CONTENS

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ ABT/22	**Name:** Applied biology and fieldwork in agricultural production

Types, range and methods of educational activities:
Form of study: Seminar / Practical
Recommended extent of course (in hours):
Per week: 1 / 3 **For the study period:** 13 / 39
Methods of study: present

Number of credits: 4

Recommended semester/trimester of study: 3.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
Evaluation of the applied biology section:
The condition for passing the subject is active participation in the lessons, which consists of a theoretical and practical part.
During the practical part, the student completes laboratory experiments to observe microscopic organisms using a microscope and further observe them during cultivation and inoculation. Students will also develop practical experiments for homework; while these procedures will be simple and do not require complex material and equipment, students will be able to master these experiments later in their practice. The protocols should contain their photo documentation. From the practical part of the subject, the student submits protocols for checking at the end of the semester (40%). Students write a test based on this knowledge (60%) in the credit week. To be awarded credits, achieving 50% of the total number of points is necessary.
Evaluation of part of fieldwork from agricultural production:
The condition for passing the subject is active participation in the lessons, consisting of a practical and theoretical part. During the practical part, the student attends several demonstrations and visits agricultural enterprises. Get acquainted with the function and practical knowledge of agricultural production. The student will prepare a protocol for each practical part, which will be a condition for completing the subject. The protocols will be documented with their photo documentation. From the practical part of the subject, the student submits protocols for inspection at the end of the semester (5x20 points). 50% of the total points (100) are required to be awarded credits.
Total student workload: 4 credits = 100-120 hours
39 hours of participation in contact lessons; 30 hours of preparation of projects and protocols of educational activity and tasks assigned in class; 30-50 hours of self-study;
The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject.
Overall evaluation of the success of the subject:
- A = 90-100% (90-100 points)
- B = 80-89% (80-89 points)
- C = 70-79% (70-79 points)
- D = 60-69% (60-69 points)

- E = 50-59% (50-59 points)
- FX = 0 – 49% (0 – 49 points)

Results of education:

The practical part of applied biology will allow students to acquire basic skills in the microbiology laboratory and an overview of the techniques used in the laboratory and the school environment. The practical part of agricultural production will ensure that students acquire knowledge from agricultural practice, transfer it to everyday life, and orient themselves in agricultural procedures. Students will also be familiar with the system of growing cultural plants on agricultural land or with breeding technology systems of individual species of farm animals.

Knowledge:

- The student can list the most frequently used materials and equipment of the microbiology laboratory and characterize the methods of sterilization and disinfection.
- The student can describe cultivation techniques, types of nutrient soils divided according to different criteria, preparation of nutrient soils, inoculation techniques of nutrient media, their meaning, types and procedures.
- The student knows the principles of microscopy, the procedure for preparing native preparations and staining techniques, and how to document the obtained results.
- The student can classify and recognize individual growing practices
- The student can classify and recognize technological systems and technologies for growing plants and raising farm animals
- The student knows how to navigate the current common agrarian policy of the European Union with an emphasis on sustainable practices in agriculture

Abilities:

- The student can apply his theoretical knowledge in practical experiments focused on the practical use of microorganisms in everyday life, especially bacteria, fungi, yeast, algae and protozoa, which the student may encounter at home or school.
- The student can subsequently use his/her practical skills in school practice and in his/her profession in the teaching process, which is helped by creating protocols with photo documentation and a sufficient theoretical explanation of the experiment.

Competencies:

- The student has a positive attitude toward using microorganisms in ecological processes in the food industry, medicine, biotechnology and agriculture.
- The student has an overview of pathogenic and non-pathogenic microorganisms, which he can incorporate into practice in everyday life. In the teaching process, he can also explain and characterize the emergence of a specific disease caused by microorganisms, viruses, bacteria, protozoa or fungi.
- The student can explain the principle of infection by microorganisms to future generations.
- The student has a positive attitude towards agricultural practices and understands modern technologies and their use in agriculture.
- Based on practical visits, the student can explain individual husbandry procedures for raising farm animals and apply them in the home environment.
- The student has a conscious attitude to the standard agrarian policy and its impact on agricultural production in Slovakia.
- The student has a conscious attitude towards agriculture and its impact on the environment
- The student is active in the pedagogical areas of education within his competencies; he takes responsibility for forming prejudices against microbiological techniques and scientific fields connected with microbiology.

- The student is active in pedagogical areas of education within his competencies and takes responsibility for forming prejudices against agricultural techniques and procedures and their impact on people's everyday life.

Brief syllabus:

1. Laboratory rules, microbiological laboratory equipment.
2. Sterilization by dry and wet heat, filtration, radiation, and pasteurization. Disinfection with chemical agents.
3. Cultivation techniques, nutrient soils, their distribution according to origin, consistency, use, and preparation of nutrient media. Vaccination techniques, vaccination using a vaccination loop, vaccination by hockey.
4. Microscopy, on a dark field, observation of native preparations.
5. Microscopy, observation of permanent microscopic preparations of bacteria and fungi.
6. Staining techniques, vital staining and Gram staining, fixation of preparations.
7. Identification of microorganisms according to morphological characteristics.
8. Inhibition of the growth of microorganisms using radiation and antibiotics, inhibition of the growth of bacteria.
9. Food microbiology in practice. Observation of fungi of the genus Aspergillus and Penicillium. Monitoring the effect of yeast in different food samples.
10. Observation of the growth of penicillin on fruit and microscopy
11. Effect of preservatives on the reproduction of bacteria.
12. Fermentation process, acceleration and deceleration of the process, microscopic fungi, yeast.
13. Evaluation of homework, a summary of protocols.

A brief outline of fieldwork in agricultural production - practical part:

1. Introduction to agricultural practice and familiarization with procedures for drawing up protocols
2. Practical inspection of an agricultural farm - focus on agrarian policy
3. Practical inspection of an agricultural farm - focus on plant production
4. Practical inspection of the agricultural farm - focus on plant production
5. Practical inspection of an agricultural farm - focusing on livestock breeding
6. Practical inspection of an agricultural farm – focusing on livestock breeding
7. Submission of protocols

A brief outline of fieldwork in agricultural production - seminar part:

1. Origin and development of agriculture.
2. Basic tillage models.
3. Basic sowing procedures in agriculture.
4. Treatment and maintenance of crops.
5. The origin of cultivated plants and their current division.
6. Harvesting field crops.
7. Protection of plants against diseases and pests.
8. Basics of horticulture (vines, fruits, vegetables).
9. Basics of agricultural mechanization.
10. Storage of cultivated plants and storage procedures.
11. Livestock breeding I.
12. Livestock breeding II.
13. The impact of agriculture on the environment.

Literature:

KEVEI F. KUCSERA J.: Mikrobiológiai gyakorlatok I. 1. vyd. – Szeged: JATEPress, 2002, 134 s.
KEVEI F., KUCSERA J.: Mikrobiológia I. 1. vyd. – Szeged: JATEPress, 2002, 301 s.

KEVEI F., KUCSERA J.: Mikrobiológia II. 1. vyd. – Szeged: JATEPress, 1999, 226 s.
CSETE L, LÁNG I.: A fenntartható agrárgazdaság és vidékfejlesztés : Magyarország az ezredfordulón. - 1. vyd. - Budpest : MTA, 2005. - 313 s. - ISBN 9635084382.
DERMOT A.: Developing active welfare policy : An Evaluation of the Back To Work Allowance Scheme: WRC Social and Economic Consultant, 2003. - 164 s. - ISBN 0266236.
KOMONYI E. : Mezőgazdasági alapismeretek. - 1. vyd. - Ungvár : Líra Poligráfcentrum, 2013. - 184 s. - ISBN 978-617-596-129-2.
NAGY, M., BALÁZS, P.: A jászói kolostorkert = Jasovká kláštorná záhrada. - 1. vyd. - Komárno : Selye János Egyetem, 2017. - 127 s. - ISBN 978-80-8122-228-3.
MAKOVICKÝ, P.: A mezőgazdaság alapjai: Állattenyésztés. 1. vyd. Komárno: Univerzita J. Selyeho, 2015. 94 s. ISBN 978-80-8122-139-2.
MAKOVICKÝ, P.: Mikrobiológia. 1. vyd. – Komárno: Univerzita J. Selyeho, 2018, 115 s., ISBN 978 80 8122 235 1.
SZÉLES, G.: Az agrárgazdaság aktuális kérdései. Budapest : Akadémiai, 2002, 184 s. ISBN 9630560976.

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 17

A	B	C	D	E	FX
35.29	23.53	29.41	11.76	0.0	0.0

Teacher: Ing. Iveta Szencziová, PhD., RNDr. Eva Tóthová Tarová, PhD., Ing. Iveta Szencziová, PhD.,

Date of last update: 03.06.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ ANT/22	**Name:** Integral anthropology

Types, range and methods of educational activities:
Form of study: Lecture
Recommended extent of course (in hours):
Per week: 2 **For the study period:** 26
Methods of study: present

Number of credits: 4

Recommended semester/trimester of study: 3.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
General conditions for passing the subject: active student participation in the lessons, which consist of a theoretical and practical part.
- student participation in assigned tasks (20%)
- involvement in analysis and discussions during lectures (10%)
- proposal of an educational activity project (10%)
- oral exam (60%)

Criteria for evaluation of written works
- contents (90%)
- formal page (10%)

Total student workload: 4 credits = 100-120 hours
- 26 hours of participation in contact lessons; 20 hours of preparation of the educational activity project and tasks assigned in the lessons; 54-74 hours of self-study;

The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject.
Overall evaluation of the success of the subject:
- A = 90-100% (90-100 points)
- B = 80-89% (80-89 points)
- C = 70-79% (70-79 points)
- D = 60-69% (60-69 points)
- E = 50-59% (50-59 points)
- FX = 0 – 49% (0 – 49 points)

Results of education:
Knowledge:
- The student can characterize the basic concepts of anthropology, explain the basic principles of anthropology
- The student will gain knowledge of the evidence for human evolution, theories of origins, human cultures, methods of dating findings, primate taxonomy, human morphological variation, and research methods in anthropology.

Abilities:
- The student will understand and comprehend the laws of evolutionary development.

- The student can explain and apply his/her knowledge of anthropology in his/her teaching practice.
- The student can practically perform basic laboratory exercises in anthropology
- The student can explain the importance of anthropology
Competencies:
- The student will gain insight into the human phylogeny and also our origins, thus developing a tolerant attitude towards intra-species variability and other species.

Brief syllabus:
1. Introduction to integral anthropology. Creationism and Evolutionism and Human vs Animal - Differences and Parallels
2. Rudiments and atavisms
3. Anatomical, cellular, molecular-biological and genetic evidence of evolution
4. Ethological, psychological, pathological and direct evidence of evolution
5. mt-MRCA and Y-MRCA and other theories of human origin
6. Relative and absolute methods of dating findings of human remains
7. The most important cultures of prehistory and antiquity
8. Systematics and general characteristics of primates
9. Prosimii and Anthropoidea – characteristics of recent representatives
10. Hominidae – characteristics of fossil representatives
11. Anthropotaxonomy – physical and ethnic characteristics of the inhabitants of individual continents, racism, ethics.
12. Morphological variability of man - factors of origin, classification, static and dynamic anthropometric measurements
13. Scientific research – sample selection and statistical processing of data from the field of anthropology

Literature:
BODZSÁR, E., ZSÁKAI, A.: Humánbiológia: Gyakorlati kézikönyv. - 1. vyd.- Budapest: Elte
CICHÁ, M. Integrální antropologie - 1. vyd. - Praha : Triton, 2014. - 421 s. - ISBN 978-80-7387-816-0.Eötvös Kiadó, 2004 – 300 s. – ISBN 963 463 653 5.
FARKAS L., GY. Fejezetek a biológiai antropológiából 1 - 1. vyd. - Szeged : JATEPress, 2000. - 265 s.
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GYENIS, Gy. Humánbiológia : A hominidák evolúciója - Budapest : Nemzeti Tankönyvkiadó, 2001. - 228 s. - ISBN 963 1921 11 5.
MADER, S. S.: Human biology. - 11. vyd. - Boston: Wm. C. Brown Publishers, USA, – 2008. - 600 s. - ISBN 0-978-0-07-016778-0.
NAGY, M.: Humánbiológia. – 1. vyd. – Komárno – Dunajská Streda: Selye János Egyetem – Lilium Aurum, 2006. – 250 s. – ISBN 8080622833.
WULF, Ch. Az antropológia rövid összefoglalása - 1. vyd. - Budapest : Enciklopédia Kiadó, 2007. - 323s. - ISBN 963 9655 09 0.

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 17

A	B	C	D	E	FX
64.71	17.65	11.76	0.0	5.88	0.0

Teacher: Dr. habil. PaedDr. Melinda Nagy, PhD.,

Date of last update: 03.06.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ CDB/22	**Name:** Exercises in biology didactics

Types, range and methods of educational activities:
Form of study: Practical
Recommended extent of course (in hours):
Per week: 2 **For the study period:** 26
Methods of study: present

Number of credits: 2

Recommended semester/trimester of study: 2.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
During the semester, the student must meet the following requirements. Writing a test from the theoretical knowledge (50 points) is necessary. The student must develop two lesson plans. A complete written lesson plan for elementary school (based on the general model) and a complete lesson plan for high school subjects. Two lesson plans are evaluated according to the given criteria: lesson plan (15-15 points), presentation (5-5 points), and formal requirements, with annexes (5-5 points).
Total student load: 2 credits = 50-60 hours
The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject.
Overall evaluation of the success of the subject:
- A = 90-100% (90-100 points)
- B = 80-89% (80-89 points)
- C = 70-79% (70-79 points)
- D = 60-69% (60-69 points)
- E = 50-59% (50-59 points)
- FX = 0 – 49% (0 – 49 points)

Results of education:
Knowledge:
- The student is familiar with the current state of biology teaching in primary and secondary education.
- The student is aware of planning pedagogical work.
- The student orients himself in the didactic analysis of the curriculum (in terms of content, education, training and methodology).
- The student is aware of the tasks of preparation for lessons and has mastered the theoretical basics of writing a lesson outline.
- The student knows the methods and means of illustration and the tasks of organizing learning experiments and practical tests.
- The student knows the possibilities of extracurricular education and its practical importance in learning natural science.

- The student is aware of the importance of differentiation in reducing early school leaving, the importance of a successful school career and a positive relationship to education in biology.
- The student knows the repository of didactic resources used in teaching biology.
- The student knows the concept of international surveys to measure scientific competencies and current domestic and international results.

Abilities:
- The student can do a didactic analysis of the curriculum on a chosen topic.
- The student can prepare for lessons by writing a lesson outline using a general model.
- The student can plan to implement the biology curriculum in primary and secondary school.
- The student can propose differentiation during the teaching of biology, taking into account the individual characteristics, needs and age characteristics of children.
- The student can familiarize himself with the literature on biological methodology.

Competencies:
- The student should consciously and credibly represent the importance and values of teaching biology
- The student shows a positive approach to expanding the biological knowledge of children and youth in positively shaping their abilities and attitudes.

Brief syllabus:

1. The current state of biology in primary and secondary education. Causes of structural and conceptual changes.
2. Didactic system of biology, compulsory and optional subjects.
3. Objectives of teaching biology in primary and secondary schools.
4. Planning educational work. Planning the annual educational program.
5. Types of learning tasks and performance in terms of the difficulty of cognitive processes, their role and application in acquiring and consolidating knowledge and repetition.
6. Didactic analysis of the curriculum (content, education, upbringing and methodology) and a specific presentation on the chosen topic.
7. Preparation for lessons - written preparation of the complete curriculum of the lesson (general model), presentation for a lecture and interpretation of the curriculum of primary and secondary school.
8. The meaning of illustration and its organisation methods, tools, learning experiments, and practical tests.
9. Opportunities for extracurricular education and extracurricular activities.
10. Differentiation in biological education, catching up, study competitions, talent management.
11. Tools - practical use of tools at individual levels of education. Textbooks, workbooks, worksheets and worksheets.
12. International surveys: PISA (Program for International Student Assessment) measuring science literacy at 15, TIMSS (Trends in International Mathematics and Science Study) in elementary school's fourth and eighth years.
13. The importance of STEM (science + technology + engineering + mathematics, science + technology + engineering + mathematics) and STEAM (+ art, art) in the education of the 21st century in positively shaping children's abilities and attitudes.

Literature:

ALBERT, S., FALUS, I., KOVÁTSNÉ NÉMETH, M., NAGY, M., PUKÁNSZKY, B., SOMOGYI, A.: A tanári kompetenciákról /. - 1. vyd. - Komárom : Selye János Egyetem, 2011. - 134 s. - ISBN 978-80-8122-015-9.

