FX
92.86	3.57	0.0	0.0	0.0	3.57

Name of lecturer(s): RNDr. Lucia Csachová, PhD., Mgr. Dušana Babicová, PhD.

Last modification: 24.03.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME110A/23	**Course title:** Musical Arts in Primary Education
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 8s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: 50% of the interim evaluation and 50% of the final evaluation. Interim assessment includes active participation in the music education modules and their pedagogical reflection (30% of the assessment) and the production of the music education module (20% of the assessment). The final assessment includes a final examination (50% of the assessment). To pass the course, a minimum of 60% marks is required. Course Assessment: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: Course Objective: The aim of the course is to form a basic theoretical picture of the content and form, possibilities and limits of music education in primary education in connection with an overview of the music-pedagogical orientation in Slovakia. On a practical level, the course aims to develop the skills and abilities necessary for music education practice. Learning outcomes: Upon completion of the course the student will acquire the following knowledge, skills and competences: - The student will acquire the basic professional terminology and use it correctly, - the student knows the subject, aims and principles of the educational field of art and culture - music education in primary education, - the student knows the developmental patterns of a child of younger school age in the context of the development of musical skills and abilities of a child at this age, - the student knows music education in selected innovative and alternative approaches,	

- the student applies the content of music activities/educational areas + the complementary area of the use of information and communication technologies and methodological procedures in the development of a music education module.

Course contents:

School reform in Slovakia, characteristics of the educational field of Art and culture - music education at the primary level of education with regard to the recent development of curriculum reform in Slovakia (cycles of education). Musical development of the child of younger school age in the context of the content of music education textbooks of 1st-4th grade. Singing activities in primary education: methodological procedures and their application in the creation of a music-educational module. Movement activities in primary education: methodological procedures and their application in the development of a music education module. Instrumental activities at primary level: methodological procedures and their application in the development of the music education module. Musico-dramatic activities at primary level: methodological procedures and their application in the development of a music-educational module. Listening to music at primary level: methodological procedures and their application in the development of a music education module. Music-pedagogical orientation in Slovakia after 1989. Music education in alternative and innovative educational programmes in Slovakia. Music education in the reform-pedagogical concept and school of M. Montessori. Music education in regionalist-oriented schools in Slovakia.

Recommended or required literature:

BALCÁROVÁ, B. - DEREVJANÍKOVÁ, A. -DZURILLA, M. - ŠAŠALA, R. et al. Integrated didactics of music education in primary education: university textbook. Prešov: University of Prešov, 2019. 550 p. ISBN 978-80-555-2324-8.

BLAŽEKOVÁ, M. Orff's Schulwerk: Principles and adaptation. Nitra: University of Constantine the Philosopher in Nitra, 2011. 194 p. ISBN 978-80-80-8094-997-6.

DEREVJANIKOVÁ, A. et. al. Music Education - Primary Education: Annex Art and Culture to the State Educational Programme. Bratislava: State Pedagogical Institute, 2014. Updated 20.7.2021. Available at: https://www.statpedu.sk/archiv/SVP/inovovany-statny-vzdelavaci-program/1-stupen-zs/vytvarnavychova_pv_2014.pdf

DOLINSKA, E. Didactics of music education for elementarists Ružomberok: Verbum - publishing house of the Catholic University in Ružomberok, 2015. ISBN 978-80-561-0226-8. 153 p.

FELIX, B. Musico-dramatic activities at primary school: theory and practice. Banská Bystrica: Matej Bel University in Banská Bystrica, 2013. 94 p. ISBN 978-80-557-0614-6. https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/inovovany-svp-1.stupen-zs

KRUŠINSKÁ, M. - ZELEIOVÁ, G. J. Music-educational and music-therapeutic modules: Implications from workshops accentuating sources of folk creation and personal identity. Ružomberok: Catholic University of Ružomberok, 2011. 167 p. ISBN 978-80-8084-765-4.

KRUŠINSKÁ, M. Education for music in Maria Montessori's school: Implications for the theory and practice of music education in alternative and innovative school models in Slovakia. Ružomberok: Catholic University of Ružomberok, 2009. 116 p. ISBN 978-80-8084-427-1.

KRUŠINSKÁ, M. Music education in regionalist-oriented schools in Slovakia after 1989. In Milan Michalec (ed.): Contemporary trends and perspectives in music education. University of Constantine the Philosopher in Nitra. EQUILIBRIA, s. r. o., Košice, 2016. p.205 - 216. ISBN 978-80-558-1132-1. EAN 9788055811321.

ŠIMČÍK, D. - SCHNEIDEROVÁ, M. Music is flying, looking for children: music education of children of the 1st and 2nd year of primary school. Prešov: Music Graph, 1999. 108 p.

State educational programme for primary education in kindergartens. 2016 [online]. Bratislava: State Pedagogical Institute. Updated 20.7.2021.

Language of instruction:
Slovak

Notes:
Prerequisite subjects: none

Course evaluation:
Assessed students in total: 89

A	B	C	D	E	FX
22.47	34.83	22.47	12.36	5.62	2.25

Name of lecturer(s): PaedDr. Martina Krušinská, PhD., Mgr. art. Mgr. Martina Procházková, PhD.

Last modification: 26.08.2025

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME109B/23	**Course title:** Musical creativity in primary education
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 4s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: 100% of the interim assessment. The interim assessment includes the student's active participation in and reflection on the elementary music making process (80%) and the seminar paper (20%). A minimum score of 80% is required to pass the course. Course 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 Objective: The aim of the course is to expand the repertoire of games and various creative musical activities of the future teacher. The essence of the course is the student's own activity and creativity, the ability to create meaningful (not only) musical units "here and now". Each unit includes an experiential part and its reflection. Learning outcomes: After completing the course the student will acquire the following knowledge, skills and competences: - The student will acquire a repertoire of games and creative activities within all musical activities, - the student develops the ability to create his/her own practices in teaching practice and the ability to create space for elementary children's creativity in his/her future practice, - the student develops musical skills within all musical activities.	
Course contents: Games and creative activities with an emphasis on singing activities. Games and creative activities with an emphasis on movement activities. Games and creative activities with emphasis on instrumental activities. Games and creative activities with an emphasis on music and drama activities. Games and creative activities with an emphasis on music listening. Creative music activities integrating visual arts.	

Creative music activities integrating audiovisual arts.

Recommended or required literature:

BENCH, O.,DOLINSKÁ, E. The phenomenon of music in literature (music in the metamorphoses of good and evil - on Daniel Pastircak's "Chintet") In: Visnik KNUKiM. Kyjev: Kiivskij nacionaľnij universitet kuľturi i mistectv, 2019, č. 40, s. 94-105 [tlačená forma] [online]. ISSN 2410-1176. ISSN (online) 2616-4183. http://arts-series-knukim.pp.ua/issue/view/10379.
DOLINSKA, E. How colour, word and music make friends: (child and art in mutual communication). Ružomberok: Catholic University of Ružomberok. VERBUM - KU Publishing House, 2020. ISBN 978-80-561-0796-6.
DOLINSKÁ, E. The intersection of music and literature in the educational process : a song in a fairy tale - a fairy tale in a song. Ružomberok: Verbum, 2011. ISBN 978-80-8084-788-3.
DOLINSKÁ, E., ŠVÁBOVÁ, B. Play as a means of communication of the child with art. DOI 10.59505/IRHNS.22352007.2024.1.04. In: Revue Internationale des Sciences humaines et naturelles Zürich: Internationale Stiftung Schulung, Kunst, Ausbildung. – ISSN 2235-2007. – Roč. 14, č. 1 (2024), s. 67-79
FELIX, B. Painted music- The musical image: Proceedings of the international conference 6-9-11.1991 in Zlatovce. Bratislava: Slovak Music Society, 1992. p. 92-97.
HATRIK, J. The Jewel of Music I. (University teaching texts) Nitra: University of Constantine the Philosopher, 1997. ISBN 80-8050-141-6.
HERDEN, J. Music for Children. Prague: Charles University, 1992. 194 p. ISBN 80-7066-522-X.
HURNÍK, I. - EBEN, P. MAJOR - MINOR. Prague: Editio Supraphon, 1972. 107 p.
HURNÍK, I. - EBEN, P. Beginnings. Prague: Editio Supraphon, 1982.99 p.
HURNÍK, I. - EBEN, P. Pentatonics. Prague: Editio Supraphon, 1983. 53 s.
JASANOVÁ, N. Music, movement, drawing, word. Prague: Svojtka and Vasut, 1990. 87 p. ISBN 80-85521-08-3.
KRUŠINSKÁ, M. - ZELEIOVÁ, G. J. Music-educational and music-therapeutic modules: Suggestions from workshops accentuating sources of folk creation and personal identity. Ružomberok: Catholic University of Ružomberok, 2011. 167 p. ISBN 978-80-8084-765-4.
KRUŠINSKÁ, M. Methodological inspirations for developing the singing ability of children of the first stage of primary school. In Muses in school, 2005. vol. 10, no. 4, pp.23-25. ISSN 1335-1605.
KRUŠINSKÁ, M. Creativity in music education as a means to the growth of children's musical abilities in primary school. In ACTA HUMANICA: Proceedings of the conference Humanization and globalization of the educational process in the information society in Borovo Sihoti. Žilina : University of Žilina, 2005. no. 1, pp. 289-298. ISSN 1336-5126.
KRUŠINSKÁ, M. Methodological letters to the workshop "Múzický fortieľ" within the activity "The intersection of tradition and the present". Verbum: PF KU v Ružomberku, 2011. ISBN 978-80-8084-771-5.
KRUŠINSKÁ, M. Muzilienka: Musical encounters with children of toddler age 1+ Ružomberok: Verbum, 2019. 90 p. ISBN 978-80-561-0652-5.
VÁŇOVÁ, H, Musical creativity of pupils of younger school age. Prague: Editio Supraphon, 1989.187 p. ISBN 80-7058-149-2.

Language of instruction:

Slovak

Notes:

Subjects: musical arts in primary education

Course evaluation:
Assessed students in total: 1

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

Name of lecturer(s): Mgr. Jozef Horvát, Mgr. Lenka Radvanská, PhD.

Last modification: 26.08.2025

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME103B/23	**Course title:** Natural science propedeutics and practice
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 4s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: Verification of the degree of acquisition of relevant knowledge, skills and competences of the student is carried out on the basis of practical examinations during the semester teaching of the subject. During the semester, the student demonstrates basic theoretical knowledge from natural science disciplines and practical skills in the laboratory or in the field in the areas of creative knowledge of living and non-living nature with the use of research activities based on the principles of a research-oriented concept of natural science education. for which he can get 30 points. For a semester's work in electronic form, a student can receive max. 70 points. Final assessment: cumulative percentage gain from the continuous assessment of practical skills (30%) and semester work (70%). Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%-0%	
Learning outcomes of the course: After completing the subject, the student will acquire the following knowledge, skills and competences: - has knowledge and skills in the field of science disciplines, while knowing and understanding the concept of a research-oriented concept of science education, - is able to actively observe individual types of natural ecosystems and compile records from the observation and subsequently present the obtained information, - critically evaluates, integrates and applies appropriate possibilities of using research-oriented natural science activities with regard to primary education, - independently and competently uses creative methods, tools, devices and materials to develop science literacy.	
Course contents:	

Individual types of natural ecosystems. Selected species of plants and animals. Integration of science education into the educational process. A research-oriented concept of science education. Research activities. Trials and experiments in educational practice.
Observation in the field. Creative exploration of living nature. Creative exploration of inanimate nature. The use of walks and excursions in developing students' natural science literacy. The use of sensory knowledge of nature for the development of students' abstract thinking.