BÓNUS, L., NAGY, L. (2020). Didaktikus játékok használata a természettudományos gondolkodás fejlesztésére biológiaórán. Iskolakultúra, 30(1-2), 3-13. https://doi.org/10.14232/ISKKULT.2020.1-2.3
KRISKA GYÖRGY KARKUS ZSOLT: A biológia tanításának elmélete és gyakorlata. Eötvös Kiadó, Budapest, 2015. ISBN 978-963-312-217-4 https://www.eltereader.hu/media/2015/03/Kriska_Karkus_READER.pdf
NAGY, L., NAGY, M. T. (2016). Kutatásalapú tanítás-tanulás a biológiaoktatásban és a biológiatanár-képzésben. Iskolakultúra, 26(3), 57-69. https://doi.org/10.17543/ISKKULT.2016.3.57
NAGY, M. In: ALBERT, S.: Az iskolai és óvodai oktatási programok kialakításáról. - 1. vyd. - Komárno : Univerzita J. Selyeho, 2009. - 121 s. - ISBN 978-80-89234-79-0.

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 24

A	B	C	D	E	FX
83.33	4.17	12.5	0.0	0.0	0.0

Teacher: Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD.,

Date of last update: 03.06.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ CDE/22	**Name:** Exercise in ecology didactics

Types, range and methods of educational activities:
Form of study: Practical
Recommended extent of course (in hours):
Per week: 2 **For the study period:** 26
Methods of study: present

Number of credits: 2

Recommended semester/trimester of study: 2.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
During the semester, the student must meet the following requirements. The student must write a test from the theoretical knowledge (50 points). The student must plan a study trip and prepare a presentation for it. The study trip is evaluated according to the specified criteria: design of the study trip (30 points), presentation (10 points), formal requirements, and appendices (maps, worksheets) (10 points).
Total student load: 2 credits = 50-60 hours
The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject.
Overall evaluation of the success of the subject:
- A = 90-100% (90-100 points)
- B = 80-89% (80-89 points)
- C = 70-79% (70-79 points)
- D = 60-69% (60-69 points)
- E = 50-59% (50-59 points)
- FX = 0 – 49% (0 – 49 points)

Results of education:
Knowledge:
- The student has basic biological and ecological education and responsible critical thinking.
- The student sees ecological processes and interactions in the system and can consciously organize ecologically related pedagogical processes.
- The student knows the tasks of teaching and educating ecological, conservation and environmental knowledge.
- The student knows the importance of ecological, conservation and environmental knowledge in the institutional program of biological education.
- The student knows the scenes of ecologically conscious thinking and action and the formation of environmental culture in school and extracurricular education.
- The student knows the concept, goals, tasks, methods and tools of zoopedagogy, museum pedagogy and forest pedagogy.
- The student knows the tasks involved in planning, organizing, leading, documenting and evaluating the study trip, eco-walks and thematic days.

Abilities:
- The student can recognize ecological processes and interactions in the system, the main stages of the transformational action of man on the environment, and understands their natural, social and economic consequences.
- The student can consciously organize ecologically related pedagogical processes.
- The student can participate in pedagogical planning.
- The student can design practical tasks related to environmental culture, taking into account children's individual characteristics, needs and age characteristics.
- The student can develop the environmental culture and eco-awareness of children and youth with the principles of sustainability education
Competencies:
- The student has a positive approach to implementing the strategy of educating children and youth towards environmental sustainability.
- The student commits to developing environmentally conscious behaviour and sustainable life with a personal role model for his environment.
- The student is open to possible cooperation, application and integration of new theories and methods in environmental culture and ecological awareness.

Brief syllabus:
1. The importance of ecological, conservation and environmental knowledge, education for environmental sustainability in the Anthropocene period, and its current status in primary and secondary education.
2. Goals of ecological knowledge, eco-knowledge, environmental culture and education for environmental sustainability, didactic system, connection with the subject of natural science and non-natural science in primary and secondary schools. Individual and community responsibility prevents human transformation's natural, social and economic consequences.
3. A complete institutional approach to the formation of environmentally conscious behaviour, the role of institutional management, and its place in the annual educational program of schools. The subject of biology and places of implementation of teaching inside and outside the institution.
4. Pedagogical methods in informal and formal educational environments. Concept, purpose, tasks, methods and tools of zoopedagogy, museum pedagogy and forest pedagogy. Theory and practice of responsible animal husbandry.
5. Values of national and local natural heritage, place and role of traditional ecological knowledge in environmental sustainability.
6. Biodiversity in school, conditions for planning a school garden, planning and organization, collection of suitable methods from practice.
7. School and local government, institutions, non-governmental organizations, etc. The importance of cooperation in local education about environmental sustainability. The importance of the citizen science method in ecological research in the formation of ecologically conscious thinking.
8. Planning, organizing, leading, documenting and evaluating the discovery tour, eco-walk, forest school, field exercise, and green-themed days.
9. Study trip, eco-walk, teaching and educational tasks, presentation at a specific, selected place of the school or extracurricular environment.
10-13. Presentation and assessment of students.

Literature:
ALBERT, S., FALUS, I., KOVÁTSNÉ NÉMETH, M., NAGY, M., PUKÁNSZKY, B., SOMOGYI, A.: A tanári kompetenciákról /. - 1. vyd. - Komárom : Selye János Egyetem, 2011. - 134 s. - ISBN 978-80-8122-015-9.

HORTOBÁGYI T, SIMONS T.: Növényföldrajz, társulástan és ökológia. Nemzeti Tankönyvkiadó, 2000. - 538 s. - ISBN 963 19 1100 4.
KERÉNYI A.: Európa természet és környezetvédelme. Nemzeti Tankönyvkiadó, Budapest, 2003
KOVÁTS-NÉMETH, M., BODÁNÉ KENDROVICS RITA.: A környezetpedagógia elmélete és gyakorlata. Palatia Nyomda és Kiadó, Győr, 2015. - 279 s. - ISBN 978-963-7692-64-2.
KOVÁTS-NÉMETH, M.: Fenntarthatóság, pedagógia, kutatás. - 1. vyd. – Győr, NyugatMagyarországi Egyetem Apáczai Csere János Kar, 2007. - 227 s. - ISBN 978-963-9364-85-1
KOVÁTS-NÉMETH, M.: Az erdőpedagógiától a környezetpedagógiáig. Comenius Kft, Pécs, 2010, ISBN 978-963-9687-18-9
NAGY, M. In: ALBERT, S.: Az iskolai és óvodai oktatási programok kialakításáról. - 1. vyd. - Komárno : Univerzita J. Selyeho, 2009. - 121 s. - ISBN 978-80-89234-79-0.

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 0

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

Teacher: Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD.,

Date of last update: 07.06.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ DIB/22	**Name:** Didactics of biology
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar **Recommended extent of course (in hours):** **Per week:** 1 / 2 **For the study period:** 13 / 26 **Methods of study:** present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: General conditions for passing the subject: active student participation in the lessons, which consist of a theoretical and practical part. - student participation in assigned practical and theoretical tasks (20%) - involvement in analysis and discussions during lectures and seminars (10%) - proposal of an educational activity project (10%) - oral exam (60%) Evaluation criteria for written works Processing of selected thematic units from the teaching material of the biology subject for 5th - 9th grades. Primary and secondary school years: educational tasks, methods and tools: - contents (90%) - formal page (10%) Total student workload: 4 credits = 100-120 hours - 39 hours of participation in contact lessons; 20 hours of preparation of the educational activity project and tasks assigned in the lessons; 35-60 hours of self-study; The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points)	
Results of education: Knowledge: - The student can characterize the basic concepts of the teaching process - The student acquires knowledge about the critical problems of subject didactics with an emphasis on the educational process, its management and the possibilities of making it more effective. Abilities:	

- The student acquires pedagogical abilities and skills and learns to create lesson models.
- The student can transform his knowledge of biology for the age group of 10-19 years and pass it on during the teaching of biology.
- The student can explain the importance of biology didactics

Competencies:

- The student will gain an overview of the functioning of the teaching process, the teaching of biological subjects, the teaching of cross-cutting topics, the goals of the pedagogical process, and the curricular reform.

Brief syllabus:

1. Types of lessons. Motivational lessons. Expository lessons - aimed at acquiring new knowledge. Fixation hours - consolidating knowledge. Evaluation hours - checking and evaluating knowledge.
2. Organizational forms in the teaching of biology. Distribution, essential characteristics, types of lessons: teaching in the classroom, teaching in specialized areas of the school (laboratory, computer classroom, etc.), teaching outside the classroom (in the museum, in the zoo, etc.).
3. Teaching and education in the field. Division, essential characteristics, types of lessons: Walk, excursion, trip. Education of the gifted and talented. Club of biologists at elementary school, G or high school. Biology competitions. Extracurricular activities.
4. Students' theoretical knowledge of biology. Key competencies of the pupil. Pupil motivation. A number of students in the teaching process. Frontal (mass) form of teaching. Group form of teaching. The individual form of teaching.
5. Information-receptive teaching methods in biology - concept, division. Essential characteristics of the methods – continuous interpretation with demonstration, description, narration, and explanation. Give an example of a curriculum where and how they would apply it.
6. Dialogic teaching methods in biology. Essential characteristics and classification - interview method with demonstration, heuristic, free working interview. Give an example of a curriculum where and how they would apply it.
7. Research teaching methods in biology: Observation, experiment, project - essential characteristics, function, tasks and classification. Give an example of a curriculum where and how they would apply it.
8. Working with literature in teaching biology. Secondary sources of information – textbooks, atlases, keys, maps, explanatory dictionaries, lexicons, etc. Primary sources of information – scientific and professional publications, monographs, anthologies, lectures, etc.
9. Didactic means teaching biology. ICT in biology teaching. Learning aids. Laboratory aids. Live material.
10. Objective of the lesson and examination methods. Assess and control knowledge, skills and habits and their application in elementary, middle and high school. Teacher preparation for a biology lesson at elementary, middle and high school - components and structure of the lesson. Theoretical preparation, written preparation, technical preparation.
11. The current status of biology in the Slovak educational system. Biology in the State educational program and the school educational program. The current position of biology in the curricula of primary and secondary schools. Causes of structural and conceptual changes. Changes after the school reform in the teaching of natural history and biology.
12. Planning educational work. Didactic system of biology, compulsory and optional subjects. Objectives of biological education in elementary school and gymnasiums (final, staged, partial). Year-round work plan, time-thematic plan. Biology teacher. The personality of the biology teacher. Biology teacher education. Further education and lifelong learning of a biology teacher.
13. Realization of educational aspects in the teaching of biology and natural history - sex education and parenting education, health education, ecological and environmental education in biology - possibilities of application in the curriculum of elementary schools and high schools.

Literature:

BAJTOŠ, J., HAMBALÍK, A. Didaktika laboratórnych predmetov. - Bratislava : STU - Slovenská Technická Univerzita, 1998. - 44 s. - ISBN 8022710881

BERNÁTOVÁ, R., BERNÁT, M., PORÁČOVÁ, J., NAGY, M. Teaching of the thematic unit photosynthesis in the natural sciences with didactics for teacher training programmers in primary education with the support of the interactive whiteboard. 2020. Journal of Science Education = Revista de Educacion en Ciencias = Revista de Educacion en Ciencias. - ISSN 0124-5481, Vol. 21, no. 2 (2020), p. [1-10].

BERNÁTOVÁ, R., BERNÁT, M., PORÁČOVÁ, J., NAGY, M. a kol. Visualization of the logical structure of biologically and ecologically oriented curriculum and its application in teaching to increase the level of understanding of causality (Coherence of cause and effectin) in the curriculum. 2019. In: Journal of Science Education = Revista de Educacion en Ciencias = Revista de Educacion en Ciencias. - ISSN 0124-5481, Vol. 20, no. 2 (2019), p. 54-75. SCOPUS.

BODZSÁR, É.: Kézikönyv a biológiatanítás módszertanához, Trefort Kiadó, Budapest 2005

FALUS, I.: Didaktika. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 552 s. - ISBN 9631952967

CHOCHOLOUŠKOVÁ, Z. Didaktika biologie ve vztahu mezi obecnou a oborovou didaktikou - 1. vyd. - Plzeň : Západočeská univerzita v Plzni, 2019. - 280 s. - ISBN 978-80-261-0846-7.

KALHOUS, Z., OBST, O.: Školní didaktika. - 2. vyd. - Praha : Portál, 2009. - 448 s. - ISBN 978-80-7367-571-4

KRISKA, GY., KARKUS, ZS. A biológia tanításának elmélete és gyakorlata - 1. vyd. - Budapest : ELTE Eötvös Kiadó, 2015. - 344 s. - ISBN 978-963-312-217-4.

NAGY, M. Egészségfejlesztő iskolai oktatási program kialakításáról. In: Albert, S. Az iskolai és óvodai oktatási programok kialakításáról. Komárno: Univerzita J.Selyeho, 2009, S. 17-51. ISBN 978-80-89234-79-0.

Štátny pedagogický ústav (2015): Štátny vzdelávací program BIOLÓGIA. (Vzdelávacia oblasť: Človek a príroda), Posúdila a schválila ÚPK pre biológiu pri ŠPÚ, Bratislava 2015, Dostupný na: http://www.statpedu.sk/sk/Statny-vzdelavaci-program/Statny-vzdelavaciprogram-pre-2-stupen-zakladnych-skol-ISCED-2/Clovek-a-priroda.alej

Language, knowledge of which is necessary to complete a course:

Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 24

A	B	C	D	E	FX
37.5	33.33	25.0	4.17	0.0	0.0

Teacher: Dr. habil. PaedDr. Melinda Nagy, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD.,

Date of last update: 03.06.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ DS-B/22	**Name:** Master's Thesis Seminar
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Submission of a selected bibliography and research plan related to the thesis topic and drafting of a part of the thesis (about 15 pages). Attendance at the seminar is compulsory. The student prepares part of the Master's thesis and submits the bibliography. The student must hand in a ready part of the thesis to the tutor by the deadline. If the student does not hand in the ready part of the thesis within seven days after the deadline, he/she will not receive the credits for the course. The tutor determines the length of the ready part of the thesis to be handed in, and the formal requirements are specified in the Rector's Directive 2/2021. The work must comply with the technical rules and ethics of citation. Criteria for the evaluation of the work: – the student's analytical-synthetic thought process, – an expression of personal opinion supported by theoretical knowledge, – the definition of the problem and the aim of the work, how it has been developed, – the structure of the work - logical structure and proportional length of each part, – work with literature and sources of information (how they are selected and used), – compliance with the basic formal requirements of the essay, compliance with citation requirements, – the aesthetic and linguistic quality of the essay. Percentages for each task: Work done in seminars: 20 %. Seminar paper: 80 %. The student must complete at least 50 % of all assignments. The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points)	

- E = 50-59% (50-59 points)
- FX = 0 – 49% (0 – 49 points)

Results of education:

Knowledge:

The student can:

- list and explain the general requirements for the preparation of the Master's thesis, describe and characterise the content structure of the Master's thesis and its parts (introduction, main body, appendices),
- explain the concepts of phenomenon and fact, list and describe ways of investigating educational phenomena,
- describe in more detail the main methods of collecting and processing the data presented in the Master's thesis,
- identify the basic requirements for the author of a thesis, describe and characterise the model, characteristics and formal structure of a thesis,
- list and explain the formal requirements for the Master's thesis,
- define the concept of an abstract, describe its structure, describe the characteristics of a quality abstract, list the most common mistakes in abstract preparation, distinguish between an abstract and an annotation, an extract, a summary and an overview,
- explain the concepts of citation, quotation, paraphrasing, compilation, and plagiarism, distinguish between quotation and paraphrasing, and illustrate different citation and referencing techniques with examples,
- define and interpret in his (her) own words the basic concepts and motifs of the chosen subject area,
- be familiar with the basic terms used in the thesis,
- explain the basic terms used in an essay,
- construct (elaborate) the theoretical plane of the thesis, including all its important aspects,
- analyse and justify the conclusions of the thesis,
- critically analyse, re-evaluate and use in theory the knowledge gained.