Recommended or required literature:

BUBLINEC, E., DEMKO, J., MACKO, J. MACHAVA, J., Základy prírodného prostredia 1. časť : Pedológia Ružomberok, VERBUM - vydavateľstvo KU, 2018. - 191 s.
GAISLER J, ZIMA J.: Zoologie obratlovců, Praha , Academia , 2007
NOVÁK, J., SKALICKÝ, M. 2017: Botanika. Powerprint. 358s.
HELD, Ľ., ŽOLDOŠOVÁ, K., OROLÍNOVÁ, M., JURICOVÁ, I., KOTUĽÁKOVÁ, K., 2011. Výskumne ladená koncepcia prírodovedného vzdelávania (IBSE v slovenskom kontexte). Trnava: Pedagogická fakulta Trnavskej univerzity, 2011, 138 s., ISBN 978-80-8082-486-0.
LORBEER, G. C., NELSONOVÁ, L. W., 1998. Biologické pokusy pro deti. Praha : Portál, 1998. 200 s, ISBN 80-7178-165-7.
MELICHERČÍKOVÁ, D., MELICHERČÍK, M. 2007. Prírodoveda v otázkach pre učiteľov. Banská Bystrica : UMB, 2007. 138 s. ISBN 978-80-8083-539-2.
ŽOLDOŠOVÁ, K., 2004. Prírodovedné vzdelávanie v teréne. Trnava: Trnavská univerzita, 2004, 102 s., ISBN 80-89074-81-2.
SANDANUSOVÁ, A., 2011. Indoor experimenty – biológia. Nitra: Univerzita Konštantína Filozofa, Fakulta prírodných vied , 2011, 47 s., ISBN 978-80-8094-904-4.
UHRINOVÁ, M., 2008. Využívanie vychádzok pri poznávaní prírody v edukačnom procese na 1. stupni ZŠ. In: Zborník z konferencie. Ružomberok : PF KU, 2008.
JENISOVÁ, Z., 2011. Indoor experimenty – chémia. Nitra: Univerzita Konštantína Filozofa, Fakulta prírodných vied , 2011, 64 s., ISBN 978-80-8094-909-9.

Language of instruction:
English language.

Notes:
Total student workload: 75 hours
Contact hours: 8 hours
Independent student work: 67 hours - independent study of literature and study materials 10 hours, preparation of a semester project on a chosen topic 52 hours, final presentation and defense of the project 5 hours

Course evaluation:
Assessed students in total: 111

A	B	C	D	E	FX
95.5	0.9	1.8	0.0	0.9	0.9

Name of lecturer(s): Ing. Jozef Macko, PhD., Ing. Dana Blahútová, PhD.

Last modification: 25.03.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME100B/23	**Course title:** Pedagogical diagnostics of the pupil
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: 3	**Working load:** 75 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: The verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Conditions for successful completion of the course: active participation in seminars, fulfillment of the conditions of max. 2 excused absences, elaboration of a seminar paper and its presentation (oriented to the description of specific exercises intended for individual support of a child/pupil with impaired communication skills). There will be a written test during the semester. Course Evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%-0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - have a deeper understanding of the difficulties of the pupil in relation to pedagogical diagnosis, - master the creation and subsequent use of an evaluation tool for pedagogical diagnosis, - accept the individuality and diversity of the pupil in the socio-cultural context and in the implementation of the educational process in the conditions of inclusive education, - is able to propose measures resulting from pedagogical diagnostics and his/her own practice.	
Course contents: Pupil Diagnostics. Methods for identifying the difficulties of a pupil/pupil with special educational needs. Creation and implication of a diagnostic tool in educational practice. Administration of the tool in educational practice. Methods, forms and means of differentiated teaching and education. External and internal differentiation, individual approach to the pupil.	

Individual strategies for the development of higher cognitive functions and critical thinking. Measures and suggestions for the development of a pupil with potential problems in the educational process.
Differentiation in the goals and content of education and training.

Recommended or required literature:

DUCHOVIČOVÁ, J. a kol. Diverzita školskej populácie ako objekt pedagogickej vedy. Nitra: UKF, 2013. 332 s. ISBN 978-80-558-0528-3.
KASÁČOVÁ, B., CABANOVÁ, M. Pedagogická diagnostika (teória a metódy diagnostikovania v elementárnej edukácii). Banská Bystrica: PF UMB, 2011.
KOMORA, J., POLAKOVIČOVÁ, R. Diverzita školskej triedy v kontexte inkluzívneho vzdelávania žiackej populácie. 1. vyd. Nitra: UKF, 2013. 136 s. ISBN 978-80-558-0379-1.
KOMPOLT, P., TIMKOVÁ, B. Pedagogická diagnostika a akčný výskum. Bratislava: Univerzita Komenského, 2010.
KOUTEKOVÁ, M. Základy pedagogickej diagnostiky. Banská Bystrica: PF UMB, 2007.
KOMORA, J., POLAKOVIČOVÁ, R. Diverzita školskej triedy v kontexte inkluzívneho vzdelávania žiackej populácie. 1. vyd. Nitra : UKF, 2013. 136 s. ISBN 978-80-558-0379-1.

Language of instruction:

Notes:
Total student workload: 75
Class hours: 12
Independent student work: 63 hours – independent study of literature and course materials (30 hours), preparation and writing of the term paper (20 hours), preparation for the midterm exam (13 hours).

Course evaluation:
Assessed students in total: 94

A	B	C	D	E	FX
45.74	28.72	18.09	4.26	1.06	2.13

Name of lecturer(s): PaedDr. Jana Mastišová, PhD.

Last modification: 08.04.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME106A/23	**Course title:** Physical and health education in primary education
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 8s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisities:	

Requirements for passing the course:

Conditions for passing the subject and the method of verification 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 theoretical and practical examinations during the semester teaching of the subject. Theoretical knowledge – knowledge test on the didactics of physical and sports education for children of younger school age. Physical and sports education lesson project - elaboration of a lesson project on a given topic and year with the establishment of educational goals and the selection of adequate means of movement (50% of the overall evaluation of the subject). Student's practical output - implementation of the developed project. Preparation and implementation of a project for pedagogical practice (50% of the total evaluation of the subject).

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:

Objective of the subject:

The student knows and knows how to implement content, didactic procedures in physical and sports education in primary education.

Learning outcomes:

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

- the student acquires (at the level of knowledge) knowledge of the objectives of the education of pupils in the field of physical and sports education in primary education; knowledge of procedures and peculiarities in physical education of younger school-age pupils,
- the student acquires the ability (at the level of understanding) to explain and demonstrate the goals of physical education in primary education; to identify the peculiarities of pupils of individual grades from the point of view of motor learning,

- the student acquires the ability (at the level of application, evaluation and creation) to apply the optimal strategy of progress in the didactic process in physical and sports education; apply practical skills in the preparation of an educational project and its implementation; evaluate the level and quality of pupils' exercises,
- a student within professional teaching practice is capable of analyzing pedagogical situations contained in the teaching of physical and sports education; selection of teaching methods, forms and strategies. Can assess the appropriateness of projected learning tasks, methods, strategies, forms and activities in the didactic process in physical and sports education; He can evaluate the quality of his own exercise and that of his students and his colleagues, with the result of optimization and correction of didactically faulty moments; He knows how to create a model project of physical education and sports education.

Course contents:
Course contents:
Didactics of physical and sports education as a scientific field. Research, development and evaluation of education and training in physical and sports education. Physical, functional, movement and social development of a person by means of physical and sports education. Projecting in physical and sports education. Peculiarities of the teaching subject physical and sports education. Terminology of physical exercises. Movement means of physical and sports education. Educational standard in physical and sports education. Making plans.

Recommended or required literature:
Recommended reading:
BENDÍKOVÁ, E. Chapters from the didactics of school physical and sports education. Banská Bystrica, FHV, 2012. ISBN 978-80-554-0487-5.
FELIX, K., ŠIMONEK, J., VEISOVÁ, M., HALMOVÁ, N. Methodical manual of physical education for kindergartens and 1st grade of primary schools. Bratislava, AT PUBLISHING, 2013. ISBN 978-80-88954-62-2-0.
COLLECTIVE OF AUTHORS. 100 movement games. dr. Josef Raabe Slovakia, s.r.o., 2020. ISBN 978-80-8140-410-8.
PERECINSKÁ, K. et al. Professional communication in physical education and selected sports. Prešov, University of Prešov, 2019. ISBN 978-80-555-2154-1. Available at: https://www.pulib.sk/web/kniznica/elpub/dokument/Perecinska1
https://www.pulib.sk/web/kniznica/elpub/dokument/Perecinska1

Language of instruction:
Slovak language

Notes:

Course evaluation:
Assessed students in total: 149

A	B	C	D	E	FX
46.31	44.3	8.72	0.67	0.0	0.0

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

Last modification: 01.09.2025

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME107B/23	**Course title:** Prevention of risky behaviour
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture **Recommended study range:** **hours weekly:** **hours per semester:** 8s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: Conditions for completion of the course and the subject and the method of verification of the acquired knowledge, skills and competences: During the semester, the student actively works in class, designs and presents preventive activities on the chosen topic in the scope of 1 lesson, passes one midterm test and a final written exam. The final grade will be based on the total number of points obtained from the midterm assessment (max. 50 points) and the final written exam (max. 50 points). Verification of the student's acquisition of the relevant knowledge, skills and competences is based on active work in class, the design and presentation of preventive activities on a selected topic within the scope of 1 lesson and written examinations. A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
Learning outcomes of the course: 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 possesses 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 target groups and effectively implement prevention activities, with particular attention to age specificities.	

- Possess the competences to cooperate effectively with parents, social environment and professionals in the prevention of risky and problematic behaviour of children and 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 children and pupils. The student will be able to apply theoretical knowledge to preventive activities with children and pupils.
- He/she can process the acquired knowledge, use it in communication with professionals and in his/her further education.

Course contents:

Brief outline of the course:

1. Basic terminological apparatus (social pathological phenomenon, social deviation, socially undesirable phenomena, normality).
2. Characteristics, historical aspects and current status of social pathological phenomena
3. Etiology of socio-pathological phenomena.
4. Characteristics of the most widespread behavioral problems in children and youth, current trends.
5. Primary, secondary and tertiary prevention, prevention of victimization.
6. EU and Slovak strategic documents in the field of prevention. School documents. Subjects and objects of prevention.
7. The school's position in prevention, forms and methods of prevention, the school's plan of preventive activities.
8. Effectiveness of prevention. Monitoring of risky and problematic behaviour of children and pupils.
9. Possibilities and competences of pedagogical and professional staff in the field of school prevention. Prevention in kindergarten. Roles of the class teacher and school coordinator in education and training.
10. School cooperation with professionals in prevention and problem solving.
11. School-family cooperation in preventing and addressing problem behaviors.
12. Addressing behavioural problems in children and pupils of younger school age.