Abilities:

The student can:

- write a draft of his (her) own Master's thesis,
- explain the methodological rules for writing a Master's thesis,
- define the main question and the aim of the thesis, formulate hypotheses where appropriate,
- plan a timetable for the preparation of the Master's thesis, including its table of contents,
- work with literature (primary and secondary sources), search for information in library information databases,
- prepare the text of the Master's thesis based on the knowledge acquired by formulating ideas in a logical and precise way, producing a quality abstract, writing an introduction and conclusion, taking into account the criteria given,
- present the knowledge acquired in the field, recognising its complexity and drawing conclusions,
- apply knowledge of the ethics and techniques of citation and drafting,
- use the various methods of citation correctly and referencing and compile a bibliography correctly,
- create (develop) the practical aspects of the thesis, including all relevant aspects,
- analyse, synthesise and compare knowledge and propose solutions on this basis,
- conclude and formulate practical implications through critical analysis,
- critically analyse, reassess and apply the knowledge acquired in practice,
- present, discuss and support the ideas with proper arguments while writing the thesis,

- present, in a group of students and the presence of the tutor, the outputs of the activity and justify their relevance and practical use,
- complete the Master's thesis and prepare for its public defence,
- to grade the strengths and weaknesses of the topic of the thesis and the thesis itself,
- critically evaluate the methods and procedures used in the thesis and make suggestions for their practical application,
- acquire independent knowledge in the chosen field,
- applying theoretical knowledge to teaching practice.

Competences:

The student

- is aware of the importance of respecting academic ethics and the ethical implications for his/her student and future teaching activities,
- acts following the rules of good conduct,
- has mastered the basics of social appearance and is dressed appropriately for the state examination,
- adheres to the ethical principles of citation
- expresses his/her beliefs and opinions straightforwardly and honestly while accepting that the other party has the right to form his/her own opinion,
- bears and accepts the consequences of his/her actions.

Brief syllabus:

1. Requirements for the Master's thesis in the JSU guidelines.
2. Importance of the Master's thesis. The importance of scientific research and publishing.
3. Scientific integrity and research ethics.
4. Selection of the Master's thesis topic.
5. Tasks and objectives of the Master's thesis.
6. Choice of final thesis methodology.
7. Content of the thesis. Conceptualization and strategy of processing individual parts - chapters.
8. Work with book and magazine literature.
9. Use of the Internet and online publications
10. Citing the used literature and making a list of the literature.
11. Preparation and implementation of research. Processing and evaluation of results. Graphical and tabular and image tools and their use. Documentation of scientific work. Appendices of the final thesis.
12. Discussion of the results, conclusions and summary.
13. Presentation of results using PowerPoint and poster. Preparation for the defence of the final thesis.

Literature:

A magyar helyesírás szabályai. 2015. Budapest: Akadémiai Kiadó. 12. kiadás. ISBN 978 963 05 9631 2

ECCO, U.: Hogyan írjunk szakdolgozatot? Kairosz, 1987. - 255. - ISBN 9639137537

CHAJDIAK, J.: Štatistika jednoducho v Exceli. - 1. vyd. - Bratislava : Statis, 2013. - 340 s. - ISBN 978-80-85659-74-0.

KATUŠČÁK, D.: Ako písať záverečné a kvalifikačné práce. 5. vyd. - Nitra : Enigma, 2007. - 164 s. - ISBN 978-80-89132-45-4

MADARÁSOVÁ, J. (red.) 2000. Pravidlá slovenského pravopisu. Bratislava: VEDA. ISBN 8022406554

MARKO J.: Ako písať záverečnú prácu. - 1. vyd. - Zvolen : TU, 2010. - 66 s. - ISBN 978-80-228-2112-4.

MURRAY R.: How to Write a Thesis - 3. vyd. - England : McGraw-Hill Open University Press, 2011. - 326 s. - ISBN 978-0-33-524428-7.
NAGY-GYÖRGY, J.: Valószínűségszámítás és statisztika példatár : POLYGON Jegyzettár - 1.vyd. - Szeged : Szegedi Egyetemi Kiadó POLYGON, 2010. - 111 s.
SILVERMAN, D.: Ako robiť kvalitatívny výskum /. - Bratislava : Ikar a.s., 2005. - 328 s. – ISBN 80-551-0904-4.
Smernica rektora č. 2/2021 o úprave, registrácii, sprístupnení a archivácii záverečných, rigoróznych a habilitačných prác na Univerzite J. Selyeho. 2021. Komárno: UJS

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 7

A	B	C	D	E	FX
42.86	14.29	14.29	0.0	28.57	0.0

Teacher: Ing. Pavol Balázs, PhD., Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., Ing. Iveta Szenciová, PhD., RNDr. Eva Tóthová Tarová, PhD., RNDr. Štefan Balla, PhD.,

Date of last update: 03.06.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ EKO/22	**Name:** Ecology

Types, range and methods of educational activities:
Form of study: Lecture / Seminar
Recommended extent of course (in hours):
Per week: 1 / 1 **For the study period:** 13 / 13
Methods of study: present

Number of credits: 4

Recommended semester/trimester of study: 2.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
At the end of the semester, the student writes a test (50 points) from the theoretical part of the subject. Furthermore, he will prepare a seminar paper and a presentation on a selected ecological topic during the semester. The evaluation will be carried out: relevance of the literature used (5 points), presentation of the literature (25 points), maximum of 10 pages, with pictures, graphs (10 points), and presentation (10) points). The student also passes an oral exam.
Total student workload: 4 credits = 100-120 hours
26 hours of participation in contact lessons; 30 hours of preparation of the educational activity project and the tasks assigned in the lessons; 44-64 hours of self-study;
The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject.
Overall evaluation of the success of the subject:
- A = 90-100% (90-100 points)
- B = 80-89% (80-89 points)
- C = 70-79% (70-79 points)
- D = 60-69% (60-69 points)
- E = 50-59% (50-59 points)
- FX = 0 – 49% (0 – 49 points)

Results of education:
Knowledge:
- The student knows the professional terminology of the scientific discipline.
- The student has a basic ecological education.
- The student knows ecological events and sees mutual influences in contexts.
- The student sees the interaction of man and nature and the place of man in nature.
- The student understands the risks of an excessive human reshaping of the environment.

Abilities:
- Based on his own information, the student can independently identify ecological problems.
- The student recognizes ecological phenomena in practice.
- Based on his ecological knowledge, the student is capable of critical thinking.
- With the help of his basic ecological education, the student can evaluate the consequences of the devastating human activity in context.

-The student is capable of more thorough knowledge of the systems of nature to create ecological thinking.
Competencies:
- The student takes a positive attitude towards ecological phenomena.
- The student's ecological mindset; he respects his living and non-living surroundings.
- The student leads his surroundings to a positive and ethical perception of the environment.

Brief syllabus:

Lecture:
1. Concept, content and division of ecology. The place of ecology among the natural sciences
2., Autecology. Ecological factors and their role.
3. Global climate change and its ecological consequences.
4., Water as an abiotic ecological factor.
5., Soil and relief.
6., Biotic environmental factors: trophic, intraspecific and interspecific influences
7., Anthropo - zoogenic factors
8., Demecology, Population definition, population structure, factors regulating populations.
9. Population size - mechanisms of regulation.
10., Synecology. Biocenosis and biotope. Properties of biocenoses. Food chains.
11., Ecological niche. Bioregions (ecoregions) and ecosystem.
12., Basics of biogeography.I. - phytogeography
13., Basics of biogeography. II. - zoogeography
Seminar:
1., A living organism and its environment.
2., Ecological importance of abiotic ecological factors of the environment - light, temperature.
3., Changing the atmosphere's composition and the ecological consequences of this change.
4., Ecological consequences of water pollution.
5., Factors endangering the soil.
6., Biogeochemical cycles.
7., Human population as an ecological factor.
8., Natural resources.
9., The country and its changes. Biodiversity and its changes - flora.
10., Biodiversity and its changes - flora.
11., Biodiversity and its changes - fauna.
12., Protected areas and their ecological importance.
13., Final test

Literature:

HORTOBÁGYI T, SIMON T.: Növényföldrajz, társulástan és ökológia. Nemzeti Tankönyvkiadó, 2000. - 538 s. - ISBN 963 19 1100 4
KERÉNYI A.: Európa természet és környezetvédelme. Nemzeti Tankönyvkiadó, Budapest, 2003
KLINDA J. Environmentalistika a právo II.2003. - 0. - ISBN 808883304
SZABÓ M., ANGYAL Zs. A környezetvédelem alap ja i. Typotex, 2012. https://ttk.elte.hu/dstore/document/1134/EJ-A_kornyezetvedelem_alapjai_OK.pdf
TEREK J., VOSTAL Z., (2009): Základy ekológie a environmentalistiky. PU v Prešove FHPV, Prešov, ISBN 978-80-555-0094-2.

Language, knowledge of which is necessary to complete a course:

Hungarian or Slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 24

A	B	C	D	E	FX
58.33	12.5	4.17	25.0	0.0	0.0

Teacher: Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Ing. Pavol Balázs, PhD., Ing. Pavol Balázs, PhD.,

Date of last update: 03.06.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ ENV/22	**Name:** Environmental education and sustainability
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, the student must meet the following requirements. Writing a test from the theoretical knowledge (50 points) is necessary. The student develops a project and creates a presentation. It is evaluated according to the specified criteria: project proposal (30 points), presentation (10 points), formal requirements, and attachments (project diary, reflection) (10 points). Total student load: 2 credits = 50-60 hours The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points)	
Results of education: Knowledge: - The student can use his ecological knowledge to interpret global and local problems of the Anthropocene period - The student knows the sustainable development goals of the United Nations and related educational tasks - The student is aware of the possibilities of environmental sustainability education in school and outside of school - The student knows the term project pedagogy, organizational forms, methods, tools, types of pedagogy - The student knows the theoretical foundations and practical tasks related to project planning and implementation Abilities: - The student can identify the causal connections of fundamental problems in nature-society - economy and their relationship and identify their causes with students	

- The student can design practical tasks for environmental sustainability, taking into account children's individual characteristics and the age group's characteristics.
- The student can plan and implement an environmental sustainability project in group work. The student can complete the project documentation and has self-reflection
- The student can apply the acquired knowledge in the transmission of an ecologically conscious approach and in the transmission of a sustainable way of life.
- The student knows how to help his students to become responsible citizens in environmental studies.

Competencies:
- The student commits to a productive lifestyle and is responsible for himself, his peers and the environment.
- The student consciously and credibly represents the values of environmental sustainability education.

Brief syllabus:

1. The causes of the unsustainable world order of the Anthropocene era, the consequences of ecological, social and economic impacts and the goals of sustainable development of the United Nations.
2. Conceptual framework of education for environmental sustainability, development of the concept, connection of education for environmental sustainability with sustainable development goals.
3. Global and local level of environmental problems, local problems of our environment, and our responsibility in solving problems.
4. Opportunities for education about environmental sustainability in and outside of school.
5. The concept of project pedagogy, its role in imparting knowledge, developing skills and attitudes.
6. Forms, methods and tools of organizational, task-oriented activities of project pedagogy.
7. Steps of the teaching-educational strategy in project pedagogy.
8. Project teaching techniques, techniques based on student initiative; cooperation techniques; creative inquiry, research techniques.
9. Types of projects: aesthetic-artistic creation, intellectual creation, creation of a material tool.
10. Implementation of project pedagogy in a natural learning environment, goal, role and methods of forest pedagogy.
11. Project planning and implementation process.
12. The role of self-reflection in project pedagogical work.
13. Test writing

Literature:

KERÉNYI Attila.: Európa természet és környezetvédelme. Nemzeti Tankönyvkiadó, Budapest, 2003
KOVÁTS-NÉMETH, Mária., BODÁNÉ KENDROVICS RITA.: A környezetpedagógia elmélete és gyakorlata. Palatia Nyomda és Kiadó, Győr, 2015. - 279 s. - ISBN 978-963-7692-64-2.
KOVÁTS-NÉMETH, Mária.: Fenntarthatóság, pedagógia, kutatás. - 1. vyd. – Győr, NyugatMagyarországi Egyetem Apáczai Csere János Kar, 2007. - 227 s. - ISBN 978-963-9364-85-1
KOVÁTS-NÉMETH, Mária.: Az erdőpedagógiától a környezetpedagógiáig. Comenius Kft, Pécs, 2010, ISBN 978-963-9687-18-9.

Language, knowledge of which is necessary to complete a course:

Hungarian or Slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 17

A	B	C	D	E	FX
94.12	5.88	0.0	0.0	0.0	0.0

Teacher: Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD.,

Date of last update: 03.06.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ ETO/22	**Name:** Ethology
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The condition for passing the subject is active participation in the seminars, which consist of a theoretical and practical part. As part of the practical part, the student will have to prepare a seminar paper based on the knowledge he acquired while teaching the subject. The seminar paper will consist of professional terms and topics of an ethological nature. The seminar paper must meet the content and formal requirements of scientific writing. At the end of the semester, the student submits the seminar paper for review and presents it as a presentation (20%). Final written test on theoretical knowledge during the exam period (80%). Total student workload: 3 credits = 75-90 hours. 26 hours of participation in contact lessons; 20 hours of preparation of the educational activity project and tasks assigned in the lessons; 35-45 hours of self-study; The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points)	
Results of education: The student acquires new knowledge about ethology, expands knowledge of professional terms and can understand and perform basic ethological procedures. Knowledge: - The student can apply the acquired knowledge in the teaching-learning process of biology. - The student becomes familiar with ethology as a science, its meaning and the correct application of ethological procedures. - The student will expand his knowledge about animal behaviour and the principles of keeping individual species of animals. - The student can draw up an ethogram. Abilities:	

- The student can understand ethological concepts, procedures, and valid legislative standards.
- The student can develop a complex seminar work and use the knowledge from it in practice.
- The student knows how to work with an ethogram and observation tools for creating an ethogram.
- The student can use the acquired knowledge in practice and is also able to interpret it for other persons or students in the future teaching process.
Competencies:
- The student will develop a more positive relationship and understanding with animals and gain more self-confidence in his abilities.
- By better understanding individual types of animal behaviour, the student will acquire lifelong knowledge that will positively affect his attitude towards nature and living creatures.
- The student is active in pedagogical areas of education within his competencies and takes responsibility for forming prejudices against ethological procedures and their effective use in practice. Presentation and submission of semester papers.

Brief syllabus:
1. Introduction to ethology.
2. Ontogeny of behaviour.
3. Brain and higher nervous activity.
4. Forms of learning.
5. Optical communication.
6. Means of non-verbal communication.
7. Acoustic communication.
8. Contact behaviour.
9. Olfactory communication.
10. Mutilating behaviour.
11. Food behaviour.
12. Reproductive behaviour.
13. Presentation and submission of semester papers

Literature:
CSÁNYI V.: Etológia. - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2002. - 755 s. - ISBN 963 19 3230 3.
CSÁNYI V.: Kis etológia. - 1. vyd. - Budapest : Kossuth Kiadó, 2002. - 263 s. - ISBN 963 09 4309 3.
CSÁNYI V.: Etológia és társadalom : Apró írások / Csányi Vilmos. - 1. vyd. - Budapest : Ulpius-ház Könyvkiadó, 2005. - 374 s. - ISBN 963 7253 89 0.
BREED, M.D., MOORE, J.: Animal Behavior. Academic Press, Jan 4, 2011 - Science - 496 pages, ISBN 978-0-12-372581-3
LEWIS, D., REZEK, J.: Tajná řeč těla. - 1. vyd. - Praha : Nakladatelství Bondy, 2010. - 256 s. - ISBN 978-80-904471-7-2

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 23

A	B	C	D	E	FX
4.35	26.09	21.74	43.48	4.35	0.0

Teacher: Ing. Iveta Szencziová, PhD.,
Date of last update: 03.06.2024
Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ EVO/22	**Name:** Evolutionary biology
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Completing the subject is conditional on a final knowledge test for 100 points and preparing a seminar paper on the subject. Total student workload: 3 credits = 75-90 hours The student will participate in 26 hours of teaching. He works for 20 hours preparing the seminar paper and learning to test by self-study in the range of 30-45. The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points)	
Results of education: Knowledge: - The student will consider evolution as a natural process establishing and maintaining the existence of life on Earth. - He is familiar with the main mechanisms of evolutionary processes. - He can recognize and understand the evolutionary process in nature based on current scientific knowledge. Abilities: - The student can compare creationist and evolutionary theories of the development of the Earth. - The student can critically evaluate opinions about evolution and accept conclusions in its favour. Competencies: - The student can take a well-founded position on the issue. - The student in his environment can present the evolutionary theory of development soundly.	
Brief syllabus:	

1., Evolutionary theories and creationism
2., Biological evolution
3., Heredity of mutation
4., Natural selection
5., Genetic drift, gene flow
6., Origin of life
7., Evolution of ontogenesis and life cycle
8., Evolution of sexual reproduction and its evolutionary consequences
9., Evolution of behaviour
10., Coevolution, the evolution of parasites
11., Species, speciation
12., Extinction, phylogenetics
13., Taxonomy, macroevolution

Literature:

CSÁNYI, V., MIKLÓSI, Á.: Fékevesztett evolúció : Megszaladási jelenségek az emberi evolócióban. - 1. vyd. - Budapest : Typotex, 2010. - 180 s. - ISBN 978 963 279 287 3.
FAZEKAS, GY., SZERÉNYI, G.: Biológia I.: Molekulák, élőlények, életműködések. - 3. vyd. - Budapest : Scolar, 2015. - 591 s. - ISBN 978-963-244-568-7.
FAZEKAS, GY., SZERÉNYI, G.: Biológia II.: Ember, bioszféra, evolúció. - 3. vyd. - Budapest : Scolar, 2015. - 573 s. - ISBN 978-963-244-569-4.
FORRÓ, L.: A Kárpát-medence állatvilágának kialakulása. Magyar Természettudományi Múzeum, Budapest, 2007.
LARSON, E. J.: Az evolúció. - 1. vyd. - Budapest : Európa Könyvkiadó, 2009. - 369 s. - ISBN 978 963 07 8697 3.
MUEHLENBEIN, M.P: Human Evolutionary Biology, Cambridge Un. Press, 2011.

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 1

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

Teacher: Ing. Pavol Balázs, PhD.,

Date of last update: 07.06.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ GEN/22	**Name:** Genetics
Types, range and methods of educational activities: **Form of study:** Lecture / Practical **Recommended extent of course (in hours):** **Per week:** 2 / 1 **For the study period:** 26 / 13 **Methods of study:** present	
Number of credits: 5	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: General conditions for passing the subject: active student participation in the lessons, which consist of a theoretical and practical part. - student participation in assigned practical and theoretical tasks (30%) - involvement in analysis and discussions during lectures (5%) - proposal of an educational activity project (5%) - oral exam (60%) Protocol evaluation criteria: - content page of protocols (50%) - formal protocol page (10%) - manual skills (40%) Total student load: 5 credits = 125-150 hours - 39 hours of participation in contact lessons; 11 hours of preparation of protocols; 20 hours of practice of the educational activity project and tasks assigned in the lessons; 55-70 hours of self-study; The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points)	
Results of education: Knowledge: - The student can characterize the basic concepts of genetics, explain the basic principles of genetics - The student will gain knowledge of the symptomatology of selected mutations, types of inheritance, the basics of cytogenetics, population genetics and methods of genetic analysis Abilities:	

- The student will understand the laws of heredity (classical and population genetics)
- The student can explain and use his knowledge of genetics in his pedagogical practice.
- The student can practically perform basic laboratory exercises in genetics
- The student can explain the importance of genetics

Competencies:

- The student will gain an overview of the functioning of genetic principles as well as the diseases that can most often affect health, thereby gaining a positive attitude towards protecting and maintaining their health.

Brief syllabus:

1. Introduction to genetics. Basics of genetic terminology.
2. Molecular basis of genetic information – structure and types of DNA and RNA.
3. Replication, transcription, translation of DNA, genetic code (examples, solving assigned tasks).
4. Laws of cell division - cell cycle, cell cycle regulation, cell differentiation. Programmed cell death - apoptosis, unprogrammed cell death - necrosis, cell senescence.
5. Laws of reproduction, asexual, sexual reproduction types. Gametogenesis, spermatogenesis, apomixis, fertilization in vitro.
6. Chromosome basis of heredity – structure and number of chromosomes, prokaryotic and eukaryotic chromosomes.
7. Heredity of organisms - monogenic inheritance, multifactorial inheritance, polygenic inheritance, extranuclear inheritance.
8. Mendel's rules of heredity - laws, examples, solving assigned tasks. Morgan's rules - binding of genes, forms, phases, examples, solving assigned tasks.
9. Mutations - classification of mutations (spontaneous, induced, mitochondrial, somatic, gene), mutagens, mutations and the environment. Chromosome aberrations – numerical, structural causes of chromosome aberrations.
10. Gene regulation of ontogenesis – regulation during zygote furrowing, cell differentiation and embryonic induction, the ontogenesis of sex in mammals, humans, etc. Morphological, developmental defects - natural, pharmaceutical, industrial, agricultural, metabolic teratogens.
11. Mutants with malformative and lethal effects. Genetically conditioned pathological conditions – numerical aberrations of autosomes, gonosomes, structural aberrations of chromosomes.
12. Genetics of populations - a genetic structure of the population, model of autogamous and panmictic population, Hardy-Weinberg law of genetic balance (examples, solution of assigned tasks), the population's gene pool, migration, adaptive value and a genetic load of the population.
13. Investigation methods used in genetics include hybridological, genealogical, gemeliological, cytogenetic, and molecular-genetic. Prenatal diagnosis - invasive and non-invasive methods of prenatal diagnosis, Fetal DNA Diagnosis from Maternal Blood method

Literature:

CAMPBELL, A. M., HEYER, L. J. Genomika, proteomika, bioinformatika - 1. vyd. - Budapest : Medicina Könyvkiadó Rt., 2004. - 381 s. - ISBN 963 242 882 X.
HOFMANOVÁ, B., MAJZLÍK, I., MACH, K., VOSTRÝ, L. Genetika se základy biometriky : Návody na cvičení. - 1. vyd. - Praha : Česká zemědělská univerzita v Praze, 2008. - 126 s. - ISBN 978-80-213-1800-7.
MARÓY, P. Genetika BS - 3. vyd. - Szeged : Jate Press, 2014. - 281 s. - ISBN 978-963-306-003-2.
MARÓY, P. Haladó genetika - 1. vyd. - Szeged : JatePress, 2010. - 135 s. - ISBN 978-963-482-977-5.
PECSENYE K. Populációgenetika - 1. vyd. - Nagykovácsi : Pars Kft., 2006. - 401 s. - ISBN 963 06 0325 X.

PORÁČOVÁ, J., NAGY, M. a kol.: General and Applied Biochemistry for Natural-Sciences – 1. vyd. – Budapest: Műszaki Pedagógia Tanszék, 2021. – 223 s. – ISBN 978-963-421-847-0.
PORÁČOVÁ, J., VAŠKOVÁ, J., NAGY, M. a kol. 2015. Všeobecná genetika. Prešov: FHPV PU. 397 s. ISBN 978-80-555-1523-6.
PORÁČOVÁ, J., MARIYCHUK, R., NAGY. M. a kol.: Základné biochemické procesy organizmov – 1. vyd. – Prešov: Prešovská univerzita v Prešove, Fakulta humanitných a prírodných vied - 2015. – 343 s. – ISBN 978-80-555-1514-4.
PORÁČOVÁ, J., NAGY, M., ZAHATŇANSKÁ, M. et al.: Biometria živočíchov a človeka. Prešovská
univerzita v prešove, FHPV, Univerzita J. Selyeho v Komárne, PF, Centrum excelentnosti
SNUSTAD, D. P., SIMMONS, M. J. 2009. Genetika. Brno: Masaryková univerzita. 894 s. ISBN 978-80-210-8613-5.
SRŠEŇ, Š., SRŠŇOVÁ, K. 2005. Základy klinickej genetiky a jej molekulárna podstata. 4. prepracované a rozšírené vydanie. Martin: Osveta. 445 s. ISBN 80-8063-185-9.
YONG-KYU KIM. Hanbdbook of Behavior Genetics - 1. vyd. - New York : Springer, 2009. - 560 s. - ISBN 978-0-387-76726-0.

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 24

A	B	C	D	E	FX
41.67	8.33	8.33	16.67	20.83	4.17

Teacher: Dr. habil. PaedDr. Melinda Nagy, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD.,

Date of last update: 03.06.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ KRZ/22	**Name:** Cultivated plants and farm animals
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Cultivated plants part At the end of the semester, the student writes a test (50 points) from the theoretical part of the subject. Next, he will prepare a seminar paper and a presentation about the selected cultural plant. The evaluation will take place: relevance of the used literature (25 points), presentation (25) points). Final grade: 90-100% is required to achieve an A grade; for grade B 80-89%; for grade C 70-79%; for D rating 60-69% and for E rating 50-59% of the total number of points. Farm animals part The condition for passing the subject is active participation in the lessons, which consists of a theoretical and practical part. As part of the practical part, the student will have to prepare a seminar work based on the knowledge he acquired while teaching the subject. The seminar work will consist of professional terms and topics of a breeding nature. The seminar work must meet the content and formal requirements of scientific writing. At the end of the semester, the student presents the seminar work as a visual presentation and submits the text part for review (100%). Point distribution of the seminar work: presentation of the topic and scope (20%), presentation of the literature review and citations (20%), analysis and graphic evaluation of the topic (20%), drawing conclusions and formulating proposals (20%), elaboration and formal requirements (20 %). Total student load: 2 credits = 50-60 hours 26 hours of participation in contact lessons; 20 hours of preparation of the educational activity project and tasks assigned in the lessons; 10-20 hours of self-study; The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points)	
Results of education:	

The student acquires new knowledge about cultivated plants and farm animals, expands his knowledge of technical terms and can pass on his knowledge.
Knowledge:
- The student can apply the acquired knowledge in the teaching-learning process of biology.
- The student learns about cultivated plants, their origin, and their economic groups.
- The student will become familiar with the basic types of farm animals and the technological procedures of their breeding.
- The student will acquire basic knowledge about the ecological aspects of running agricultural production in Slovakia.
- The student will acquire knowledge of the interdependence of crop production with animal production, farming methods in the country and their sustainability.
Abilities:
- The student can understand agrotechnical concepts, procedures, and agriculturally essential works.
- The student can develop a complex seminar work and use the knowledge from it in practice.
- The student can use the acquired knowledge in practice and is also able to interpret it for other persons or students in the future teaching process.
Competencies:
- The student will develop a more positive relationship with cultivated plants, farm animals and husbandry practices and gain more self-confidence in their abilities.
- Through a better understanding of animal husbandry, the student will acquire lifelong knowledge that will positively affect his attitude towards nature and the soil.
- The student is active in pedagogical areas of education within his competencies; he takes responsibility for forming prejudices against agrarian procedures and their effective use in practice.

Brief syllabus:

Part of cultivated plants
1. Nomenclature of cultivated plants,
2. The place of cultivated plants in the plant system. - Species, varieties.
3. Development centres of cultivated plants.
4. Cereals.
5. Oil products.
6. Fodder.
7. Vegetables (fruit and root).
8. Vegetables (other groups of vegetables)
9. Fruits (seeds and nuts)
10. Fruits (other groups of fruits)
11. Spices.
12. Medicinal plants.
13. Ornamental plants.

Part of farm animals
1. Origin and development of agriculture.
2. Domestication of livestock and development of livestock breeds.
3. Modern technologies in cattle breeding.
4. Modern technologies in pig breeding.
5. Modern technologies in sheep breeding.
6. Modern technologies in poultry farming.
7. Modern technologies in the breeding of small farm animals.
8. Modern technologies in beekeeping.

9. Modern technologies in horse breeding.
10. Animal welfare
11. Ecological aspects of livestock breeding
12. Presentation of seminar papers
13. Presentation of seminar papers

Literature:

TUBA Z, - SZERDAHELYI T.,- ENGLONER A., - NAGY J.: Botanika II. - Rendszertan : Bevezetés a növénytanba, algológiába, gombatanba és a funkcionális növényökológiába - 1. vyd. - Budapest : Nemzedékek Tudása Tankönyvkiadó, 2007. - 523 + 62 s. - ISBN 978-963-19-5849-2.
GOJDIČOVÁ E., MÁRTONFI P., MÁRTONFIOVÁ L.: Botany - Vascular Plants = Botanika - Cievnaté rastliny - 1. vyd. - Ružomberok : Institute of the High Mountain Biology University of Žilina, 2008. - 167 s. - ISBN 978-80-88923-12-1.
ANTAL J. : A növénytermesztés alapjai = Gabonafélék. - 1. vyd. - Budapest : Mezőgazda, 2005. - 391 s. - ISBN 963 286 205 8.
ANTAL J.: Gyökér- és gumós növények, hüvelyesek, olaj- és ipari növények, takarmánynövények. - 1. vyd. - Budapest : Mezőgazda, 2005. - 595 s. - ISBN 963 286 206 6.
ÁNGYÁN JÓZSEF, MENYHÉRT ZOLTÁN. : Alkalmazkodó növénytermesztés, környezet- és tájgazdákodás / - 1. vyd. - Budapest : Szaktudás Kiadó Ház, 2004. - 559 s. - ISBN 963 9553 14 X.
SZABÓ F.: Általános állattenyésztés. - 1. vyd. - Budapest : Mezőgazda Kiadó, 2015. - 478 s. - ISBN 978-963-286-711-3.
NAGY, M., BALÁZS, P.: A jászói kolostorkert = Jasovká kláštorná záhrada. - 1. vyd. - Komárno : Selye János Egyetem, 2017. - 127 s. - ISBN 978-80-8122-228-3.
MAKOVICKÝ, P.: A mezőgazdaság alapjai: Állattenyésztés. 1. vyd. Komárno: Univerzita J. Selyeho, 2015. 94 s. ISBN 978-80-8122-139-2. SZÉLES, G.: Az agrárgazdaság aktuális kérdései. Budapest : Akadémiai, 2002, 184 s. ISBN 9630560976.
KOMONYI É.: Mezőgazdasági alapismeretek. - 1. vyd. - Ungvár : Líra Poligráfcentrum, 2013. - 184 s. - ISBN 978-617-596-129-2.
BEDNÁR V.: Moje najmilovanejšie zvieratá. - 1. vyd. - Bratislava : Regent, 2016. - 75 s. - ISBN 978-80-88904-92-2.
DERMOT A.: Developing active welfare policy : An Evaluation of the Back To Work Allowance Scheme: WRC Social and Economic Consultant, 2003. - 164 s. - ISBN 0266236.

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 0

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

Teacher: Ing. Iveta Szencziová, PhD., Ing. Pavol Balázs, PhD.,

Date of last update: 07.06.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ OB/22	**Name:** Master's Thesis and Defense
Types, range and methods of educational activities: **Form of study:** **Recommended extent of course (in hours):** **Per week: For the study period:** **Methods of study:** present	
Number of credits: 8	
Recommended semester/trimester of study:	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: While writing the Master's thesis, the student follows the instructions of the supervisor and the Rector's guidelines on the preparation, registration, access and archiving of Bachelor and Master's theses, dissertations and habilitation theses written at Selye János University. The recommended length of the Master's thesis is 50 to 70 pages (90000 to 126 000 characters with spaces). The deadline for submission of the Master's thesis is specified in the timetable for the academic year. The Master's thesis is checked for authenticity in the central register of final theses. A report is drawn up on the outcome. The examination of authenticity is a prerequisite for the defence. The submission of the Master's thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Master's thesis. The Master's thesis is evaluated by the supervisor and the assessor who prepare their evaluation on the basis of the criteria provided. The supervisor mainly assesses the fulfilment of the objective, the student's autonomy and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the Master's thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis. The assessor focuses on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its fulfilment, the logical structure of the Master's thesis, the sequencing and division of chapters, the appropriateness of the methods and methodology used, and the professional quality of the thesis, the depth and quality of the treatment of the topic, the usefulness of the thesis, the applicability of its results, the work with the literature, the relevance of the sources used, and the formal features, spelling, style and originality of the thesis. The examination board will assess the originality of the thesis, the degree of student involvement in the solution of the academic problem, the student's self-reliance and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc.	

The committee will also assess the ability to present the results, including answers to questions on the topic, adherence to time constraints, etc.
The State Examination Board will evaluate the examination in an informal meeting and decide the mark. The grading is a complex assessment of the quality of the Master's thesis and its defence, taking into account the reviews and the process of thesis defence. The committee will mark the defence with an aggregate mark. The mark may be the same as, or better or worse than, the mark given in the marks, depending on the thesis defence.
The grading scale is A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who does not achieve 50% will not receive credit.
The results of the oral and theoretical part of the examination will be announced publicly by the chairperson of the board in public.

Results of education:
Knowledge:
- The student is familiar with the structure of an academic publication,
- The student can use the resources in an independent and creative way,
- The student is able to analyse and evaluate the problem under study in his/her field of research,
- The student is able to organise and apply the theoretical knowledge acquired by him (her) in teaching practice,
- The student is able to select research methods and procedures appropriately and to apply them effectively.

Skills:
- The Master's thesis demonstrates the student's knowledge of the theoretical and practical aspects of the problem under study,
- The student is able to present and defend his/her own professional viewpoints on issues related to teaching, and is able to find solutions to these problems,
- The student is able to learn independently, enabling him (her) to continue his (her) studies,
- The student is able to to understand the complexity of phenomena and to make decisions even when information is limited, including his (her) social and ethical responsibility in making decisions,
- The student is able to collect and interpret relevant data (facts) in the field of his (her) study and to make decisions that take into account social, scientific and ethical aspects,
- The student is able to support the ideas presented with arguments and to draw practical conclusions and formulate proposals,
- The student is able to present the results of the Master's thesis,
- The student is able to respect the principles of academic integrity and ethics.