Recommended or required literature:

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.: Preventívne pôsobenie v materských školách a na prvom stupni základných škôl v Slovenskej republike. In Integrowanie działań dydaktyczno-wychowawczych w edukacji elementarnej. red. H. Hetmańczyk-Bajer, M. Kisiela, Katowice : Iniwersytet Śląski, 2013. ISBN 978-83-929881-9-9.

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 sociopthalogica 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.

LIPNICKÁ, M.: Dieťa s problémovým správaním v materskej škole. Bratislava: Metodicko – pedagogické centrum, 2014, 49 s. ISBN 978-80-8052-677-1.

Recommended literature:

EMMEROVÁ, I.: Prevencia problémového správania u žiakov mladšieho školského veku In: Vychovávateľ. 2019, č. 1-2, s. 33-39. ISSN 0139-6919

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 porstředí. Pro studenty pomáhajících oborů. Hradec Králové : 2016, 141 s. ISBN 978-80-263-1015-0.

www.minedu.sk, www.cvtisr.sk

Language of instruction:

slovak

Notes:

Total student workload: 75 hours.

Contact hours 8 hours, preparation for continuously assigned tasks 20 hours, preparation of preventive activities 22 hours, preparation for the exam 25 hours.

Course evaluation:

Assessed students in total: 4

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

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

Last modification: 14.04.2026

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME109A/23	**Course title:** Primary Science and Technology Education
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 8s / 12s **Teaching method:** on-site	
Credits: 5	**Working load:** 125 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisities:	

Requirements for passing the course:

Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. Continuous assessment - 2 continuous written examinations, a maximum of 30 points can be obtained.

For the semester project (preparation, design, implementation and evaluation of a selected topic with a focus on the teaching of science and technology subjects at primary school level 1), the student may obtain a maximum of 30 points. The final grade will be based on the total number of points obtained from the mid-term evaluation (max. 60 points) and the oral examination (max. 40 points).

Course 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 Objective:

Upon completion of the course, the student should understand the deeper theoretical underpinnings of primary science and technology education. By acquiring adequate competences and skills, he/she should be able to independently and responsibly design, project, organize, implement, critically analyze and evaluate teaching of science and technology subjects at the first level of primary school using innovative approaches and methods, as well as to implement and evaluate solutions to methodological, professional, practical or scientific problems in the field.

Learning outcomes:

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

- is able to critically deal with the theoretical background of the field of primary science and technology education in the form of different concepts, approaches and methods, is familiar with

the current theoretical background on the tasks and objectives of primary science and technology education,
- is familiar with the model of a research-based approach to science and technology education and strategies for the development of science and technology cognition,
- knows, analyses and evaluates the contents of science reality that should be acquired by pupils of the primary stage of primary school,
- independently, innovatively and responsibly designs the teaching of science and technical subjects at primary school level 1, is able to apply appropriate didactic strategies to the educational process and can justify their choice,
- is able to implement, analyse and evaluate didactic activities with regard to the development of science and technical literacy of pupils, to create space for greater responsibility for their own learning process and planned personal growth,
- be able to evaluate solutions to methodological, professional, practical or scientific problems in the field of science and technology education.

Course contents:

Natural and technical cognition and education - functions, dilemmas, meaning, preconceptions. Pedagogical, philosophical and psychological theories and trends in the context of science and technology education. Models of cognitive development. Constructivism. Constructivist principle in science and technology education. Science and technical literacy as part of cultural literacy. The content and goal of science and technical education at the 1st stage of primary school according to the valid documents. Designing the teaching of science and technical subjects at the 1st level of primary school. Activating didactic methods and strategies in the process of developing science and technical literacy. Research-oriented concept of science and technical education. Organizational forms. Walks, excursions, schools in nature in the process of science and technical education.
Material didactic means in the process of science and technology education. Analysis of available teaching materials. Diagnosing pupils in primary science education. Didactic analysis of the curriculum of science and technical subjects at the first stage of primary school. Teacher's competences and self-reflection in primary science and technology education.

Recommended or required literature:

UHRINOVÁ, M., PRACHÁROVÁ, I. Zážitkové učenie ako významný determinant rozvoja prírodovednej gramotnosti.Ružomberok: VERBUM – vydavateľstvo Katolíckej univerzity v Ružomberku, 2020. 151 s. ISBN 978-80-561-0780-5.
UHRINOVÁ, M. Prírodovedné a spoločenskovedné poznávanie detí v kontexte edukácie.1. vyd. Ružomberok (Slovensko): Katolícka univerzita v Ružomberku. VERBUM - vydavateľstvo KU, 2018. 135 s. ISBN 978-80-561-0592-4.
ŽOLDOŠOVÁ, K. Primárne prírodovedné vzdelávanie. [online]. Dostupné na: http://pdf.truni.sk/e-ucebnice/primarne-prirodovedne-vzdelavanie/
HUĽOVÁ, Z. Projektová, problémová, kooperatívna a výskumná koncepcia vzdelávania v pregraduálnej príprave budúcich učiteľov : pre oblasť technického vzdelávania na primárnom stupni školy. 1. vyd.Banská Bystrica: Univerzita Mateja Bela, Pedagogická fakulta, 2017. 79 s. ISBN 978-80-557-1275-8.
HUĽOVÁ, Z. Technické vzdelávanie na primárnom stupni školy v historickom a medzinárodnom kontexte. I. Ružomberok: PF KU v Ružomberku, Vydavateľstvo VERBUM, 2019, 1. vyd. 9, 145 s. ISBN 978-80-561-0686-0.
DOSTÁL, J. - KOŽUCHOVÁ, M. Badatelský přístup v technickém vzdělávání: Teorie a výzkum. Olomouc : Univerzita Palackého v Olomouci, Pedagogická fakulta, 2016.212 s. ISBN 978-80-244-4913-5.
KRUPOVÁ, I. - MELICHERČÍKOVÁ, D. Technika okolo nás. Ružomberok: PF KU, 2009. ISBN 978–80–8084–494–3.
MELICHERČÍKOVÁ, D. – MELICHERČÍK, M. Prírodoveda v otázkach pre učiteľov. Banská Bystrica: UMB, 2007. 138 s. ISBN 978-80-8083-539-2.
Pracovné zošity a učebnice prírodovedy a pracovného vyučovania pre 1. stupeň ZŠ
ROCHOVSKÁ, I. a kol. Prírodovedná gramotnosť a prírodovedné vzdelávanie v predškolskej a elementárnej pedagogike. Ružomberok: Verbum, 2012. ISBN 978-80-8084-926-9.
Vybraná učebnicová a encyklopedická literatúra
ŽOLDOŠOVÁ, K., MINÁRECHOVÁ, M. Výskumne ladená koncepcia technického vzdelávania pre prvý stupeň ZŠ. Vydavateľstvo: Typi universitatis tyrnaviensis, 2016. ISBN 978-80-8082-959-9.
HELD, Ľ. a kol. Výskumne ladená koncepcia prírodovedného vzdelávania (IBSE v slovenskom kontexte). Trnava : Pedagogická fakulta Trnavskej univerzity, 2011. ISBN 978-80-8082-486-0.

Language of instruction:

slovak

Notes:

Total student workload: 125 hours
Contact hours: 20 hours
Independent student work: 105 hours - 55 hours studying compulsory books and curricular documents for lectures, exercises and exams, 25 hours searching for suitable topics for the didactic part, 25 hours applying suitable topics for educational activities and for the exam.

Course evaluation:

Assessed students in total: 90

A	B	C	D	E	FX
60.0	20.0	8.89	5.56	5.56	0.0

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

Last modification: 16.04.2026

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME113A/23	**Course title:** Primary Social Science Education
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 8s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisities:	

Requirements for passing the course:

Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. There will be one written examination during the semester, for which a maximum of 20 points may be obtained. A student may earn a maximum of 20 points for a semester project (a project focused on the teaching of social science courses). The final grade will be based on the total number of points obtained from the midterm evaluation (max. 40 points) and the final oral examination (max. 60 points).

Course 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 Objective:

Upon completion of the course, the student should understand the deeper theoretical underpinnings of primary social studies education. By acquiring adequate competences and skills, the student should be able to independently and responsibly design, project, organize, implement, critically analyze and evaluate teaching of social science subjects at the first level of primary school using innovative approaches and methods, as well as to implement and critically evaluate solutions to methodological, professional, practical or scientific problems in the field.

Learning outcomes:

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

- is able to critically deal with the theoretical background of the field of primary social science education in the form of various concepts, approaches and methods, is familiar with the current theoretical background on social realities, socio-cultural space in the regional context and its genesis,

- has an overview, analyses and evaluates those contents of social reality which should be mastered by pupils of the primary stage of primary school,
- independently projects the teaching of social science subjects at the first level of primary school, knows how to apply appropriate didactic strategies for teaching, can justify their choice,
- is able to implement, analyse and evaluate didactic activities with regard to the development of pupils' cultural literacy in the context of social science education,
- is able to critically evaluate solutions to methodological, professional, practical or scientific problems in the field of social science education.

Course contents:

Clarification of thematic concepts and the relationships between them: social realities/ social studies education/ cultural literacy. Formation of cultural literacy. The content and aim of social science education at the primary level of primary school according to the documents in force. Designing the teaching of social science subjects at the first stage of primary school. Activating didactic methods and strategies. Regional approaches in education. The use of digital media in learning about socio-cultural space. Organisational forms, walks and excursions, museum and gallery as a space of education. Didactic principles and means in the teaching of social studies. Analysis of available teaching materials. Learning about socio-cultural space in the regional context and learning about the genesis of socio-cultural space. Diagnosing primary school pupils in the field of social and regional studies. Didactic analysis of the social studies curriculum at primary school level 1. Competence and self-reflection of the teacher in the intents of social and regional studies in primary education.

Recommended or required literature:

KANCÍR, J., MADZIKOVÁ, A. Didaktika vlastivedy. 2. rozšír. vyd. - Prešov: Prešovská univerzita v Prešove, Pedagogická fakulta, 2008. 216 s. ISBN 978-80-8068-760-1.
UHRINOVÁ, M. Prírodovedné a spoločenskovedné poznávanie detí v kontexte edukácie. 1. vyd. Ružomberok: Katolícka univerzita v Ružomberku. VERBUM - vydavateľstvo KU, 2018. 135 s. ISBN 978-80-561-0592-4.
UHRINOVÁ, M. Implementácia regionálnej výchovy do edukačného procesu v primárnom vzdelávaní. Ružomberok: Verbum - vydavateľstvo Katolíckej univerzity v Ružomberku, 2014. ISBN 978-80-561-0153-7.
KORIM, V. – GAŠPAROVÁ, M. Základy vlastivedného vzdelávania. Vysokoškolské učebné texty. Banská Bystrica: PF UMB, 2003. ISBN 80-8055-813-2.
DOUŠKOVÁ, A. Učenie sa žiaka v prírodovednom a spoločenskom kontexte. Banská Bystrica: PF UMB, 2003.
KLUSÁK, M. Poznávání sociálního prostředí. In: Kolláriková, Z. – Pupala, B.(eds.): Predškolská a elementárna pedagogika. Praha: Portál, 2001. s. 363 – 400.
UHRINOVÁ, Miriam: Kulturelle Aspekte der regionalen Erziehung in den Dimensionen der Primarstufe. Wien : Internationale Stiftung Schulung, Kunst, 2015. - 172 s. - ISBN 978-3-9504061-8-4.
UHRINOVÁ, M., ZENTKO, J.: Regional studies within the context of education. Milano : EDUCatt, 2014. - 157 p. - ISBN 978-88-6780-082-7.