Competences:
The student is able to
- express his/her own linguistic and professional culture and approach to the professional issues encountered in the course of his/her studies, in an appropriate way
- reason and apply knowledge methodologically, both theoretically and practically,
- put knowledge into practice and to organise it,
- apply his (her) knowledge in a creative way in the performance of basic tasks, furthermore, the students is able to analyse the problem and to organise new knowledge,
- answer the questions of the supervisor and the assessor to the required standard and thus be able to defend their Master's thesis successfully.

Brief syllabus:
The procedure for defending the Master's Thesis is as follows:
1. The student presents his/her thesis.

2. The main points of the thesis supervisor' and opponent's reviews are presented.
3. The student answers the questions of the supervisor and the opponent.
4. Professional discussion of the Master's Thesis, when the student answers questions.
The presentation of the Master's thesis should mainly include the following points:
1. A brief justification of the choice of topic, its relevance and practical utility.
2. Explanation of the objectives of the thesis and the methods used.
3. The main content of the thesis.
4. The conclusions and proposals drawn by the student.
A copy of the thesis and its electronic presentation are provided to the student during the presentation. The student presents the thesis on his own for a minimum of 10 minutes. He/she may use computing devices.
The final thesis is available to the committee before and during thesis defence.

Literature:
KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004.
Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 56

A	B	C	D	E	FX
46.43	28.57	19.64	5.36	0.0	0.0

Teacher:

Date of last update: 03.06.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ PED/22	**Name:** Pedology
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Completion of the subject is conditional upon passing the final written examination for 100 points. Total student load: 2 credits = 50-60 hours The student will participate in 26 contact lessons. He prepares for the test by self-study for 25-35 hours. The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points)	
Results of education: Knowledge: - The student understands the processes of soil formation. - The student has basic knowledge of soil genesis and its classification - The student knows the properties of extended soil groups and their types. Abilities: - The student can evaluate some soil properties. - The student understands the importance of land for human society. - The student is sensitive to the devastating soil treatment in his surroundings and draws attention to the harmful effects of further soil degradation. Competencies: - The student takes a positive attitude toward preserving the quality of the soil fund in his surroundings. - The student perceives soil as a dynamic and ever-evolving system that needs to be protected, and he also leads his surroundings to protect it.	

Brief syllabus:

1., Soil, definition, formation, development and composition of the soil.
2. Soil properties and indicators of soil condition.
3., Soil profile and its morphological characteristics,
4., Physical and chemical properties of soils.
5., Biological properties of soils.
6., Micro- and macro-edaphone.
7., Soil classifications. A morphogenetic classification system of soils I.
8., Morphogenetic classification system of soils II. Soil maps.
9., Land in agriculture. Land in horticulture.
10., Land in forestry. Land in protected areas.
11., Land in other sectors of the national economy. Soil and environment.
12. Land acquisition by human society for settlement development, municipal waste storage.
13., Sustainable use versus soil erosion.

Literature:

CSERNI, I.: Talajtan és agrokémia. 1. vyd. Kertészeti és Élelmiszeripari Egyetem : Kecskemét, 1995. 206 s.
STEFANOVITS, P.- MICHÉLI, E.: A talajok jelentősége a 21. században - 1. vyd. Budapest : MTA Társadalomkutató Központ, 2005. 403s. ISBN 963 508 477 3.
STREĎANSKÝ, J.: Zabezpečenie kvality životného prostredia. Nitra : Vysoká Škola Poľnohospodárska, 1997. 114 s. ISBN 80-7137-340-0.
SZENDREI, G.: Talajtan. Egyetemi jegyzet. 1. vyd. Budapest : Elte Eötvös Kiadó, 1998. 300 s. ISBN 0003191.

Language, knowledge of which is necessary to complete a course:

Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: Ing. Pavol Balázs, PhD.,

Date of last update: 07.06.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ PPX4/22	**Name:** Teaching Practice IV.
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week: For the study period:** 20s **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled “The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education”. The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX4). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
Results of education: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills: The student	

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during the lesson.
- describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity.
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

Competences:

The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.
- is able to plan independently activities that develop knowledge in the context of the teaching profession.

- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

Brief syllabus:

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.
Learning about and working with the pedagogical documentation of the class and the school.
Observation of the creation of conditions, implementation and evaluation of lessons in upper primary and secondary schools.
Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.
Documenting the process and results of each lesson observed.
Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.
Preparation of the necessary conditions for the lesson.
Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.
Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).
Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.
Preparation of a portfolio of the lessons observed, with all its components, based on criteria predefined by the practice teacher, using autonomy and alternativity, based on current trends in didactics.

Literature:

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf
Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf
Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).
Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS
Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

Language, knowledge of which is necessary to complete a course:

Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 7

A	B	C	D	E	FX
71.43	28.57	0.0	0.0	0.0	0.0
Teacher: Dr. habil. PaedDr. Melinda Nagy, PhD.,					
Date of last update: 03.06.2024					
Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ PPX5/22	**Name:** Teaching Practice V.
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week: For the study period:** 20s **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled “The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education”. The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX5). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
Results of education: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills: The student	

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during the lesson.
- describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity.
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

Competences:

The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.
- is able to plan independently activities that develop knowledge in the context of the teaching profession.

- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

Brief syllabus:

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.
Learning about and working with the pedagogical documentation of the class and the school.
Observation of the creation of conditions, implementation and evaluation of lessons in upper primary and secondary schools.
Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.
Documenting the process and results of each lesson observed.
Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.
Preparation of the necessary conditions for the lesson.
Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.
Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).
Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.
Preparation of a portfolio of the lessons observed, with all its components, based on criteria predefined by the practice teacher, using autonomy and alternativity, based on current trends in didactics.

Literature:

Pozorovanie a hodnotenie interiéru a exteriéru cvičnej ZŠ a SŠ.
Poznávanie a práca s pedagogickou dokumentáciou triedy a školy.
Pozorovanie vytvárania podmienok, realizácie a hodnotenia vyučovacích hodín na 2. stupni ZŠ a na SŠ.
Odborný rozbor pozorovaných vyučovacích hodín spoločne s cvičným učiteľom.
Dokumentovanie priebehu a výsledkov jednotlivých pozorovaných vyučovacích hodín.
Didaktické postupy pri vyhotovení písomných príprav (so všetkými jeho súčasťami), prekonzultovanie s cvičným učiteľom.
Príprava podmienok na realizáciu vyučovacej hodiny.
Realizovanie naplánovanej a pripravenej vyučovacej hodiny s aplikáciou inovatívnych stratégií, s využitím adekvátnych učebných zdrojov ZŠ a SŠ.
Hodnotenia vyučovacej hodiny naplánovanými a vybranými metódami a prostriedkami hodnotenia z vlastného pohľadu, z pohľadu žiakov (a s prvkami sebahodnotenia).
Odborný rozbor s cvičným učiteľom: dokumentovanie, hodnotenie prípravy a jej využitia a ostatných súčastí vyučovacej hodiny.
Príprava portfólia z hospitačnej činnosti so všetkými jeho súčasťami na základe vopred stanovených kritérií vedúcim pedagogickej praxe s uplatnením samostatnosti a alternatívnosti vychádzajúc zo súčasných trendov didaktiky.

Language, knowledge of which is necessary to complete a course:

Hungarian or Slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 10

A	B	C	D	E	FX
80.0	20.0	0.0	0.0	0.0	0.0

Teacher: Dr. habil. PaedDr. Melinda Nagy, PhD.,

Date of last update: 03.06.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ PPX6/22	**Name:** Teaching Practice VI.

Types, range and methods of educational activities:
Form of study: Practical
Recommended extent of course (in hours):
Per week: For the study period: 40s
Methods of study: present

Number of credits: 4

Recommended semester/trimester of study: 4.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled “The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education”. The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX6).
Mandatory parts of the portfolio:
- A protocol certifying the completion of the pedagogical practice
- Analysis of observed lessons and observation forms filled in
- Lesson plans, evaluation and analysis of the lessons taught
- Other documents and attachments related to the pedagogical practice
Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score.
Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)

Results of education:
Knowledge:
The student
- is able to observe and analyse high school and middle school activities.
- is able to evaluate and analyse activities of students of upper and middle school.
- is able to document observed upper primary and secondary school activities and activities.
- is able to consult school documents.
- is familiar with the staffing structure and facilities of the school.
- is familiar with the specific activities of the teacher during the lessons.
- knows and understands the environment, culture and organisation of primary and secondary schools.
Skills:
The student

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during the lesson.
- describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity.
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

Competences:

The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.
- is able to plan independently activities that develop knowledge in the context of the teaching profession.

- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

Brief syllabus:

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.
Learning about and working with the pedagogical documentation of the class and the school.
Observation of the creation of conditions, implementation and evaluation of lessons in upper primary and secondary schools.
Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.
Documenting the process and results of each lesson observed.
Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.
Preparation of the necessary conditions for the lesson.
Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.
Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).
Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.
Preparation of a portfolio of the lessons observed, with all its components, based on criteria predefined by the practice teacher, using autonomy and alternativity, based on current trends in didactics.

Literature:

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf
Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf
Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).
Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS
Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

Language, knowledge of which is necessary to complete a course:

Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 16

A	B	C	D	E	FX
62.5	12.5	6.25	12.5	6.25	0.0
Teacher: Dr. habil. PaedDr. Melinda Nagy, PhD.,					
Date of last update: 03.06.2024					
Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ VEZ/22	**Name:** Earth Sciences
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar / Practical **Recommended extent of course (in hours):** **Per week:** 1 / 2 / 1 **For the study period:** 13 / 26 / 13 **Methods of study:** present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The condition for passing the subject is active participation in the lessons, which consist of a lecture, two seminars and one practical lesson. Within the seminars, student presentations on selected geological topics are also evaluated; at the same time, during the semester, the student continuously works on a seminar paper, which he submits at the end of the seminar. During the semester, the student passes two written examinations, in the middle and at the end of the semester. In the final exam, the student proves his theoretical knowledge with an oral and written exam on the subject. Total student workload: 5 credits = 125-150 hours The student will participate in 26 hours of teaching. He works for 20 hours on the presentation and another 20 on the seminar work. He prepares for the interim study checks and the final exam by self-study in 60-80 hours. The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points)	
Results of education: Knowledge: - The student knows the basics of the professional terminology of the scientific field. - The student can identify the subject's basic conceptual, categorical and methodological apparatus. - After completing the subject, the student has the basic knowledge of geological disciplines necessary for teaching in primary and secondary schools. - The student knows the exospheres and endospheres of the Earth and their characteristics. - The student knows the opinions supported by scientific evidence about the origin and development of the Earth and life on it.	

Abilities:
- The student can perceive inanimate nature as a prerequisite for the existence of living things, including humans.
- The student can identify the problems of the devastation of inanimate nature and take a stand in the interest of its protection.
Competencies
- The student has a positive attitude towards the diversity of inanimate nature.
- The student understands the connections of the phylogeny.
- The student leads his surroundings to a considered attitude about the extraction of raw materials.

Brief syllabus:
1., Introduction to the issues of mineralogy and crystallography, historical development, basic terms
2., Lattice and crystal structure, Bravais basic cells, symmetry, crystal shapes,
3., Laws of crystal morphology (from the constancy of angles, from the rationality of parameters, from the band)
4., Crystallographic systems I.
5., Crystallographic systems II.
6., Structural properties of crystals.
7., Crystal chemistry - properties of atoms in crystalline substances, chemical bonds and their properties.
8., Physical properties of minerals,
9., Bowen's reaction scheme of gradual crystallization - formation of minerals and rocks in the initial phase of magma solidification
10., Bowen's reaction scheme of gradual crystallization - formation of rock-forming minerals (olivines, pyroxenes, amphiboles, phyllosilicates) and rocks in the primary phase of magma solidification I.
11., Bowen's reaction scheme of gradual crystallization - formation of minerals (tectosilicates, zeolites) and rocks in the primary phase of magma solidification II.
12., Bowen's reaction scheme of gradual crystallization - formation of minerals and rocks in the final phase of magma solidification.
13., Minerals as raw materials.
Earth sciences – seminar I. – part geology
1., Introduction to the study of geological sciences, the concept and tasks of geology, and a brief history of geology.
2., Exospheres of the Earth.
3., Earth's endosphere.
4., Basic characteristics of the lithosphere.
5., Magmatic rock system, magmatism - formation of magma, its characteristics, types of magmatism and volcanism.
6. Sedimentary rock system - factors of weathering, physical and chemical.
7., Erosion, transport and accumulation of weathered material, transport mechanisms and their manifestations.
8., Types of sediments and their characteristics.
9., Sedimentary environments on the oceanic and continental crust.
10., Diagenesis and formation of sedimentary rocks.
11., Metamorphic rock system - metamorphic process, metamorphic environments, mineral transformations, metamorphoses of selected rocks.
12., Mutual transformations of rock types.
13., Applied geology

Earth sciences – seminar II. – part of palaeontology
1., The origin and development of the universe and the Earth in it.
2., The origin and development of the Earth in cosmic contexts.
3., Origin and development of the theory of plate tectonics.
4., Global geological phenomena related to plate movements.
5., Age determination methods. Basics of stratigraphy.
6., Geohistoric age and geochronology.
7., Development of the Earth and life on it in the Archaic.
8., Development of the Earth and life on it in the Proterozoic.
9., Development of the Earth and life on it in the Paleozoic - mountain-forming processes, rocks.
10., Development of the Earth and life on it in the Paleozoic - living nature (general characteristics).
11., Development of the Earth and life on it in the Mesozoic and Cainozoic - mountain-forming processes, rocks.
12., Development of the Earth and life on it in the Mesozoic and Cainozoic - living nature (general characteristics).
13., Development of the Carpathians and the Carpathian Basin in geohistoric times.
Earth sciences - practical lesson - part palaeontology
1., Theories of the origin of life on Earth - creationist, scientific
2nd, Conditions enabling the creation of the biosphere on Earth.
1. Fossilization - a condition for obtaining knowledge about extinct organisms.
2. Evolution – the driving force behind the development of living organisms.
3. Extinction of taxons - geohistorical boundaries.
6., Review of studies in earth sciences.
7., Development of taxonomic groups of plants and animals, and man-lower plants and invertebrates.
8., Development of taxonomic groups of plants and animals, and man - invertebrates.
9., Development of taxonomic groups of plants and animals, and man - higher plants.
10., Development of taxonomic groups of plants and animals, and man.- vertebrates I. (fish, amphibians, reptiles, birds).
11., Development of taxonomic groups of plants and animals, and humans - vertebrates II. (mammals and man).
12., Review of studies in earth sciences.
13., Possible scenarios of the action of geological factors and man on the development of the Earth and life on it.

Literature:

BÁLDI T. (2003): A történeti földtan alapjai - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 308 s. - ISBN 963 19 4514 6.
ČABALOVÁ D. a kol.: Geológia. - 3. vyd. dotlač. - Bratislava : STU, 2012. - 211 s. - ISBN 978-80-227-3644-2.
FARIEL, R. E. a kol.: Earth Science. - 1. vyd. - Menlo Park : Addison-Wesley, 1987. - 642 s. - ISBN 0-201-21451-2.
GÉCZY B., (1986): Őslénytan. Tankönyvkiadó, Budapest, ISBN 963 17 9501 2.
GÉCZY B., (1993): Ősállattan. Invertebrata Paleontologia, Nemzeti Tankönyvkiadó, Budapest. ISBN 963 18 46007 5
GÉCZY B., (1994): Ősállattan. Vertebrata Paleontologia, Nemzeti Tankönyvkiadó, Budapest. ISBN 963 18 4325 4
HÁLA, J. (2006): Ásványok, kőzetek, hagyományok. 2. vyd. - Budapest, 2006. - 262 s. - ISBN 963 567 034 6.

MIKLÓS, L., IZAKOVIČOVÁ, Z.: Atlas of representative geoekosystems of Slovakia. - 1. vyd. - Banská Štiavnica : Slovak Academy of Sciences, 2006. - 123 s. - ISBN 80-969272-5-6.
PÁPAY L.: Kristályok, ásványok, kőzetek. - 1. vyd. - Szeged : JATEPress, 1998. - 382 s.
SÜMEGI P.: A negyedidőszak földtani és őskörnyezettani alapjai. - 1. vyd. - Szeged : JATEPress, 2001. - 262 s. - ISBN 963 482 524 9.
SZAKÁLL S.: Ásványrendszertan. - 1. vyd. - Miskolc : Miskolci Egyetemi Kiadó, 2005. - 336 s. - ISBN 963 661 672 1.
SZEDERKÉNYI T.: Ásvány-kőzettan. - 1. vyd. - Szeged : JatePress, 2001. - 112 s.