Language of instruction:

slovak

Notes:
Total student workload: 100 hours
Classroom hours: 12 hours
Independent student work: 88 hours – study of professional literature and curricular documents in the field of social studies education (30 hours), didactic lesson planning and preparation of a semester-long project focused on teaching social studies subjects (33 hours), preparation for a presentation, professional reflection, and final assessment of knowledge in the field of primary social studies education (25 hours).

Course evaluation:
Assessed students in total: 150

A	B	C	D	E	FX
54.67	22.67	14.0	5.33	1.33	2.0

Name of lecturer(s): PaedDr. Miriam Uhrinová, PhD., Mgr. Ivana Prachárová, PhD.

Last modification: 25.03.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME102A/23	**Course title:** Primary maths education
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 8s / 12s **Teaching method:** on-site	
Credits: 5	**Working load:** 125 hours
Recommended semester/trimester: 1.	
Level of study: II.	
Prerequisities:	

Requirements for passing the course:

Verify the level of acquisition of relevant knowledge, skills, and competencies of the student based on theoretical and practical tests during the semester teaching of the subject. Continuous assessment - 2 continuous written tests focused on assessing theoretical knowledge of arithmetic and geometry, with a maximum of 50 points (25 points for each part). To participate in the exam, it is necessary to obtain at least 26 points from the tests (13 points from the arithmetic part and 13 points from the geometry part). Semester project - preparation, design, implementation, and evaluation of selected topics within the framework of pedagogical practice - 20 points. Final exam during the exam period – maximum 30 points. The final evaluation will be based on the total number of points obtained from tests, the semester project, and the exam.

Course evaluation:

A – 100%-93%
B – 92%-85%
C – 84%-77%
D – 76%-69%
E – 68%-60%
Fx – 59%- 0%

Learning outcomes of the course:

Objective of the subject:

By completing the subject, the student has mastered the terminology from the field of elementary arithmetic and geometry, as well as the didactics of arithmetic and geometry in primary education. Can practically use methods associated with mathematical operations and other arithmetic concepts. He can characterize planar and spatial formations, congruent representations, planar and spatial geometry in primary education, regular polyhedra from a theoretical and practical point of view, he can describe the issue of using geometry in primary education.

Learning outcomes:

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

- controls the current theoretical basis of arithmetic and geometry in the context of primary education, is able to deal with general knowledge in the field of arithmetic and geometry in the form

of various concepts, approaches and methods, can explain and compare theories of conceptual and cognitive processes in elementary mathematics,
- is familiar with current curriculum documents and school legislation, knows and understands the terminology associated with arithmetic and geometry in the context of primary education,
- is able to independently and responsibly project, implement, analyze and evaluate didactic activities connected with the implementation of mathematics in education at the 1st grade of elementary school,
- knows how to define basic mathematical concepts from elementary arithmetic and geometry, knows and understands their introduction method, properties and algorithms, can solve tasks and analyze student solutions to tasks, the student can compare and critically evaluate different approaches and can find analogies in the methodology of introducing basic concepts,
- the student can correctly formulate tasks from elementary arithmetic and discuss methods and procedures for solving them,
- the student knows the methods of diagnosis, testing and evaluation in mathematics education and knows how to design suitable mathematical tasks and tests and justify the procedure of their evaluation.

Course contents:
Basic school documents: State educational program, content and educational standards in the context of school mathematics. Pedagogical, philosophical and psychological theories and trends in the context of mathematics didactics. Constructivism. Hejny method. Van Hiele theory. Work with the textbook. Numbering. Addition. Subtraction. Multiplication. Division. Introduction of the concept, properties, ways of representing dynamic and static tasks, basic connections and their automation, algorithms, mathematization of simple text. Fraction numbering. Relationship: division, fractions, ratio, percentages. Financial literacy. Methods of solving word problems, sorting, writing tasks, creating tasks. Theory of creating mathematical tasks and tests. Basic concepts of school geometry. Triangles and quadrilaterals. Circle, circle. Basic geometric (identical) representations. Simple constructions in the plane, drawing. Solids and their nets, regular polyhedra, building blocks. Development of spatial imagination. Buildings from blocks. Measure and measure. Orientation in the plane and in space. Geometric work in the field. Use of educational software in geometry curriculum.

Recommended or required literature:

Language of instruction:

Notes:
Total student workload: 125
Contact hours: 20
Independent student work: 105 hours – independent study of literature and course materials (25 hours), preparation for the midterm exam and study (30 hours), preparation and completion of the term paper (lesson plans for arithmetic and geometry) (20 hours), preparation for the final exam (30 hours)

Course evaluation:
Assessed students in total: 188

A	B	C	D	E	FX
1.6	6.38	13.3	16.49	22.34	39.89

Name of lecturer(s): PaedDr. Mária Karasová, PhD., Mgr. Dušana Babicová, PhD.

Last modification: 07.04.2026

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME108A/23	**Course title:** Research methods in educational sciences
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: 4	**Working load:** 100 hours
Recommended semester/trimester: 1.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: To verify the extent to which the student has acquired the relevant knowledge, skills and competences on the basis of theoretical knowledge and practical activities during the semester course. To pass the course, active participation in lectures and exercises and the development of an independently conceived research project are required. Final test: students can obtain a maximum of 100 points, a minimum of 60 points is required to pass the course. Course 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 basics of methodological foundations to investigate and understand the regularities of pedagogical phenomena. - To master and acquire a basic knowledge base of empirical research methods used in pedagogy and their statistical processing. - Be able to navigate the functions of scientific cognition. - Master the basic concepts of research methodology. - Have an overview of research information sources. - Have knowledge of descriptive statistics, basic probability theory and mathematical statistics to the extent of a practitioner without knowledge of higher mathematics. - Have a good knowledge of the methodology involved in developing a research strategy, preparing, using and evaluating the methods that will be used in carrying out the research. - Be able to use basic pedagogical research methods and techniques focused on the process of presenting, evaluating, analyzing, and interpreting research findings.	
Course contents: Pedagogical phenomena and processes. Approaches to the interpretation of pedagogical phenomena and processes.	

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

Recommended or required literature:

GAVORA, P. 2008. Úvod do pedagogického výskumu. 4. vyd. Bratislava: UK, 2008.
GAVORA, P. a kol. 2010. Elektronická učebnica pedagogického výskumu. Bratislava : Univerzita Komenského, 2010. Dostupné na: http://www.e-metodologia.fedu.uniba.sk/
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:

Slovak

Notes:

Total student workload: 100 hours Contact hours: 12 hours Independent student work: 88 hours - of which developing an independently conceived research project 40 hours, preparation for the final test 48 hours

Course evaluation:

Assessed students in total: 156

A	B	C	D	E	FX
14.1	22.44	23.72	17.31	17.31	5.13

Name of lecturer(s): prof. PaedDr. Tomáš Jablonský, PhD., Mgr. Annamária Šimšíková, PhD.
Last modification: 21.08.2025
Supervisor(s): **Person responsible for the delivery, development and quality of the study programme:** prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME114A/23	**Course title:** Semester project - continuous pedagogical practice 1
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: 3.	
Level of study: II.	
Prerequisities:	

Requirements for passing the course:

Course completion requirements and method of verification of acquired knowledge, skills and competences:

The final evaluation is composed of the following parts: evaluation by the trainee teacher: the trainee teacher prepares a final evaluation of the teaching practice, in which he/she evaluates the quality of the student's independent outputs, the quality of the teaching projects and the quality of the student's analysis during the teaching practice (max. 50 points). Portfolio. The portfolio includes protocols of observation of the learning environment, characteristics of the social-emotional climate of the classroom, pedagogical diagnosis of the selected child, sample teaching projects from the student's learning outcomes, and well-crafted self-reflections (max. 45 points). Colloquium: Final discussion in which the student reflects on his/her own pedagogical practice (max. 5 points).The overall course grade is a maximum of 100 points, determined by the sum of the points for the midterm evaluation (max. 40 points) and the final evaluation (max. 60 points).

Course evaluation:

A - 100%-93%
B - 92%-85%
C - 84%-77%
D - 76%-69%
E - 68%-60%
Fx - 59%-0%

Learning outcomes of the course:

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

- Acquire specific ideas about the teacher's activity and about the pedagogical peculiarities of the educational process of primary education,
- is able to justify the relationships between theoretical preparation and the requirements of pedagogical practice,
- can assess the methodological suitability of teaching strategies, methods and forms of work used in primary education,
- is able to plan tasks and activities in a meaningful and correct way, to create didactically correct own teaching projects,

- acquire the ability to analyse, justify and evaluate their own teaching projects.

Course contents:

Student observation: observation of the trainee teacher's teaching style, observation of the social relationships in the classroom, the stimulating nature of the classroom environment, the organisation of lessons, the definition of learning objectives and their fulfilment. Student outcomes: integration of the knowledge of the different didactics into the student's own outcomes. Knowledge of the basic pedagogical and didactic literature and the latest documents related to each subject and their application in the planning and implementation of the teaching scenario. The student's ability to systematically collaborate and communicate with the trainee teacher in the conception of his/her own teaching projects. The development of didactically sound teaching projects. When conceiving teaching projects, it is the student's responsibility to maintain continuity of learning with the continuity of the curriculum and curriculum content. During the outcomes, the student uses innovative methods that activate the student's work in the classroom. Systematically analyze and reflect on own output based on the insights of the practicing teacher and process self-reflection.
Examine the educational reality of the school classroom. To become familiar with the basic pedagogical documentation of the primary teacher. To develop a self-reflection of the final practice, to evaluate the contribution of the practice, the quality of the theoretical preparation, the interest and critical attitude towards the practice, indicating suggestions for solving the identified shortcomings.

Recommended or required literature:

DOUŠKOVÁ, A., PORUBSKÝ, Š. Management of students in professional teaching practice. Banská Bystrica: PF UMB, 2006. ISBN 80-8055-899-X.
DOUŠKOVÁ, A., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (eds.): Teacher competences and pedagogical practice (pre-school and elementary pedagogy, Bc.). Banská Bystrica: Pedagogical faculty of UMB, 2007. ISBN 978-80-8083-437-1.
DOUŠKOVÁ, A., KASÁČOVÁ, B. et al. Evaluation in primary education. Banská Bystrica: Belianum, Matej Bel University, Faculty of Education, 2014. ISBN 978-80-557-0788-4.
DYTRICHOVÁ, R., KRHUTOVÁ, M. Teacher. Preparation for the profession. Grada, Prague 2009. ISBN
ŠVEC, V. Pedagogical knowledge of the teacher. Prague: Aspi, 2005. ISBN 80-7357-072-6.

Language of instruction:

Slovak

Notes:

The aim of the course is to acquire basic theoretical knowledge and practical skills to ensure independent pedagogical activities in the real environment of primary school primary education and to acquire the methodological competence to creatively conceive and apply their own projects of teaching subjects in the primary level of education.
Total student workload: 100 hours
Classroom hours: 12 hours
Independent student work: 88 hours – preparation for teaching practicum (35 hours), preparation of a teaching portfolio and written reports from the practicum (35 hours), preparation for the final colloquium and professional discussion on teaching practicum (18 hours).

Course evaluation:

Assessed students in total: 89

A	B	C	D	E	FX
86.52	8.99	2.25	1.12	0.0	1.12

Name of lecturer(s): PaedDr. Jana Mastišová, PhD., Mgr. Ivana Prachárová, PhD.

Last modification: 25.03.2026
Supervisor(s): **Person responsible for the delivery, development and quality of the study programme:** prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME116A/23	**Course title:** Semester project - continuous pedagogical practice 2
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: 4.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: The final evaluation is composed of the following parts: evaluation by the trainee teacher: the trainee teacher prepares a final evaluation of the teaching practice, in which he/she evaluates the quality of the student's independent outputs, the quality of the teaching projects and the quality of the student's analysis during the teaching practice (max. 50 points). Portfolio. The portfolio includes protocols of observation of the learning environment, characteristics of the social-emotional climate of the classroom, pedagogical diagnosis of the selected child, sample teaching projects from the student's learning outcomes, and well-crafted self-reflections (max. 45 points). Colloquium: Final discussion in which the student reflects on his/her own pedagogical practice (max. 5 points).The overall course grade is a maximum of 100 points, determined by the sum of the points for the midterm evaluation (max. 40 points) and the final evaluation (max. 60 points). Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%-0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - acquire the knowledge necessary for the standard performance of pedagogical activity of a primary education teacher, - is able to identify and respect the individual characteristics of pupils of younger school age, - can assess the suitability and adequacy of didactic means and aids used in the educational process, - is able to identify and reflect on the cognitive demandingness of the learning tasks included in his/her own teaching.	
Course contents: Student observation: observation of aspects of the educational process in the primary school, designing, organizing, implementing and evaluating the trainee teacher's teaching, diagnosis and	

assessment methods of pupils, observing the rules of pupils' behaviour in the classroom. Outcomes and direct student activity: it is aimed at systematic planning of own teaching projects. Familiarity with the basic pedagogical and didactic literature and the latest documents related to each teaching subject and the ability to apply them in the planning and implementation of the teaching scenario. Developing teaching projects for a specific subject area with the definition of the lesson, the setting of teaching requirements and teaching tasks. Appropriate selection of teaching resources depending on the fulfilment of objectives. Apply an individual approach directly in the teaching process and use differentiation of tasks according to the individual needs of the pupil, taking into account developmental specificities. In the teaching process, the student develops skills in pedagogical communication. When communicating with the pupil, emphasis is placed on the correctness of the formulation of questions. Use various forms of assessment to determine the student's learning outcomes during the student's own outcomes. Reflection and self-reflection on the teaching projects undertaken. Analysis of current curriculum documents. Based on diagnostic techniques in consultation with the trainee teacher, the student will attempt to characterize and diagnose the pupil.

Recommended or required literature:

DOUŠKOVÁ, A., PORUBSKÝ, Š. Guiding students in professional teaching practice. Banská Bystrica: PF UMB, 2006. ISBN 80-8055-899-X.
DOUŠKOVÁ, A., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (eds.) Teacher competences and pedagogical practice (pre-school and elementary pedagogy, Bc.). Banská Bystrica: Pedagogical faculty of UMB, 2007. ISBN 978-80-8083-437-1.
DOUŠKOVÁ, A., KASÁČOVÁ, B. et al. Evaluation in primary education. Banská Bystrica: Belianum, Matej Bel University, Faculty of Education, 2014. ISBN 978-80-557-0788-4.
DYTRICHOVÁ, R., KRHUTOVÁ, M. Teacher. Preparation for the profession. Grada, Prague 2009. ISBN
ŠVEC, V. Pedagogical knowledge of the teacher. Prague: Aspi, 2005. ISBN 80-7357-072-6.

Language of instruction:

Slovak

Notes:

The aim of the course is to acquire basic theoretical knowledge and practical skills to ensure independent pedagogical activities in a real primary school environment of primary education and knowledge of the pedagogical activities of the primary teacher, to assess the appropriateness of specific strategies, methods and organization of pupil learning in relation to the stated objectives.
Total student workload: 100 hours
Classroom hours: 12 hours
Independent student work: 88 hours – preparation for teaching practicum (35 hours), preparation of a teaching portfolio and written reports from the practicum (35 hours), preparation for the final colloquium and professional discussion on teaching practicum (18 hours).

Course evaluation:

Assessed students in total: 88

A	B	C	D	E	FX
76.14	13.64	0.0	0.0	0.0	10.23

Name of lecturer(s): PaedDr. Jana Mastišová, PhD., Mgr. Ivana Prachárová, PhD.

Last modification: 25.03.2026

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME118A/23	**Course title:** Seminar for final thesis 2
Type and range of planned learning activities and teaching methods: **Form of instruction:** Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s **Teaching method:** on-site	
Credits: 2	**Working load:** 50 hours
Recommended semester/trimester: 4.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: Participation in consultations with the thesis supervisor. Preparation and elaboration of the thesis. Course 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 Objective: To learn the basic methodological and methodological procedures of thesis development. Learning outcomes (knowledge, skills and competences): - The student will be able to formulate and compile complete chapters of a thesis. - The student will be able to compile a project for the implementation of the empirical part of the thesis, select appropriate research methods for obtaining and processing and evaluating the phenomena under study, implement the empirical part of the thesis - Can creatively apply theoretical knowledge in the creation and writing of the thesis.	
Course contents: Preparation for the practical part of thesis writing. Preparation and processing of research results, their analysis and interpretation. Preparation of documentation (list of bibliographic references, illustrations, tables, appendices). Preparation of introduction, conclusion, recommendations for practice. Final formal and linguistic editing of the thesis. Principles of preparation for the thesis defence.	

Recommended or required literature:

GAVORA, P. 2008. Úvod do pedagogického výskumu. 4.vyd. Bratislava : Univerzita Komenského, 2008. 236 s. ISBN 978-80-223-2391-8.
GAVORA, P. a kol. 2010. Elektronická učebnica pedagogického výskumu [online]. Bratislava, Univerzita Komenského 2010. Dostupné na: http://www.e-metodologia.fedu.uniba.sk/
MEŠKO, D. – KATUŠČÁK, D. – FINDRA, J. a kol. 2005. Akademická príručka. Martin : Osveta 2005. 496 s. ISBN 80-8063-200-6.
SILVERMAN, D. 2005. Ako robiť kvalitatívny výskum. Bratislava : Ikar – Pegas, 2005. 327 s. ISBN 80-5510-904-4
STAROŇOVÁ, K. 2011. Vedecké písanie. Ako písať akademické a vedecké texty. Martin : Osveta, 2011. 248 s. ISBN 978-80-806-3359-2.
Directive of the Dean of the Faculty of Education of KU No. 6/2020 on the termination of studies at the Faculty of Education of KU in Ružomberok.

Language of instruction:
Slovak

Notes:

Course evaluation:
Assessed students in total: 77

A	B	C	D	E	FX
67.53	14.29	10.39	5.19	2.6	0.0

Name of lecturer(s):

Last modification: 06.03.2023

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME117A/23	**Course title:** Seminar of the final thesis 1
Type and range of planned learning activities and teaching methods: **Form of instruction:** Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s **Teaching method:** on-site	
Credits: 1	**Working load:** 25 hours
Recommended semester/trimester: 3.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: Participation in consultations with the thesis supervisor. Course 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 Objective: To master the methodology and to consolidate the skills of processing a thesis on a selected topic, to acquire skills in formulating the goal, outline, data collection and processing, and their interpretation. Learning outcomes (knowledge, skills and competences): - The student will master the methodological and methodological procedures of thesis development. - He/she will have an overview of appropriate literature sources, procedures for the theoretical part of the thesis. - The student will be able to create and compile an outline of the thesis, identify the main key concepts and categories for the successful development of the thesis - Will be able to produce a thesis under the guidance of a supervisor.	
Course contents: Analysis and analysis of selected appropriate literature sources. Literature list. Work with literature. Preparation of excerpts, etc. Study of literature and preparation of research. Preparation of the outline of the thesis. Abstract, thesis descriptors and preliminaries. Preparation of the theoretical part of the thesis.	

Recommended or required literature:

GAVORA, P. 2008. Úvod do pedagogického výskumu. 4.vyd. Bratislava : Univerzita Komenského, 2008. 236 s. ISBN 978-80-223-2391-8.
GAVORA, P. a kol. 2010. Elektronická učebnica pedagogického výskumu [online]. Bratislava, Univerzita Komenského 2010. Dostupné na: http://www.e-metodologia.fedu.uniba.sk/
MEŠKO, D. – KATUŠČÁK, D. – FINDRA, J. a kol. 2005. Akademická príručka. Martin : Osveta 2005. 496 s. ISBN 80-8063-200-6.
SILVERMAN, D. 2005. Ako robiť kvalitatívny výskum. Bratislava : Ikar – Pegas, 2005. 327 s. ISBN 80-5510-904-4
STAROŇOVÁ, K. 2011. Vedecké písanie. Ako písať akademické a vedecké texty. Martin : Osveta, 2011. 248 s. ISBN 978-80-806-3359-2.
Smernica dekana Pedagogickej fakulty KU č. 6/2020 o ukončení štúdia na PF KU v Ružomberku.