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 24

A	B	C	D	E	FX
0.0	20.83	16.67	16.67	45.83	0.0

Teacher: Ing. Pavol Balázs, PhD., Ing. Pavol Balázs, PhD., Ing. Pavol Balázs, PhD.,

Date of last update: 03.06.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ŠS/22	**Name:** Biology and Methodology of Teaching

Types, range and methods of educational activities:
Form of study:
Recommended extent of course (in hours):
Per week: For the study period:
Methods of study: present

Number of credits: 3

Recommended semester/trimester of study:

Level of study: II.

Prerequisites:

Conditions for passing the subject:
All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the regular time according to the study schedule.
In the oral state examination, the student gives an account of his/her knowledge and skills in his/her field of specialisation and the interdisciplinary connection with the relevant fields of specialisation. He/she demonstrates the ability to select the content of education in accordance with the required and expected educational objectives and to enrich it with school and regional characteristics. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience.
The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts for the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% receives no credit.
The results of the state examination and the thesis defence are publicly announced by the chair of the board.

Results of education:
Knowledge:
- the student has acquired knowledge in the compulsory and profile subjects of the study programme,
- the student is able to define and interpret basic concepts in his/her own words, to explain and describe basic processes, to characterise and to apply academic methods of research in the areas indicated in the subject's thematic plan,
- the student is able to analyse and evaluate the knowledge acquired in the subject.
- be able to characterise the concept of teaching, to list the different types of teaching and to describe the framework for teaching and learning for 11-19 year olds.
Skills:
- the student is able to present his/her expertise,
- the student is able to hand over his/her knowledge
- the student is able to organise and apply the theoretical knowledge acquired in practical teaching activities,
- the student can select and apply teaching procedures appropriately,

- the student is able to guide the learner in the acquisition of knowledge, taking into account the individual needs of the learner,
- the student has the ability to organise and apply the knowledge acquired in the course of his (her) studies.
Competences:
- the student is able to express his/her linguistic and professional culture in the oral examination,
- the student is able to use the knowledge acquired in a wider context,
- the student is able to put the knowledge acquired into practice and organise it,
- the student is able to use his/her knowledge in a creative way while solving problems, as well as to analyse the problem and organise new solutions,
- the student is able to answer the questions of the committee at the expected level.

Brief syllabus:
I. Genetics, anthropology and applied biology
II. Earth Sciences and Ecology
III. Didactics of biology

Literature:
Literature indicated in the information sheets of the study programme

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 16

A	B	C	D	E	FX
25.0	25.0	0.0	31.25	18.75	0.0

Teacher:

Date of last update: 03.06.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ DBA/22	**Name:** Database Application Development

Types, range and methods of educational activities:
Form of study: Lecture / Seminar / Practical
Recommended extent of course (in hours):
Per week: 0 / 0 / 2 **For the study period:** 0 / 0 / 26
Methods of study: present

Number of credits: 1

Recommended semester/trimester of study: 3.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
During the semester, students solve practical problems for which they can get 50 points. At the end of the semester, students will complete a term project for which they may receive 50 points. To obtain grade „A“ students have to obtain minimum 90% of the total score, to obtain grade „B“ students have to obtain 80% of the total score, to obtain grade „C“ students have to obtain 70% of the total score, to obtain grade „D“ students have to obtain 60% of the total score, to obtain grade „E“ students have to obtain 50% of the total score. There is no credit for the subject if a student obtains less than 50%.

Results of education:
Knowledge:
Upon successful completion of the course, students will get to know the principles and creation of dynamic websites. Students will learn to control the Visual Studio CODE development environment, .Net (core), SQLite and use these environments to create simple information systems. They also will get information about the possibilities of their use, their advantages and disadvantages, as well as about professional terminology in this field. Skills:
Students will be able to create a web application with a connection to a database system. Students will be able to establish a connection between a client and a server using standard REST commands (GET, PUT, WebSocket). Students will learn common application patterns such as login, user management, remembering login in the browser. Students will be able to design independently web application architecture, implement the server and client parts as well as implement communication protocols between components.
Competencies: The student is able to create interactive web applications. The student can use gained skills as a web developer, as a developer of a complete web solution (full-stack developer), as a developer of web database solutions, administrative pages or company websites. The student can also use his skills as a system developer to visualize information, to create information aggregations and to represent information.

Brief syllabus:
1. Design pattern model-representation-control. Working with .NET (Core). Creating a basic web, webapi and mvc project. Creating a simple web page.

2. Query information from the client from the server using a GET query. Query parameters and usage examples.
3. Querying information from the client from the server using a POST type query. Query parameters and usage examples.
4. Checking the client from the server. Propagation of information and events from server to client. System of communication using unfinished queries (long polling).
5. Checking the client from the server. WebSocket communication.
6. Checking the client from the server. Communication using SignalR.
7. Uploading files. Sending files to the server.
8. Storing information on the client side using cookies.
9. SQLite as a nested database.
10. Connecting the .Net (Core) system to the SQLite database.
11. Creating a web connection using control object annotation.
12. JSon container format for web communication
13. Sending objects between client and server in JSon format

Literature:

1. MILES, R. (2019). C# Programming. Yellow Book “Cheese” Edition 8.1
2. NAKOV, S. et al (2013). FUNDAMENTALS OF COMPUTER PROGRAMMING
3. WITH C#. Sofia ISBN 978-954-400-773-7
4. RESCA, S. (2019). Hands-On RESTful Web Services with ASP.NET Core 3: Design production-ready, testable, and flexible RESTful APIs for web applications and microservices. ASIN¶:ƒB07MXLQR34 "
5. BÁRTFAI, B. – BUDAVÁRI, O.: Adatbázis-kezelés. BBS-INFO Kft., 2002. - 138 s. - ISBN 9630034441.
6. KOLOSZÁR, L. – TÓTH, Zs.: Adatbázis-kezelés. Nyugat-magyarországi Egyetem, 2012.
7. https://baranyilaszlozsolt.com/pciskola/Adatbazis_80.o.pdf

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:
Student workload distribution:
80% - participation in classes, preparation for exercises,
20% - studying literature, practicing the acquired knowledge, working on practical assignments.

Evaluation of subjects
Total number of evaluated students: 0

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

Teacher: Dr. habil. Attila Elemér Kiss, CSc.,

Date of last update: 28.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University

Name of the faculty: Faculty of Education

Code: KINF/DI1/22 | **Name:** Didactics of Informatics 1

Types, range and methods of educational activities:
Form of study: Lecture / Seminar / Practical
Recommended extent of course (in hours):
Per week: 1 / 0 / 2 **For the study period:** 13 / 0 / 26
Methods of study: present

Number of credits: 5

Recommended semester/trimester of study: 1.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
Students get to know the special elements of elementary and high school education in IT subjects during the semester, as well as the different educational forms and methods (problem-based, project-based and cooperative learning strategy). They continuously, independently and creatively work on their own teacher- preparation for the given lesson (with given content), study the relevant literature. Prepared teacher-preparations must be submitted and then presented as part of the exercise. Students have the opportunity to coordinate and discuss their sample teacher-preparations with the teacher during the semester. The students' activities (teacher-preparations) and performances (trial teaching) are evaluated during the semester. Students must obtain at least 50% of the total score to be eligible to take the exam.
The exam is complex, consisting of a practical part - the evaluation of the work during the semester, and of a theoretical part - checking the theoretical knowledge from the topics of the lecture. In order for the students to be able to be evaluated, they must achieve at least 50% in the oral exam. Students are evaluated based on the average obtained from the results of their work during the semester (50%) and the overall evaluation of the oral exam (50%).
Students must achieve an average of at least 90% to obtain an A grade, at least 80% for a B grade, at least 70% for a C grade, at least 60% for a D grade, and at least 50% for an E grade. Students who do not complete at least 50% of each part will not receive credit for the subject.

Results of education:
Knowledge:
After completing the subject, the student:
• knows the development strategies, methods and forms of the student's digital literacy within the framework of the discipline of their subject specialization;
• knows the structure and phases of the lesson;
• knows the content units of the elementary and high school informatics subject, their characteristics, directions and goals;
• knows the classification of the thematic units in the given two lines (A – IT thinking, B – digital literacy);
• knows the basic principles of teacher-preparing for the lesson;
• is able and knows apply of acquired knowledge in the field of IT education effectively;
• is aware of the possibilities of the computer as a didactic tool in certain forms and phases of teaching.

Skills:
After completing the subject, the student:
• is able to analyze and solve IT problems;
• has basic practical experience in selecting tasks related to the topic of the given class;
• can make suggestions for preparing for the lesson;
• uses different educational forms and methods;
• can apply his own teacher-preparation in the IT subject;
• knows the technical and legal aspects of teaching process and its organization.
Competencies:
After completing the subject, the student:
• demonstrates a high degree of independence in developing his own teacher-preparation for the given class;
• knows how to work effectively independently;
• characterized by creative thinking and independence;
• applies a creative IT way of thinking in his work;
• is characterized by a good pedagogical approach in the lessons;
• has an overview of the possibilities of IT education in different school types and school levels with the effective use of IT tools;
• has an active and responsible attitude towards the completion of subject tasks.

Brief syllabus:

1. Introduction to the methodology of IT, organizational forms of teaching process.
2. Preparation of informatics teacher for teaching, type and structure of the teaching lesson.
3. Special elements of Informatics in elementary school education. The content units of the Informatics subject in elementary schools, their characteristics, directions and goals.
4. Special elements of Informatics in high school education. The content units of the Informatics subject in high school education, their characteristics, directions and goals.
5. Assignment of thematic units to line A – IT thinking.
6. Assignment of thematic units to line B – digital literacy.
7. The computer in the teaching-learning process, the computer as a universal didactic aid.
8. Informatization in the educational process, IT in the school and in managerial and organizational activities and its message in the modern society of the 21st century.
9. Internet and communication (cooperative learning), netiquette, data protection and security.
10. Possibilities of e-learning. Internet education and use of digital teaching materials.
11. Supporting creativity in learning - constructivism and constructionism.
12. Teaching methods and strategies. Problem- and project-based learning.
13. Talent and talent management in Informatics.

Literature:

1. ALBERT, S.: Didaktika. 1. vyd. Komárom : Selye János Egyetem, 2008. 274 s. ISBN 978-80-89234-63-9.
2. ALBERT, S.: Általános didaktika. Albert Sándor. Komárno : Selye János Egyetem, 2006. 226 s. ISBN 80-89234-07-0.
3. ALBERT, S.: Didaktika. Dunaszerdahely : Lilium Aurum, 2005. 250 s. ISBN 8080622523.
5. BRESTENSKÁ, B.: Premena školy s využitím informačných a komunikačných technológií : Využitie IKT v danom predmete : spoločná časť. 1. vyd. Košice : elfa, s.r.o. 162 s. ISBN 978-80-8086-143-8.
6. ČAPEK, R.: Moderní didaktika : Lexikon výukových a hodnoticích metod. 1. vyd. Praha : Grada, 2015. 604 s. ISBN 978-80-247-3450-7.

7. FALUSI, I.: Didaktika : Elméleti alapok a tanítás tanulásához. 1. vyd. Budapest : Nemzeti Tankönyvkiadó, 2003. 550 s. ISBN 963 19 5296 7.
8. KALAŠ, I.: Premeny školy v digitálnom veku. 1. vyd. Bratislava : Slovenské pedagogické nakladateľstvo - Mladé letá, s.r.o., 2013. 256 s. ISBN 978-80-10-02409-4.
9. KALHOUS, Z. – OBST, O. a kol.: Školní didaktika. 2. vyd. Praha : Portál, 2009. 448 s. ISBN 978-80-7367-571-4.
10. KOMENSKÝ, J. A.: Výber myšlienok z diela Veľká didaktika. Prešov : Metodické centrum Prešov, 1992. 23 s. ISBN 8085410273.
12. NÉMETH, G.: Informatika. Budapest : Műegyetemi Kiadó, 2002. 215 s. ISBN 0108228.
13. NIKL, J.: Metody projektování učebních úloh. Gaudeamus, 1997. 71 s. ISBN 8070412305
14. OBDRŽÁLEK, Z.: Didaktika pre študentov učiteľstva základnej školy. 1. vyd. Bratislava : Univerzita Komenského, 2003. 180 s. ISBN 80-223-1772-1.
15. PETLÁK, E.: Všeobecná didaktika. 1. vyd. : IRIS, 2004. 316 s. ISBN 80-89018-64-5.
16. RYBÁR, J.: Kognitívne vedy. Bratislava : Kalligram, 2002. 360 s. ISBN 80-7149-515-8.
17. STOFFA, V.: Az informatika alapjai I. Komárno : Apáczai közalapítvány, 2007. 268 s. ISBN 978-80-89234-29-5.
18. STOFFOVÁ, V. - MASTALERZ, E. – NOGA, H. XXIV DIDMATTECH 2011 : Problems in teachers education . 1. vyd. Krakow : Institute of Technology, 2011. 270 s. ISBN 978-83-7271-679-8.
19. STOFFOVA, V.: Az informatika alapjai II.: A számítógépes hálózatok . 1. vyd. Komárno : UJS, 2010. 140 s. ISBN 978-80-89234-65-3.
20. STOFFOVÁ, V.: Počítač univerzálny didaktický prostriedok. 1. vyd. Nitra : PF UKF, 2004. 173 s. ISBN 80 8050 765 1.
21. SZABÓ, L.T.: Didaktika szöveggyűjtemény. Debrecen : Kossuth Egyetemi Kiadó, 2004. 310 s. ISBN 9634728073.
23. TUREK, I.: Didaktika. 3.prepracované a doplnené vyd. Bratislava : Wolters Kluwer, s.r.o., 2014. 618 s. ISBN 978-80-8168-004-5.
24. Štátny vzdelávací program pre predmet Informatika. [online]. Dostupné: <https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/ >
25. Upravené ciele a obsah vyučovacieho predmetu Informatika. [online]. Dostupné: https://www.statpedu.sk/files/sk/svp/pilotne-overovanie/upravene-ciele-obsah/aktualizovane-vs/vo_mai.pdf

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:
Student workload:
40% - participation in classes, own preparation for exams,
60% - study of literature, work on own teacher-preparation for the given lesson.

Evaluation of subjects
Total number of evaluated students: 18

A	B	C	D	E	FX
55.56	22.22	16.67	0.0	0.0	5.56

Teacher: Dr. habil. Dr. Gábor Kiss, PhD., PaedDr. Krisztina Czakóová, PhD.,

Date of last update: 28.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University

Name of the faculty: Faculty of Education

Code: KINF/DI2/22 | **Name:** Didactics of Informatics 1

Types, range and methods of educational activities:
Form of study: Lecture / Seminar / Practical
Recommended extent of course (in hours):
Per week: 1 / 0 / 2 **For the study period:** 13 / 0 / 26
Methods of study: present

Number of credits: 5

Recommended semester/trimester of study: 2.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
Students get to know the special elements of the teaching of the IT subject in elementary and high schools during the semester - with particular attention to programming, as well as different teaching forms and methods (problem-based, project-based and cooperative learning). They continuously familiarize themselves with the possibilities of programming in child-oriented programming languages and programming robot toys, work independently and creatively on their own preparations for the given lesson (with the given content, concentrating on individual phases of programming), and study the relevant literature. They must submit the teacher-preparations and then present them as part of the exercise (trial teaching). Students develop and submit 5 preparations for evaluation during the semester, which they must present. Students have the opportunity to consult the teacher-preparations. The students' activities (development of teacher-preparations) and presentations (presentation of teacher-preparations - trial teaching) are evaluated during the semester. Students must obtain at least 50% of the total score to be eligible to take the exam.
The exam is complex, consisting of a practical part - the evaluation of the work during the semester, and of a theoretical part - checking the theoretical knowledge of the topics of the lecture. In order to recognize the subject, the oral exam must be completed with at least 50%. Students are evaluated based on the average obtained from the cumulative evaluation of the continuous semester work (50%) and the oral exam (50%).
Students must achieve an average of at least 90% to obtain an A grade, at least 80% for a B grade, at least 70% for a C grade, at least 60% for a D grade, and at least 50% for an E grade. Students who do not complete the individual parts with at least 50% will not receive credit for the subject.