Language of instruction:

slovak

Notes:

the student attends an initial joint meeting of all the thesis writers, later consults and communicates with the supervisor individually and as mutually agreed

Course evaluation:

Assessed students in total: 84

A	B	C	D	E	FX
57.14	23.81	14.29	2.38	2.38	0.0

Name of lecturer(s):

Last modification: 06.03.2023

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME104A/23	**Course title:** Slovak language and literature in primary education
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 8s / 12s **Teaching method:** on-site	
Credits: 5	**Working load:** 125 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisities:	

Requirements for passing the course:

Continuous assessment is carried out during the semester, the student can obtain a maximum of 40 points for it. It consists of two parts: elaboration of a project on integrated teaching of Slovak language and literature and verification in practice (max. 20 points); elaboration and presentation of a didactic aid in a selected year (2nd-4th year of primary school) (max. 20 points). The course ends with an oral examination for which the student receives a maximum of 60 points (min. 30 points). The overall grade for the course (max. 100 points) is determined by the sum of the points for the mid-term assessment (max. 40 points) and the final examination (max. 60 points, min. 30 points).
Course evaluation:
A - 100%-93%
B - 92%-85%
C - 84%-77%
D - 76%-69%
E - 68%-60%
Fx - 59%-0%

Learning outcomes of the course:

After completing the course, the student will acquire the following knowledge, skills and competences:
- can characterize the conceptual basis of developing the communicative competence of the pupil and assess the suitability of the designed teaching tasks, methods, strategies, forms and activities from the aspect of the integrative cognitive-communicative and experiential concept of teaching SJL,
- can explain the principle of integration and complexity in the subject of Slovak language and apply it in practice,
- can communicate and discuss effectively and is able to support pupils' communication,
- transforms and applies knowledge about the processes of developing phonetic-phonological, lexical, morphological, syntactic, pragmatic, orthoepic and orthographic competence of primary education pupils into the creation of teaching tasks and verifies them in practice,
- is able to develop reading comprehension on the basis of the four levels,
- can explain and clarify the outcomes, objectives, content and process of developing sub-linguistic competences in relation to the text,

- is able to progressively improve pupils' technical maturity and reading literacy through digital technologies and various technical innovations,
- is able to design, implement and analyse lessons with an emphasis on the use of literature for children in primary schools, while respecting age specificities.

Course contents:

Conceptual and theoretical foundations of integrated didactics of Slovak language and literature. Communicative-cognitive concept of teaching. Comprehensive development of linguistic, communicative and literary competence in the subject of Slovak language and its verification in practice. Cognitive and linguistic aspects of primary education pupils in the process of developing communicative competence. The process of developing phonetic-phonological and orthoepic competence, its application and verification in practice. The process of developing orthographic competence. The process of developing lexical competence. The process of developing morphological competence. The process of developing syntactic competence. Innovative methods in the development of reading literacy, their application and validation in practice. The problem of interpretation and didactic interpretation in literary education. Selection of an appropriate text for didactic interpretation. Techniques of creative writing in literary education. Literary games and play activities related to the development of literary competences. Media literacy and its development.

Recommended or required literature:

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.
DOLINSKA, E. The intersection of music and literature in the educational process : a song in a fairy tale - a fairy tale in a song. Ružomberok: Verbum, 2011. ISBN 978-80-8084-788-3.
GAVORA, P. How to develop pupil's understanding of the text. Nitra: Enigma, 2008. ISBN 978-80-89132-57-7.
LIGOŠ, M. Fundamentals of language and literature education I. (Introduction to the didactics of mother tongue and literature). Ružomberok: Faculty of Arts, Catholic University, 2009. ISBN 978-80-8084-429-5.
LIGOŠ, M. Fundamentals of language and literature education II (Introduction to the didactics of mother tongue and literature). Ružomberok: Faculty of Arts, Catholic University, 2009. ISBN 978-80-8084-430-1.
LIPTÁKOVÁ, Ľ. Integrated didactics of Slovak language and literature for primary education. 2nd, supplemented and revised edition. Prešov: University of Prešov, Faculty of Education, 2015. ISBN 978-80-555-1252-5.
MURINOVÁ, B., MASTIŠOVÁ, J. Developing communicative competences in pre-primary and primary education. Ružomberok: Verbum, 2011. ISBN 978-80-8084-804-0.
MURINOVÁ, B. Motivation in Slovak language teaching. Ružomberok: Verbum, 2013. ISBN 978-80-8084-992-4.
RUSŇÁK, R. World literature for children and youth in didactic communication. Prešov: PU, 2009. ISBN 978-80-555-0071-3. Available at: http://moodledata.pf.unipo.sk/publikacie/ucebnice/Svetova-literatura-Rusnak.pdf
RUSŇÁK, R. The modern fairy tale and its children's reception. Prešov: PU, 2008. ISBN ISBN 978-80-8068-799-1. Available at: https://www.pulib.sk/web/kniznica/elpub/dokument/Rusnak1
KAŠČÁKOVÁ, S., JABLONSKÝ, T. Didactics of symbol and metaphor from the perspective of poetry in religious education. České Budějovice: St. Jan Neuman Association, 2014. ISBN 978-80-86074-31-3.
STANISLAVOVÁ, Z., KLIMOVIČ, M., DZIAK, D. (K)rok za (k)rok v slovenskej literatury pre děti a mládež (Value aspects of original poetry and prose in the years 1990 - 2020. Prešov: PU, 2021. ISBN 978-80-555-2739-0.
Magazine: Bibiana, journal of art for children and youth: https://www.bibiana.sk/sk/archiv/digitalna-bibiana/revue-bibiana

Language of instruction:

Slovak

Notes:

The aim of the course is to gain knowledge of the conceptual foundations, didactic and educational system of developing pupils' communicative competence in primary education and to acquire the methodological competence to creatively conceive and apply one's own teaching project in Slovak language and literature classes in primary education.

Course evaluation:
Assessed students in total: 149

A	B	C	D	E	FX
85.23	6.71	2.01	1.34	4.03	0.67

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

Last modification: 26.08.2025

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME101B/23	**Course title:** Socio-cultural differentiation
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 4s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 4.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. The student will be evaluated continuously through the development of a project (analysis of a social or cultural problem) during the semester (max. 50 points) and a final presentation of the developed project (max. 50 points). Course Evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%-0%	
Learning outcomes of the course: After completing the course the student will acquire the following knowledge, skills and competences: - understands the basic theoretical background with regard to the issue of sociocultural differentiations, - is able to sort the information obtained, to orientate himself in the issue and subsequently to introduce it to pupils in primary education.	
Course contents: Basic definition of culture, subculture, functions of culture, values. Contextuality of the phenomenon of culture in society. Consequences of modernization: individualization versus differentiation, rationalization and economism in society. Globalization, social life and interpersonal space. Tradition and education in society. Cultural identity, cultural universals. Cultural norms and behaviour (customs and rituals). Christian and other religions in Europe. Interreligious dialogue. Perceptions of Judeo-Christian ethics and perceptions of postmodern ethics. Changing axionormative systems in the present. The impact of sociocultural change on the life of the child. Art in culture and its relevance to man. Teacher's competencies in primary education with regard to socio-cultural perceptions.	

Recommended or required literature:

ERIKSEN, T. H. Sociální a kulturní antropologie. Praha: Portál, 2008.ISBN 978-80-7367-465-6.
HARRIS, M. Cultural anthropology. New York: Harper & Row, 1987. ISBN 0-06-042669-1.
KOTTAK, C. P. Cultural anthropology. New York: McGraw-Hill, 1991. ISBN 0-07-035699-8.
MURPHY, R. F. Úvod do kulturní a sociální antropologie. Praha : Slon, 2001. ISBN 80-85850-53-2.
SOUKUP, V. Antropologie – teorie člověka a kultury. Praha: Portál, 2011. ISBN 978-80-7367-432-8.
SOUKUP, V. Přehled antropologických teorií kultury. Praha: Portál, 2004. ISBN 80-7178-929-1.

Language of instruction:

Slovak, English

Notes:

EN
Total Student Workload: 75 hours
Contact Hours: 8 hours.
Individual student work: 67 hours 37 hours of studying documents on the issue, 10 hours of searching for suitable topics and means for the application of knowledge in exercises and for the final evaluation, 20 hours of project development.

Course evaluation:

Assessed students in total: 4

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

Name of lecturer(s): PaedDr. Mária Vargová, PhD.

Last modification: 14.04.2026

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME113B/23	**Course title:** Sports games
Type and range of planned learning activities and teaching methods: **Form of instruction:** Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 8s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 1.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: Conditions for passing the subject and the method of verification 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 theoretical and practical examinations during the semester teaching of the subject. Final written test on the didactics of selected sports games - 50% of the overall evaluation of the subject. Continuous fulfillment of the requirements for mastering movement activities in selected sports games - 50% of the overall evaluation of the subject. 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: Objective of the subject: The student controls game activities from selected sports games and knows how to organize and manage them. Learning outcomes: After completing the subject, the student will acquire the following knowledge, skills and competences: - manages the basic game activities of an individual, learns simple game combinations and systems of volleyball, football, basketball and handball, - the student knows the rules of ball and non-traditional sports games, develops and improves his technique in selected sports games that he knows how to decide. He knows how to apply them and analyze their representation in the educational process of primary education.	
Course contents: Course contents:	

Basic game activities of an individual in volleyball, rules of volleyball, game and positions and roles of the player in the field, decision-making. Basic game activities of an individual in mini basketball, rules, game, basic game systems in defense and attack, decision-making. Basic game activities of an individual in football, football rules, game, decision-making. Basic game activities of an individual in mini handball, game rules, basic game systems in defense and attack, decision-making. Non-traditional sports games for students of younger school age.

Recommended or required literature:

Recommended reading:

NEMEC, M., KOLLÁR, R. Theory and didactics of football. Banská Bystrica, Janka Čižmárová – partner, 2009. ISBN 978-80-89183-62-3.

NOVOTNÁ, N. – VLADOVIČOVÁ, N. – PALOVIČOVÁ, J. Creative, aesthetic and psychomotor activities. Banská Bystrica: FHV UMB, 2013. ISBN 978-80-557-0579-8.

Language of instruction:

Slovak language

Notes:

Course evaluation:

Assessed students in total: 138

A	B	C	D	E	FX
47.1	36.96	15.22	0.72	0.0	0.0

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

Last modification: 01.09.2025

Supervisor(s):

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

prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME103A/23	**Course title:** Teaching practice 1
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: 1.	
Level of study: II.	
Prerequisities:	
Requirements for passing the course: The condition for mastering the subject is the completion of pedagogical practice in primary school in a strictly defined term and demonstration of pedagogical-psychological and professional-didactic skills of the student - evaluated by the trainee teacher - 50 points. The student prepares a portfolio a portfolio of teaching practice to be assessed on an item-by-item basis - 50 points. Course evaluation: A - 100%-93% B - 92%-85% C - 84%-77% D - 76%-69% E - 68%-60% Fx - 59%- 0%	
Learning outcomes of the course: After completing the course, the student will acquire the following knowledge, skills and competences: - knows how to shape own management activity in the educational process and use a spectrum of educational strategies developing pupils' competences, - is able to develop democratic values in the educational process with an emphasis on creating an inclusive and stimulating environment, - presents his/her own opinions, applies a humane and ethical approach, - has the ability to plan his/her own education and the ability to self-evaluate with regard to his/her professional competences.	
Course contents: To be able to apply knowledge from different theories, didactic disciplines, methodologies, concepts, educational programs to prepare and implement effective activities in the context of the educational process. Ability to organize educational and training activities, to plan and select appropriate objectives, content, methods, forms and strategies of education that are focused on the educational needs of pupils. To develop own personal qualities. Develop students' ability to formulate appropriate criteria for assessing and evaluating students' educational outcomes. To become familiar with the binding pedagogical documents, to understand their relevance in the	

design of teaching. To plan, implement and evaluate educational activities and learning activities (teaching and learning situations of students) thoughtfully and effectively. Analyse, justify and evaluate own practical experiences in relation to learners' knowledge and understanding. Develop the ability to observe, identify, and record observed phenomena in observation protocols. Be able to produce their own written learning projects. Student activities during the teaching practice - student observation activities taking place when the student is not engaged in direct teaching activities, focused on a specific goal and specific tasks, direct teaching activities. Analyse and evaluate own output, develop self-reflection based on the observations of the trainee teacher and the observations of other students. Ability to characterize the selected student. Characteristics of the school facility (1st grade elementary school).

Recommended or required literature:

DYTRTOVÁ, R., KRHUTOVÁ, M.: Teacher. Preparation for the profession. Prague: Grada, 2009.
KOLIBOVÁ, D.: The child and its development. Developmental psychology. Ružomberok. KU, 2007.
KOSOVÁ, B.: Humanizing transformations of upbringing and education or how to go further at the 1st stage of primary school.
Banská Bystrica: PF UMB, 1995.
PETLÁK, E. School climate and classroom climate. Bratislava: Iris, 2006.
PETLÁK, E.: General didactics. Bratislava: Iris, 1997.
PIAGET, J., INHELDEROVÁ, B.: Psychologie dítěte.Praha : Portál, 2001.
ZELINA, M.: Strategies and methods of child's personality development. Bratislava :IRIS,2011.

Language of instruction:

Slovak

Notes:

After completing the course, the student should be familiar with the complex work of the teacher as well as the activities of the elementary school. The student is able to critically deal with the theoretical background of teaching and work at the 1st level of primary school, he/she is able to master the basic didactic procedures of individual teaching subjects, he/she is able to analyze the structures of individual lessons and the procedure for analyzing a lesson, he/she knows and understands the relationships in the classroom not only between teacher and pupil, but also between pupils among each other. Knows the specifics of observation techniques. Can identify, record and categorise observed phenomena relevant to the teaching of particular primary education subjects and reflect on observed phenomena and facts. Is able to navigate the school environment of teaching itself, to form an awareness of the multifaceted characteristics of school teaching, and to theoretically analyse, plan, implement and process the self-evaluation of micro-outcomes relating to individual subject topics.
Total student workload: 100 hours
Classroom hours: 12 hours
Independent student work: 88 hours – preparation for teaching practicum (35 hours), preparation of teaching portfolio and written reports from the practicum (35 hours), preparation for the final colloquium and professional discussion on teaching practicum (18 hours).

Course evaluation:

Assessed students in total: 154

A	B	C	D	E	FX
68.18	14.29	7.79	5.19	2.6	1.95

Name of lecturer(s): PaedDr. Jana Mastišová, PhD., Mgr. Ivana Prachárová, PhD.
Last modification: 25.03.2026
Supervisor(s): **Person responsible for the delivery, development and quality of the study programme:** prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME107A/23	**Course title:** Teaching practice 2
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: 2.	
Level of study: II.	
Prerequisities:	

Requirements for passing the course:

A prerequisite for mastering the subject is the completion of teaching practice. The student presents in full his/her records of teaching and learning outcomes of the specified subjects in the primary school and evaluation by the trainee teacher/teacher - 50 points, submission of a portfolio of teaching practice and an item-by-item evaluation - 50 points.

The final assessment will be based on the assessment of the trainee teacher and the subject assessor who will evaluate the student's work. The final examination with the portfolio will be in the form of a colloquial oral examination

Course Assessment:

A - 100%-93%

B - 92%-85%

C - 84%-77%

D - 76%-69%

E - 68%-60%

Fx - 59%- 0%

Learning outcomes of the course:

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

- knows how to shape own management activities in the educational process and use a spectrum of educational strategies developing students' competences,
- is able to develop democratic values in the educational process with an emphasis on creating an inclusive and stimulating environment,
- presents his/her own opinions, applies a humane and ethical approach,
- has the ability to plan his/her own education and the ability to self-evaluate with regard to his/her professional competences.

Course contents:

To know the basic pedagogical-didactic literature and the latest documents related to each subject and their application in planning and implementing a teaching scenario. Didactical analysis of the content of the curriculum of each subject, transformation of the curriculum into learning tasks and learning activities of the students. Know how to define a learning objective as a

management tool and elaborate it into learning requirements for individual learning tasks. Develop a learning project. Select teaching resources (strategies, non-traditional methods and forms of work) depending on the fulfilment of the teaching objectives and using activating methods. During the preparation of the teaching project and directly in the teaching process, apply an individual approach and try to differentiate the tasks according to the needs of the pupil, taking into account the developmental specificities of the pupil. Acquire pedagogical communication skills and acquire ways of establishing and maintaining contact with pupils in different learning situations. The student's ability to collaborate and communicate with a practicing teacher who helps the student develop pedagogical competence and pedagogical tact. Familiarity with the diagnostic techniques of the trainee teacher, the specifics of diagnosis in primary education and current concepts of diagnosis in primary education. Ability to use various forms of assessment to ascertain pupils' learning outcomes. Analysis and evaluation of the trainee teacher's own outcomes and those of the student peers in the group. Working with classroom documentation.

Recommended or required literature:

HUPKOVÁ, M., PETLÁK, E.: Self-reflection and competences in teacher's work. Bratislava: Iris, 2004.
KOŽICHOVÁ, M. et al.: Pedagogical diagnostics in primary education. Bratislava: SPN, 2011.
LIPTÁKOVÁ, Ľ. Integrated didactics of Slovak language and literature for primary education. Prešov: PF PU v Prešove, 2011.
PALENČÁROVÁ, J., KESSELOVÁ, J., KUPCOVÁ, J.: Learning Slovak communicatively and experientially. Bratislava: Slovenské pedagogické nakladateľstvo, 2003.
PIAGET, J., INHELDEROVÁ, B.: Psychologie dítěte. Prague: Portál, 2001.
ŠVP ISCED 1 for primary education. Bratislava: ŠPÚ, 2008.
KREJČOVÁ, E.: Games and mathematics at the 1st stage of primary school. Prague: SPN, 2009.
ZENTKO, J., UHRINOVÁ, M.: Teacher and European values. Theoretical and professional guide to the concept of European values and cultural heritage in primary education. Ružomberok: VERBUM, 2012.

Language of instruction:

Slovak

Notes:

The student is able to deal with basic pedagogical situations in the teaching of individual subjects with emphasis on working with the content of the curriculum, organization and management of teaching. The student is able to apply basic didactic procedures in the teaching of individual subjects and to design teaching. Can select effective teaching procedures, methods that promote pupils' independence and activity and justify their selection, appropriately alternate organisational forms of teaching according to the necessary degree of pupil interaction with the teacher, the curriculum, classmates, with a significant degree of personal involvement and responsibility of the pupil. Can communicate and discuss effectively and is able to support pupil communication. Is able to critically analyse and evaluate the teaching process implemented.
Total student workload: 100 hours
Classroom hours: 12 hours
Independent student work: 88 hours – preparation for teaching practicum (35 hours), preparation of teaching portfolio and written reports from the practicum (35 hours), preparation for the final colloquium and professional discussion on teaching practicum (18 hours).

Course evaluation:
Assessed students in total: 149

A	B	C	D	E	FX
74.5	9.4	10.74	3.36	0.67	1.34

Name of lecturer(s): prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Jana Mastišová, PhD., Mgr. Ivana Prachárová, PhD.

Last modification: 25.03.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME101A/23	**Course title:** Theory and Practice of Primary Education
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 8s / 8s **Teaching method:** on-site	
Credits: 5	**Working load:** 125 hours
Recommended semester/trimester: 1.	
Level of study: II.	
Prerequisities:	

Requirements for passing the course:

Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. The continuous assessment consists of active participation in lectures and exercises and the presentation of a selected topic aimed at monitoring the mastery of didactic aspects in the context of teaching at primary school level (maximum 40 points). A final written test in which the student demonstrates the theoretical knowledge, skills and competences acquired during the semester's teaching. The student will receive a maximum of 60 points. The final grade is a summative percentage score on the written test (60%) and practical skills with demonstration of independence, autonomy and self-assessment skills (40%).

Course Assessment:

A - 100%-93%
B - 92%-85%
C - 84%-77%
D - 76%-69%
E - 68%-60%
Fx - 59%-0%

Learning outcomes of the course:

Course Objective:

The aim of the course is to acquire and master the basic knowledge of pedagogical processes, phenomena and their connections, to acquire knowledge of the principles of child cognition, to acquire the ability to work professionally with curricular documents and pedagogical resources. The student should understand the deeper theoretical foundations of primary education, its system, aims, means and conditions, principles, methods and forms. The student should acquire practical skills for the implementation of pedagogical activities at primary school level 1, be able to critically assess the appropriateness of specific strategies, methods and organisation of pupil learning, as well as to implement and evaluate solutions to methodological, professional, practical or scientific problems in the field.

Learning outcomes:

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

- Acquire an open system of knowledge about education at the 1st level of primary school,
- can explain the theoretical knowledge of educational and social sciences in the context of teaching at the primary school level and the development of children's key competences,
- become familiar with the functions of primary school, its curriculum documents and the basic means and model of developmental teaching,
- analyses the pedagogical. The student analyses the educational documents and identifies the didactic phenomena identified in them. Can didactically correctly analyze the curriculum and produce other curriculum content frameworks,
- Is able to assess the appropriateness of specific strategies, methods, organization of children's learning in relation to the set educational goal, the realism of their mastery through formulated learning tasks, demonstrates understanding of assessment strategies, including diagnostic, summative and formative approaches to assessing learning,
- transforms and applies a system of knowledge about basic didactic phenomena and problems to the process of designing their own teaching projects.

Course contents:

The child's entry into school. Principles of child cognition. Theoretical foundations of education and concepts of teaching. Socio-cognitive approaches in didactics - Vygotsky's concept of higher psychic functions, the model of developmental teaching, supported teaching, cooperative teaching. Primary education according to the curriculum for the first stage of primary school (2015). Curriculum documents, curriculum theories, types of curriculum. Curriculum analysis and design. Psychodidactic view of the curriculum. Taxonomies of cognitive functions. Content analysis of the curriculum. Construction of learning tasks. Educational content and its external and internal differentiation. Curriculum and its structure. Knowledge, facts, concepts, skills, values and their importance in the learning process. Concretisation of the curriculum in basic pedagogical documents.

Teaching methods. Choice of teaching methods in which the pupil acts as an active subject. Teaching that promotes pupil activity/passivity. Organisational forms of teaching. Organisation of non-traditional forms of teaching. The child as pupil: children's preconceptions, naive theories, the pupil's conception of the curriculum. Formal and informal learning. Authentic learning. Situated learning. Diagnosis and research in psychodidactics.