Results of education:
Knowledge:
After completing the subject, the student:
• knows the development strategies, methods and forms of students' digital and programming skills within the subject area;
• knows the structure and phases of the lesson;
• knows the content units of the informatics at elementary and high school education, their characteristics, directions and goals;

• knows the classification of the thematic units in the 2 orientations lines (A – IT thinking, B – digital literacy);
• knows the basic principles of analyzing problems from the point of view of digital technologies;
• knows the basic principles of teacher-preparation for the lesson;
• knows and can effectively apply the acquired knowledge to the development of algorithmic thinking and the teaching of programming in elementary and high schools education;
• is aware of the possibilities of the computer as a didactic aid in some forms and phases of teaching programming.
Skills:
After completing the subject, the student:
• can analyze and solve IT and algorithmic problems;
• has basic practical experience in selecting tasks related to the topic of the given lesson;
• has experience in creating computer programs that support problem solving;
• can make suggestions for the teacher's preparation for the lesson;
• can apply various educational forms and methods, with particular regard to the teaching of programming in elementary and high schools;
• is able to apply his own teacher preparation to teaching programming in elementary and high school Informatics education;
• knows the technical and legal aspects of teaching and its organization.
Competencies:
After completing the subject, the student:
• demonstrates a high degree of independence in developing his own teacher-preparation for the given lesson;
• knows how to work effectively independently;
• is characterized by creative and algorithmic thinking and independence;
• applies a creative IT way of thinking in his work;
• is characterized by a good pedagogical approach in the lessons;
• has an overview of the possibilities of teaching programming in different types and levels of schools, through the effective selection of programming tools;
• has an active and responsible attitude towards the completion of subject tasks.

Brief syllabus:

1. The place of programming in the teaching of Informatics, developing algorithmic thinking of pupils in elementary school, introduction to programming, children's programming languages and microworlds, their application in elementary and high schools (ImagineLogo, Scratch, KoduGameLab, and others), visualization, interactivity and openness of programming environment. Creation of animations.
2. Teaching programming at elementary school. Written and graphical expression of the algorithm. Analysis of the problem. Interactive expression of the algorithm. Robot control - programmable robotic toys and their simulators available online (Bee-bot emulator, Ozobot). Instructions entered sequentially, conditional branching, loops.
3. Gradual improvements of the algorithm (program). Algorithm structure, fundamental errors. Characteristics of parametric tasks. Basic properties of a good algorithm.
4. Computer Aided Learning (CAL), e-learning, tutor, interactive teaching text (curriculum), Internet Teaching System - frameworks (ITS).
5. Model, modeling and simulation - to support learning. Virtual reality and artificial intelligence, and its elements in the educational process.
6. Expert and pedagogical information systems for the benefit of education and its organization.
7. The role of computers in the assessment of knowledge, presentation of the curriculum, didactic computer games and applications.

8. Computer-based knowledge testing, online questionnaires and tests, types of questions and their programmatic evaluation.
9. Teaching programming at high schools. Expressing the algorithm using a higher-level programming language (C, C++, C #, Java, etc.).
10. Robotics - programmable robots at a higher level, blockly program environments (Dash, Edison, Ozobot, and others).
11. Target requirements for matriculation exams. Requirements for knowledge and skills of graduates from the subject Informatics. Caring for talents and gifted people in the subject of informatics within the framework of programming.
12. Information processing tools - computer generations.
13. Environments for solving algorithms - development and classification of programming languages.

Literature:

1. ALBERT, S.: Didaktika. 1. vyd. Komárom : Selye János Egyetem, 2008. 274 s. ISBN 978-80-89234-63-9.
2. ČAPEK, R.: Moderní didaktika : Lexikon výukových a hodnoticích metod. 1. vyd. Praha : Grada, 2015. 604 s. ISBN 978-80-247-3450-7.
3. CSŐKE, L. - GARAMHEGYI, G.: A számítógép - programozás logikai alapjai. Algoritmusok és elemi adatszerkesztés. Budapest : Nemzeti Tankönyvkiadó, 2002. 144 s. ISBN 9631883310.
4. CZAKÓOVÁ, K. – STOFFOVÁ, V. Kreativitás és az aktív tanulást támogató programkörnyezetek. In: Mikrovilág alkalmazások : Egyetemi tankönyv. 1. kiadás. Komárno : Univerzita J. Selyeho, 2016. s. 12-31. ISBN 978-80-8122-191-0.
5. CZAKÓOVÁ, K. Saját alkalmazás fejlesztése Imagine programkörnyezetben. In: Mikrovilág alkalmazások : Egyetemi tankönyv. 1. kiadás. Komárno : Univerzita J. Selyeho, 2016. s. 35-107. ISBN 978-80-8122-191-0.
6. FALUSI, I.: Didaktika : Elméleti alapok a tanítás tanulásához. 1. vyd. Budapest : Nemzeti Tankönyvkiadó, 2003. 550 s. ISBN 963 19 5296 7.
7. KALAŠ, I.: Informatika pre stredné školy. 1. vyd. Bratislava : Slovenské pedagogické nakľadateľstvo, 2001. 112 s. ISBN 80-08-01518-7.
8. KALHOUS, Z. – OBST, O. a kol.: Školní didaktika. 2. vyd. Praha : Portál, 2009. 448 s. ISBN 978-80-7367-571-4.
9. OBDRŽÁLEK, Z.: Didaktika pre študentov učiteľstva základnej školy. 1. vyd. Bratislava : Univerzita Komenského, 2003. 180 s. ISBN 80-223-1772-1.
10. PENTELÉNYI, P.: Az algoritmikus szemléletmód kialakítása és fejlesztése a tanítási - tanulási folyamatban. Budapest : Ligatura, 1999. 128 s. ISBN 963 85138 8 8.
11. STOFFA, V.: Algoritmizáció és programozás I. Komárno : Selye János Egyetem, 2005. 174 s. ISBN 80-969251-7-2.
12. STOFFOVÁ, V. – CZAKÓOVÁ, K.: Prostredie na učenie sa bádaním. In: Úvod do programovania v prostredí mikrosvetov : Vysokoškolská učebnica. Komárno : Univerzita J. Selyeho, 2016. 115 s. ISBN 978-80-8122-170-5.
13. STOFFOVÁ, V. – CZAKÓOVÁ, K.: Tvorba vlastných aplikácií v Imagine. In: Úvod do programovania v prostredí mikrosvetov : Vysokoškolská učebnica. Komárno : Univerzita J. Selyeho, 2016. 115 s. ISBN 978-80-8122-170-5.
14. TÓTH, P.: Gondolkodásfejlesztés az informatika oktatásban. Budapest : Ligatura, 2004. 60 s. ISBN 9638611324xy.
15. TUREK, I.: Didaktika. 3. prepracované a doplnené vyd. Bratislava : Wolters Kluwer, s.r.o., 2014. 618 s. ISBN 978-80-8168-004-5.
16. Štátny vzdelávací program pre predmet Informatika. [online]. Dostupné: https:// www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/

17. Upravené ciele a obsah vyučovacieho predmetu Informatika. [online]. Dostupné: <https://www.statpedu.sk/files/sk/svp/pilotne-overovanie/upravene-ciele-obsah/aktualizovane-vs/vo_mai.pdf>

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:
Student workload:
40% - participation in classes, preparation for exam,
60% - study of literature, work on own teacher-preparations for the given lesson.

Evaluation of subjects
Total number of evaluated students: 17

A	B	C	D	E	FX
70.59	11.76	17.65	0.0	0.0	0.0

Teacher: Dr. habil. Dr. Gábor Kiss, PhD., PaedDr. Krisztina Czakóová, PhD.,

Date of last update: 28.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/ DOC/22	**Name:** Volunteering, helping activities
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week:** 20 **For the study period:** 260 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio, i.e. based on the work produced during the volunteering activity (30 points). The conditions for completing the course are set and regulated by the Directive of the Dean of the Faculty of Education UJS: Principles of pedagogical practice at the Faculty of Education UJS student is obliged to follow the relevant part of this document, related to the pedagogical practice. Students shall prepare the following documents during their volunteer activity. He/she is obliged to submit an accurately and bilingually completed protocol on the completion of the volunteer activity and to create a portfolio based on a previously created and consulted structure. Mandatory components of the portfolio: - The portfolio must include a bilingually completed volunteering protocol. - The portfolio must include the structure of the volunteering organisation (observation of the different non-formal learning activities) (10 points) - The portfolio must include the activities of their work in the field carried out during the volunteering activity (10 points) - Documentation of the period (preparation for each activity) (10 points). Total student load: 1 credit = 30 hours Participation in 13 hours of practicum (contact hours); 10 hours of preparation for, and participation in, volunteer activities; 7 hours of portfolio preparation.	
Results of education: Knowledge: • The student can monitor, analyse, volunteer activities. • The student will be able to document the activities observed in the volunteer organization, • The student will be able to plan, organize and conduct individual education and leisure activities in the organization. • The student is able to build positive interpersonal relationships with the organization's leadership and to establish positive relationships with people. Skills:: • The student will be able to work with members of the volunteer organization. • The student will be able to participate actively in the activities of the organization.	

• Through informal activities, the student will be able to manage, organize and create an event for a voluntary organization. Competences:
• The student will be able to apply the knowledge and skills required for positive interpersonal relationships to a given volunteer organization, which may influence future professional choices.
• The student will be able to develop a targeted self-awareness of volunteering.
• The student will be able to design their own activities to enhance their knowledge in voluntary organizations.
• The student will be able to create an atmosphere of reliable, helpful, encouraging, attentive and accepted conduct, it is open to learning about and managing the working style of volunteer organizations.

Brief syllabus:
Observation and evaluation of interior and exterior spaces in a voluntary organisation. Observation of the creation of conditions for the implementation of activities in the voluntary organisation. Professional analysis of the observed activities together with the staff of the voluntary organisation. Documenting the progress and results of the individual activities observed. Preparation of a portfolio of the observation activity with all its components based on predetermined criteria by the course leader, with the application of autonomy and alternativeness based on current trends.

Literature:
Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS, https://www.ujs.sk/documents/SHK_2017_24_04_18_Fin3.doc.pdf Cserepesová. Erika: A nonprofit szervezetek sikerének kulcsa Komárno : Selye János Egyetem, 2010. - DM.3301-EF.10.30A.5A. - 108 s. Pusztai Gabriella, Lukács Ágnes: KözössÉGteremtők : Tisztelgés a magyar vallásszociológusok nagy nemzedéke előtt / - 1. vyd. – Debrecen, Debreceni Egyetemi Kiadó, 2014. - 406 s. - ISBN 978-963-318-424-0. Salamon Judit , Papp Zsolt: Önkéntesség és önszerveződés segítése- Civil ifjúsági munka, 2012, Salamon Judit, Papp Zsolt: Önkéntesség és önszerveződés segítése, Civil ifjúsági munka Az ifjúságsegítő képzés interprofesszionális fejlesztése, TÁMOP-5.4.4.-09/2-C-2009-0002,2012, ISBN 978-615-5192-09-8, https://oszkdk.oszk.hu/storage/00/00/51/50/dd/1/onkentesseg_v2.pdf Szentpétery Daniel: A Diákhálózat szervezeti kultúrájának elemzése- Komárno : Univerzita J. Selyeho, 2015. - 107 s. Ministerstvo vnútra Slovenskej Republiky - https://www.minv.sk/?ros_dobrovolnictvo Dobrovoľnícke združenia v Komárne - https://www.azet.sk/katalog/obcianske-zdruzenia/komarno/

Language, knowledge of which is necessary to complete a course:
hungarian, slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 61

a	n
95.08	4.92

Teacher: Mgr. Attila Bognár, PaedDr. Peter Židek, Dr. habil. PaedDr. Beáta Dobay, PhD., Mgr. Katalin Sýkora Hernády, PhD.,

Date of last update: 30.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University

Name of the faculty: Faculty of Education

Code: KINF/DS/22	**Name:** Diploma Seminar

Types, range and methods of educational activities:
Form of study: Lecture / Seminar / Practical
Recommended extent of course (in hours):
Per week: 0 / 1 / 0 **For the study period:** 0 / 13 / 0
Methods of study: present

Number of credits: 4

Recommended semester/trimester of study: 3.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
During the semester, the student is responsible for formulating his/her specific research questions, if relevant, market research on the topic, and writing an outline for the thesis, for which 20 points may be earned. An additional 10 points may be earned for searching the available literature and identifying the 15 most relevant sources for the Literature Used section of the thesis. At the end of the course, a first draft of the thesis must be written and a project (program, didactic application, pedagogical software, website, etc.) created and handed in for 70%, if it is part of the thesis, for 70 points.
A minimum of 90 points is required for an A grade, a minimum of 80 points for a B grade, a minimum of 70 points for a C grade, a minimum of 60 points for a D grade and a minimum of 50 points for an E grade.

Results of education:
Knowledge:
Upon completion of the course, the student will:
- can characterize the individual parts of the thesis;
- knows the data collection tools and can explain the objectives;
- knows the most important methods for processing the outputs of a scientific thesis;
- is aware of scientific ethics in writing a scientific thesis;
- is familiar with the principles of preparation and implementation of own project;
- knows the tools for project and research design.

Skills:
Upon completion of the course, the student will:
- Is able to plan and conduct research independently;
- is able to present the results of own research activities in the professional community;
- can work with professional literature;
- can formulate research questions;
- can write an abstract, outline a thesis and cite;
- can conduct own research and analyse data;
- knows how to prepare and successfully conduct a thesis defence.

Competencies:
Upon completion of the course, the student will:
- knows how to write a thesis on a chosen topic;

- applies a critical approach;
- applies the principles of copyright, scientific ethics and relevant ISO and STN standards in the research.

Brief syllabus:

The main aim of the course is to help students in writing their thesis. The topic and title of the thesis is decided at the beginning of the fifth semester. During the semester, the thesis advisor provides general literary sources for writing the thesis as well as for the topic chosen by the student. The student must read thoroughly in order to augment the sources with a variety of additional sources gathered from the library and the Internet. Based on the materials and research proposal, the student will provide the main structure of the thesis by the end of the examination period, write and produce approximately 70% of the thesis (includes: Contents, Introduction, Theoretical part divided into chapters and subchapters, Bibliography list, own project on the topic - practical part of the thesis).
1. Exploration of the thesis topic and identification of the research problem. Research methods and methodology. Writing up the findings.
2. Preparation of own project. Determination of the objectives of the thesis.
3. Preparation of the project work plan. Organisation and implementation of the work. Preparation and implementation of independent research activities in practice. Implementation of sub-tasks.
4. What should the thesis contain? (Front page, Abstract, Table of Contents, Foreword, Introduction/ Problem, Literature Review, Method, Design, Sample, Data Collection, Data Analysis, Custom Project, Implementation and Results, Discussion, Conclusion, Resume, Bibliography, Appendices).
5. Writing the abstract.
6. Planning, writing the thesis outline (setting the objective, specifying the problem, market research on the topic, literature search, preparing the skeleton, constructing the research proposal, conducting the research and writing the thesis, timetable).
7. Presentation of research background / literature review / software development environment for creating own project.
8. Research methods. Qualitative, quantitative and mixed methods research, quality criteria, data collection, data analysis, reporting research findings. Processing of experimental results.
9. Research ethics, plagiarism.
10. Use of graphs, tables and diagrams.
11. Processing, interpreting and presenting the results of independent scientific work.
12. Citation styles (use of in-text references to reference lists, creating a reference list).
13. Presentation of a research proposal. Preparing, presenting and defending a thesis. The course of the defence and the opinion on the referee's report.

Literature:

1. ISO STN 690: Dokumentácia - Bibliografické odkazy – Obsah, forma a štruktúra. 1998.
2. KATUŠČÁK, D.: Ako písať záverečné a kvalifikačné práce. Nitra : Enigma, 2008, s. 164. ISBN 978 80 89132 45 4.
3. KIMLIČKA, Š.: Ako citovať a vytvárať zoznamy bibliografických odkazov : podľa noriem ISO 690 pre „klasické“ aj elektronické zdroje. Bratislava : Stimul, 2002, s. 82. ISBN 80-889-82-57-X.
4. Vnútorné predpisy UJS o záverečných prácach (zásady obsahovej náplne, štruktúra a formálna úprava záverečných prác). Dostupné v akademickom informačnom systéme univerzity: https:// ais2.ujs.sk .

Language, knowledge of which is necessary to complete a course:

Hungarian or Slovak

Notes:

Student workload distribution:
10% - participation in tutorials,
50% - study of literature, preparation of thesis proposal,
40% - preparation of the project (software, website, etc.).