Recommended or required literature:

ČAPEK, R.: Moderní didaktika. Praha: Grada Publishing, 2015.
PETLÁK, E.: Inovácie v edukácii. 2. vydanie. Bratislava: Wolters Kluwer, 2023.
FERENCOVÁ, J., KOSTURKOVÁ, M.: Kapitoly z didaktiky (Od učenia sa k vyučovaniu). Rokus, 2021.
PETLÁK, E. Kapitoly zo súčasnej didaktiky. Bratislava, 2005.
KALHOUS, Z., OBST, O. a kol. Školní didaktika. Praha, 2002.
UHRINOVÁ, M., TIRPÁK, J.: Teacher´s Personality with Regard to Performance Motivation in a Professional Context. In The New Educational Review. ISSN 1732-6729. – Roč. 59, č. 1 (2020), s. 47-58.
KOLLÁRIKOVÁ, Z., PUPALA, B. Predškolská a elementárna pedagogika. Praha: Portál, 2001.
KOSTRUB, DUŠAN, SEVERINI, EVA, REHÚŠ, MICHAL. Proces výučby a digitálne technológie. Bratislava/Martin: Alfa print, s. r. o., 2012. 110 s. ISBN 978- 80-971081-6-8.
Štátny vzdelávací program pre primárne vzdelávanie - 1. stupeň základnej školy. Bratislava, 2015.
TUREK, I. Didaktika. Bratislava: Wolters Kluwer, s.r.o., 2014. ISBN978-80-8168-004-5.
VYGOTSKIJ, L. S. Psychologie myšlení a řeči. Praha: Portál, 2004.
BERTRAND, Y. Soudobé teorie vzdělávání. Praha: Portál, 1998.
ČÁP, J., MAREŠ, J. Psychologie pro učitele. Praha: Portál, 2001.
DOUŠKOVÁ, A. Učebné ciele a projektovanie výučby. Banská Bystrica: PF UMB, 2006.
DOUŠKOVÁ, A. a kol. Zo študenta učiteľ. Pokyny a organizácia odbornej učiteľskej praxe pre študentov učiteľstva primárneho vzdelávania. Banská Bystrica: PF UMB, 2012.
FONTANA, D. Psychologie ve školní praxi. Praha: Portál, 1997.

Language of instruction:
slovak

Notes:
Total student workload: 125 hours
Classroom hours: 16 hours
Independent student work: 109 hours – study of professional literature and curricular documents in the field of primary education (35 hours), didactic lesson planning, preparation of written assignments and a teaching portfolio (44 hours), preparation for midterm and final assessments, presentations, and professional discussions (30 hours).

Course evaluation:
Assessed students in total: 155

A	B	C	D	E	FX
22.58	30.32	20.0	14.84	9.68	2.58

Name of lecturer(s): PaedDr. Miriam Uhrinová, PhD., Mgr. Ivana Prachárová, PhD.

Last modification: 25.03.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME115A/23	**Course title:** Visual arts in primary education
Type and range of planned learning activities and teaching methods: **Form of instruction:** Lecture / Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 4s / 8s **Teaching method:** on-site	
Credits: 4	**Working load:** 100 hours
Recommended semester/trimester: 2.	
Level of study: II.	
Prerequisities:	

Requirements for passing the course:

In order to participate in the exam, you must submit an art portfolio with a maximum score of 40 points. The portfolio consists of a collection of the best work produced during the exercises. The collection will consist of works realized in various surface and spatial art techniques. The continuous assessment will be carried out in the form of a presentation of the preparations for the art lessons in primary education. A maximum of 20 points can be obtained for this activity. The student may earn a maximum of 40 points on the final written examination. The final grade will be based on the total number of points obtained from the portfolio, the presentation of the preparations and the written work.

Course 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 Objective:

The aim of the course is to deepen theoretical knowledge and practical skills in the application of visual culture and art to primary education with regard to art education.

Learning outcomes:

Upon completion of the course the student will acquire the following knowledge, skills and competences:

- Knows and understands the theoretical background of the problems of art education with regard to primary education,
- knows how to navigate in the space of children's artistic expression and understands important knowledge of art education in theoretical and practical contexts in the context of primary education,
- is able to apply theoretical knowledge in practice, create concrete projects in experiential pedagogy, can creatively use individual art techniques and procedures,

- is able to look for new possibilities for making art education more effective in primary education, is able to analyse art problems and is adequately oriented in the field of application of art to primary education,
- is able to search, analyse and process relevant information from a variety of sources and also assess its value,
- has adequately developed critical thinking skills, and can evaluate the standard of his/her own work.

Course contents:
Visual culture in education. Art history and art theory in education. Inspirational stimuli of applied arts in education. Didactics of art education, objectives, content. Development of the child's personality through art education and visual arts. Educational process in art education, its characteristics, basic principles and rules, content and educational goals. Analysis of curricula, and textbooks of art education in primary education. Characteristics of the creative process and creativity in art education, its essence, function and meaning. Art techniques in primary education (area, spatial). Methods of teaching. Organizational forms of teaching in art education. Experiential, alternative forms and methods of teaching. Contemporary approaches in art education.
Children's artistic expression. Evaluation in art education.

Recommended or required literature:

Language of instruction:

Notes:

Course evaluation:
Assessed students in total: 148

A	B	C	D	E	FX
81.76	17.57	0.68	0.0	0.0	0.0

Name of lecturer(s): PaedDr. Jozef Zentko, PhD.

Last modification: 31.08.2025

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPEP/Ep-ME111B/23	**Course title:** Working with Graphics and Developing Algorithmic Thinking
Type and range of planned learning activities and teaching methods: **Form of instruction:** Seminar **Recommended study range:** **hours weekly:** **hours per semester:** 8s **Teaching method:** on-site	
Credits: 3	**Working load:** 75 hours
Recommended semester/trimester: 1.	
Level of study: II.	
Prerequisities:	

Requirements for passing the course:

Verification of the degree of acquisition of the relevant knowledge, skills and competences of the student is carried out on the basis of theoretical and practical examinations during the semester teaching of the subject. A condition for successful completion of the course is the verification of the student's knowledge and skills continuously during the semester through the development of several projects and a written examination (max. 60 points). In order to complete the course, it is necessary to prepare a semester project (max. 40 points), which the student will present and at the same time be able to constructively evaluate his/her own work and the output and presentation of others. The semester project comprehensively evaluates the degree of acquisition of relevant knowledge and skills, as well as the student's competence to possess theoretical knowledge and use it simultaneously and practically.

Course evaluation:

A - 100%-93%
B - 92%-85%
C - 84%-77%
D - 76%-69%
E - 68%-60%
Fx - 59%-0%

Learning outcomes of the course:

By completing the course, the student knows the basics of algorithmic thinking, the possibilities of developing algorithmic thinking in primary education with regard to the age of students. The student is familiar with several approaches to developing algorithmic thinking in primary education and is proficient in the relevant environments. Knows how to apply graphic editors and work with PC graphics in the educational process. Can demonstrate skills in working with a variety of graphical editors at an advanced level, as well as select graphical editors appropriate for younger school-age pupils. Demonstrate an appropriate level of skill in working with multimedia, specifically creating multimedia applications that can also be used to communicate with external environments.

Learning outcomes:

Upon completion of the course, the student will acquire the following knowledge, skills and competencies:

- master the current theoretical background of ICT implementation issues, especially graphics and programming in the context of primary education, be able to handle general knowledge in the use of graphical editors and environments designed to develop algorithmic thinking in the form of different concepts, approaches and methods,
- is familiar with current curriculum documents and school legislation, knows and understands the terminology associated with the use of graphical editors and programs in the context of primary education,
- is able to independently and responsibly design, implement, analyse and evaluate didactic activities in the context of the use of graphic editors and environments designed to develop algorithmic thinking and programming in education at primary school level 1,
- has adequately developed critical thinking skills, can organise and plan their own learning, preferably in the field of digital literacy and digital media and the appropriateness of their use in relation to the age of the children.

Course contents:

Work with graphics. 2D and 3D graphics. Raster and vector graphics. Graphic formats. Raster graphic editors and their use in primary education and teacher's work. Working with photography, custom graphic design, layering (in addition to online and freeware programs, working in Adobe Photoshop, Gimp). Specifics of working in vector graphic editors (CorelDRAW, Inkscape, Zoner Photo Studio, etc.) Graphic design and multimedia. Psychological aspects of multimedia issues. Principles of creating multimedia products. Tools for working with text, the role of text in multimedia applications. Tools for working with images. Working with digital sound. Audio formats. Animation and animation creation. Video. Working with video. Interactivity - an important and essential element of multimedia. Presentation software. Creating interactive multimedia applications compatible with the interactive whiteboard. Algorithmic thinking. Environments and approaches in developing algorithmic thinking in students. Robotics. Robotic toys. Use of BBC micro:bits with an emphasis on pupil co-operation. Fundamentals of programming. Programming in primary education. Programming environments (Computer Science with Emil, code.org, etc.).

Recommended or required literature:

BEAUCHAMP, G. Computing and ICT in the Primary School. From pedagogy to practice. New York: Rutledge, 2017. ISBN 978-1-138-19061-0.
BLAHO, A., KALAŠ, I., MORAVČÍK, M. Programovací jazyk v prostredí Emil pre 4. ročník. In DIDINFO 2021. Banská Bystrica: UMB, 2021. ISBN 978-80-557-1823-1.
KALAŠ, I., BLAHO, A., MORAVČÍK, M. Exploring control in early computing education. In Informatics in Schools: Fundamentals of Computer Science and Software Engineering : 11th International Conference on Informatics in Schools: Situation, Evolution, and Perspectives, ISSEP 2018, St. Petersburg, Russia, October 10-12, 2018. Proceedings 1. vyd. Cham: Springer International Publishing AG, 2018. s. 3 – 16.
CÁPAY, M., BELLAYOVÁ, M. Aktivity s BBC micro:bit podporujúce kolaboratívnu prácu žiakov ZŠ. In DIDINFO 2019. Banská Bystrica: UMB, 2019. s. 47 – 51. ISBN 978-80-557-1533-9.
DABNER, D., STEWART, S., ZEMPOL, E. Škola grafického designu. Praha: Slovart CZ, 2014. ISBN 9788073918941.
KOVÁŘOVÁ, L. Počítačová grafika na základní škole. Prostějov: Computer Media, 2004. ISBN 8086686159.
HORVÁTOVÁ, D. a kol. Komplexný pohľad na multimédiá. Banská Bystrica: Koprint, 2001. 194 s. ISBN 80-8055-556-7.
HRABČÁK, M. Multimédiá na PC. Prešov: Prešovská Univerzita v Prešove, 2008. 99 s.
LEVICKÝ, D. Multimédiá a ochrana ich obsahu. Košice: Elfa, 2012. ISBN 9788080861995.
NAVRÁTIL, P. Počítačová grafika a multimédiá. Prostějov: Computer Media s.r.o., 2007. ISBN 80-86686-77-9.

Language of instruction:
slovak, english

Notes:
Total student workload: 75
Contact hours: 8
Independent student work: 67 hours – independent study of literature and course materials (15 hours), preparation and completion of a midterm assignment (25 hours), preparation and completion of a term paper and presentation (27 hours)

Course evaluation:
Assessed students in total: 46

A	B	C	D	E	FX
19.57	19.57	32.61	10.87	15.22	2.17

Name of lecturer(s): PaedDr. Mária Karasová, PhD.

Last modification: 07.04.2026

Supervisor(s):
Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Tomáš Jablonský, PhD.