Evaluation of subjects
Total number of evaluated students: 2

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

Teacher: prof. RNDr. Tibor Kmeť, CSc., prof. RNDr. Tibor Kmeť, CSc.,

Date of last update: 28.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ MIT/22	**Name:** Materials in ICT
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar / Practical **Recommended extent of course (in hours):** **Per week:** 1 / 1 / 0 **For the study period:** 13 / 13 / 0 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Students learn about mobile technologies in teaching of Informatics at elementary and high school subjects during the semester, as well as child-oriented programming languages (microworlds), the possibilities and applications of programmable educational (toy) robots. They actively use online learning environments and platforms, interfaces for sharing learning materials (interfaces for conference calls), and constantly study the relevant literature. They continuously and creatively work on their own projects for the given lesson (with given content), which they hand in and then present as part of the exercise. Students are evaluated based on their activities (own projects) and performances (presentation of projects) during the semester. Students must develop and submit 5 projects for evaluation, which they must also present during the semester. Students have the opportunity to consult with the teacher about their projects - samples of their preparation. The students' activities (development of projects) and their performances (presentation of their teacher-preparation for the project - trial teaching) are evaluated during the semester, from which they must obtain at least 50% of the total score in order to pass the exam. The exam is complex, consisting of a practical part - the assessment of continuous teacher-preparation for projects during the semester, and a theoretical part - checking theoretical knowledge related to modern technologies and their application in education (questions from the topics of the lectures). For the assessment, students must also pass the oral exam with at least 50%. Students receive the final classification based on the average of their practical results (50%) and the results of the theoretical part of the oral exam (50%) during the semester. They must achieve an average of at least 90% to obtain an A rating, at least 80% for a B rating, at least 70% for a C rating, at least 60% for a D rating, and at least 50% for an E rating. Students who do not complete at least 50% of the each parts will not receive credit for the subject.	
Results of education: Knowledge: After completing the subject, the student: • knows the strategies, methods and forms necessary for the development of the student's digital and programming skills within the subject area; • knows the structure and phases of the lesson; • knows the educational technical and methodological requirements of modern technologies;	

• knows the basic principles of analyzing problems from the point of view of digital and mobile technologies;
• knows the basic principles of preparing for the lesson;
• is aware of the application possibilities of modern (mobile) technologies in certain forms and phases of teaching.
Skills:
After completing the subject, the student:
• can analyze and solve IT and algorithmic problems using mobile technologies and devices;
• has basic practical experience in selecting tasks related to the topic of the given lesson;
• can make suggestions for teacher-preparing for the lesson;
• can apply different educational forms and methods, focusing on teaching programming in elementary and high schools, using mobile technologies;
• can work with various modern technologies;
• can apply his own teacher-preparation in elementary and high school Informatics lessons;
• is able to use modern mobile technologies in the teaching of the Informatics;
• knows and applies the technical and legal aspects of teaching and its organization.
Competencies:
After completing the subject, the student:
• demonstrates a high degree of independence in project creation and independent teacher-preparation for the given lesson;
• knows how to work effectively independently;
• is characterized by creative and algorithmic thinking and independence;
• applies a creative IT way of thinking in his work;
• is characterized by a good pedagogical approach in the lessons;
• has an overview of the possibilities of teaching Informatics in different school types and levels, through the effective supply of mobile and online didactic tools;
• has an active and responsible attitude towards the completion of subject tasks.

Brief syllabus:

1. Areas of use of modern technologies in subject of Informatics.
2. Tablets in Informatics lesson (as a universal teaching tool). Creating 3D images (MakeIt3D).
3. Geolocation games (Geocaching, Wherigo, drawing with GPS).
4. Educational programming - programming of mobile applications.
5. Programming environments for creating mobile applications - MIT App Inventor, Urwigo. Mobile applications for teaching programming and developing algorithmic thinking (Run Marco, Lightbot, Tnyker, Bit by Bit, Scratch Jr., The Foos, Fic the Factory, Pocket Code).
6. Educational robotics and its application in programming. Online simulators for controlling robots (Bee-bot emulator, Ozobot).
7. Robotics in elementary school - programming of robots Bee-bot, Dash, Ozobot.
8. Robotics in high school - Lego Mindstorms EV3, Edison, Ozobot.
9. Possibilities of child-oriented programming languages and microworlds (Imagine Logo).
10. Icon-based programming - Scratch, KoduGameLab, Baltík.
11. Creating quizzes or tests, automatically processing and publishing the answers (Socrative, Hot Potatoes, Khoot, Menti).
12. E-books, e-learning and electronic course materials, online learning environments and platforms, online interfaces for sharing course materials (conference call platforms) - Zoom, Google Meet, Google Classroom, Google Drive.
13. The latest generation of microcomputers and their possibilities in education (Raspberry Pi models, hardware components, OS capabilities, software capabilities, reactive programming and implementation of smart projects).

Literature:

1. RAAB, M.: Materiály a člověk : (Netradiční úvod do současné materiálové vědy). 1. vyd. Praha : Encyklopedický dům, 1999. ISBN 80-86044-13-0
2. KUČEROVÁ, E.: Elektrotechnické materiály. 2. vyd. Plzeň : Západočeská univerzita, 2004.
3. ŠAVEL, J.: Materiály a technológie v elektronice a elektrotechnice. 1. vyd. Praha : BEN, 1999. ISBN 80-86056-75-9
4. PTÁČEK, L. et al.: Nauka o materiálu II. Brno : Cerm, 1999. ISBN 80-7204-130-4
5. SEMÁK, D. – BIRČÁK, J.: Chalkogénne polovodiče na záznam informácie. Prešov : FHPV PU, 1998. ISBN 80-88885-37-X
6. ANDERSON, J. C. et al.: Materials Science. London : Chapman and Hall, 1992.
7. MATH, I.: Tomorrow´s Technology. NewYork, Charles Scribner´s Sons, 1992. ISBN 0-684-19294-2
8. ROUS, B.: Materiály pro elektroniku a mikroelektroniku. 1. vyd. Praha : SNTL, 1991. ISBN 80-03- 00617-1
9. ASHBY, M. F. – JONES, D. R. H.: Engineering Materials : An Introduction to their Propertires and Applications. I - 1980. II – 1986.
10. BARABASZOVÁ, K.: Nanotechnologie a nanomateriály. 1. vyd. Ostrava : VŠB – TU, 2006. 158 s. ISBN 80-248-1210-X

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:
Student workload:
40% - participation in lessons, preparation for the exam,
60% - study of literature, practice of acquired knowledge, preparation on semestral work.

Evaluation of subjects
Total number of evaluated students: 10

A	B	C	D	E	FX
20.0	40.0	20.0	10.0	10.0	0.0

Teacher: prof. András Molnár, PhD., Ing. Ondrej Takáč, PhD., Mgr. Dávid Paksi, PhD.,

Date of last update: 28.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ MS1/22	**Name:** Introduction to the Modeling and Simulation
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar / Practical **Recommended extent of course (in hours):** **Per week:** 2 / 0 / 1 **For the study period:** 26 / 0 / 13 **Methods of study:** present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The course ends with a combined exam. The student can obtain a total of 100 points, of which 60 points are obtained in the written examination and 40 points for the individual project. A minimum of 90 points is required for grade A, 80 points for grade B, 70 points for grade C, 60 points for grade D and 50 points for grade E. Student who achieves less than 50 points will fail the course.	
Results of education: Knowledge: After completing the course, the student will have a general knowledge of different types of basic models in computer science, such as continuous systems, discrete systems, Markov chains, crowd-serving systems. Skills: After completing the course, the student will be able to independently apply the models mentioned above. Competences: After completing the course, the student will show autonomy in creating IT models for different application areas.	
Brief syllabus: 1. Introduction to systems modelling and simulation, basic concepts, classification of systems and their basic characteristics; 2. Continuous systems: description of continuous systems, mathematical models of continuous systems and their development, Simulation tools for continuous systems (Simulink), computer simulation of continuous systems; 3. Discrete systems: description of discrete systems, mathematical models of discrete systems and their creation, simulation tools for discrete systems (Simulink), computer simulation of discrete systems; 4. Random number generation methods, Monte Carlo method and its applications; 5. Markov random discrete and continuous processes and their properties, applications and simulations, 6. Poisson process; 7. SHOs and their classification, analytical solution of Kolmogorov differential equations, description and analytical solution of different types of SHOs, computer simulation (Simevents)	
Literature:	

1. GIORDANO, F.R.: A First Course in Mathematical Modelling, Thomson, 2004.
2. KMEŤ, T.: Mathematical Modelling and Simulation of Biological Systems, AM Nitra, 2005.
3. NEUSCHL, Š. a kol.: Modelovanie a simulácia. Alfa - SNTL. Praha 1988.
4. Simulink Simulation and Model-Based Design, The MathWorks Inc., 2004.
5. DABNEY, J. B.: Mastering Simulink, Prentice Hall, 2004
6. BRUNOVSKÝ, P. Stochastické modely operačnej analýzy, učebný text FMFI UK, 2005
7. TAKÁČ, O.: Modellezés és szimuláció. 1. vyd. Komárno: UJS, 2017, 234 s. ISBN 978-80-8122-203-0.
8. BRAUER, F., CHAVEZ, C., C.: Mathematical Models in Population Biology and Epidemiology. 2012
9. GEDA, G.: Modellezés és szimuláció az oktatásban. Educatio kht. 2011.

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:
Distribution of students' workload:
40% - participation in tutorials, preparation for exams,
60% - studying literature, practising acquired knowledge, working on own projects.

Evaluation of subjects
Total number of evaluated students: 17

A	B	C	D	E	FX
35.29	11.76	23.53	23.53	5.88	0.0

Teacher: prof. RNDr. Tibor Kmeť, CSc., prof. RNDr. Tibor Kmeť, CSc.,

Date of last update: 28.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/MT/22	**Name:** Modern technologies in education

Types, range and methods of educational activities:
Form of study: Lecture / Seminar / Practical
Recommended extent of course (in hours):
Per week: 1 / 0 / 2 **For the study period:** 13 / 0 / 26
Methods of study: present

Number of credits: 5

Recommended semester/trimester of study: 3.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
Students learn about mobile technologies in teaching of Informatics at elementary and high school subjects during the semester, as well as child-oriented programming languages (microworlds), the possibilities and applications of programmable educational (toy) robots. They actively use online learning environments and platforms, interfaces for sharing learning materials (interfaces for conference calls), and constantly study the relevant literature. They continuously and creatively work on their own projects for the given lesson (with given content), which they hand in and then present as part of the exercise. Students are evaluated based on their activities (own projects) and performances (presentation of projects) during the semester. Students must develop and submit 5 projects for evaluation, which they must also present during the semester. Students have the opportunity to consult with the teacher about their projects - samples of their preparation. The students' activities (development of projects) and their performances (presentation of their teacher-preparation for the project - trial teaching) are evaluated during the semester, from which they must obtain at least 50% of the total score in order to pass the exam. The exam is complex, consisting of a practical part - the assessment of continuous teacher-preparation for projects during the semester, and a theoretical part - checking theoretical knowledge related to modern technologies and their application in education (questions from the topics of the lectures). For the assessment, students must also pass the oral exam with at least 50%. Students receive the final classification based on the average of their practical results (50%) and the results of the theoretical part of the oral exam (50%) during the semester.
They must achieve an average of at least 90% to obtain an A rating, at least 80% for a B rating, at least 70% for a C rating, at least 60% for a D rating, and at least 50% for an E rating. Students who do not complete at least 50% of the each parts will not receive credit for the subject.

Results of education:
Knowledge:
After completing the subject, the student:
• knows the strategies, methods and forms necessary for the development of the student's digital and programming skills within the subject area;
• knows the structure and phases of the lesson;
• knows the educational technical and methodological requirements of modern technologies;
• knows the basic principles of analyzing problems from the point of view of digital and mobile technologies;

• knows the basic principles of preparing for the lesson;
• is aware of the application possibilities of modern (mobile) technologies in certain forms and phases of teaching.
Skills:
After completing the subject, the student:
• can analyze and solve IT and algorithmic problems using mobile technologies and devices;
• has basic practical experience in selecting tasks related to the topic of the given lesson;
• can make suggestions for teacher-preparing for the lesson;
• can apply different educational forms and methods, focusing on teaching programming in elementary and high schools, using mobile technologies;
• can work with various modern technologies;
• can apply his own teacher-preparation in elementary and high school Informatics lessons;
• is able to use modern mobile technologies in the teaching of the Informatics;
• knows and applies the technical and legal aspects of teaching and its organization.
Competencies:
After completing the subject, the student:
• demonstrates a high degree of independence in project creation and independent teacher-preparation for the given lesson;
• knows how to work effectively independently;
• is characterized by creative and algorithmic thinking and independence;
• applies a creative IT way of thinking in his work;
• is characterized by a good pedagogical approach in the lessons;
• has an overview of the possibilities of teaching Informatics in different school types and levels, through the effective supply of mobile and online didactic tools;
• has an active and responsible attitude towards the completion of subject tasks.

Brief syllabus:
1. Areas of use of modern technologies in subject of Informatics.
2. Tablets in Informatics lesson (as a universal teaching tool). Creating 3D images (MakeIt3D).
3. Geolocation games (Geocaching, Wherigo, drawing with GPS).
4. Educational programming - programming of mobile applications.
5. Programming environments for creating mobile applications - MIT App Inventor, Urwigo. Mobile applications for teaching programming and developing algorithmic thinking (Run Marco, Lightbot, Tnyker, Bit by Bit, Scratch Jr., The Foos, Fic the Factory, Pocket Code).
6. Educational robotics and its application in programming. Online simulators for controlling robots (Bee-bot emulator, Ozobot).
7. Robotics in elementary school - programming of robots Bee-bot, Dash, Ozobot.
8. Robotics in high school - Lego Mindstorms EV3, Edison, Ozobot.
9. Possibilities of child-oriented programming languages and microworlds (Imagine Logo).
10. Icon-based programming - Scratch, KoduGameLab, Baltík.
11. Creating quizzes or tests, automatically processing and publishing the answers (Socrative, Hot Potatoes, Khoot, Menti).
12. E-books, e-learning and electronic course materials, online learning environments and platforms, online interfaces for sharing course materials (conference call platforms) - Zoom, Google Meet, Google Classroom, Google Drive.
13. The latest generation of microcomputers and their possibilities in education (Raspberry Pi models, hardware components, OS capabilities, software capabilities, reactive programming and implementation of smart projects).

Literature:

1. CZAKÓOVÁ, K. - STOFFOVÁ, V. Kreativitást és az aktív tanulást támogató programkörnyezetek. In: Mikrovilág alkalmazások : Egyetemi tankönyv. 1. kiadás. Komárno :Univerzita J. Selyeho, 2016. s. 12-31. ISBN 978-80-8122-191-0.
2. CZAKÓOVÁ, K. Saját alkalmazás fejlesztése Imagine programkörnyezetben. In: Mikrovilág alkalmazások : Egyetemi tankönyv. 1. kiadás. Komárno : Univerzita J. Selyeho, 2016. s. 35-107. ISBN 978-80-8122-191-0.
3. EARLE Castledine, E. - EFTOS, M. - WHEELER, M.: Vytváříme mobilní web a aplikace : pro chytré telefony a tablety. 1. vyd. Brno : Computer Press, 2013. 288 s. ISBN 978-80-251-3763-5.
4. ILLÉS, Z. a kol.: Mobil világ és fejlesztése WP7 környezetben. [Online]. Dostupná na internete:<http://dtk.tankonyvtar.hu/xmlui/handle/123456789/3825>
5. KALAŠ, I.: Premeny školy v digitálnom veku. 1. vyd. Bratislava : Slovenské pedagogické nakladateľstvo - Mladé letá, s.r.o., 2013. 256 s. ISBN 978-80-10-02409-4.
6. LOVÁSZOVÁ, G. a kol.: Mobilné technológie vo vyučovaní informatiky. 1. vyd. Nitra : UKF, Fakulta prírodných vied, 2016. 90 s. ISBN 978-80-558-1104-8.
7. MACHAJ, J.: Kniha trendov vo vzdelávaní 2013/2014 : Vzdelanie v digitálnom svete. Ako držať krok s dobou? 1. vyd. Bratislava : EDULAB, n.o., 2014. 82 s.
8. McMANUS, S.: Scratch Programming : Covers Scratch 2.0 and Scratch 1.4. 1. vyd. Leamington : In Easy Steps Limited, 2013. 216 s. ISBN 978-1-84078-612-5.
9. MOLNÁR, P.: Hálózatosodás és tanulás hálózati környezetben. [Online]. Budapest : ELTE, 2013. 82 s. ISBN 978-963-284-325-4. Dostupná na internete: <http://dtk.tankonyvtar.hu/xmlui/handle/123456789/12007>
10. PENTELÉNYI, P.: Az algoritmikus szemléletmód kialakítása és fejlesztése a tanítási - tanulási folyamatban. Budapest : Ligatura, 1999. 128 s. ISBN 963 85138 8 8.
11. STOFFOVÁ, V. - CZAKÓOVÁ, K.: Úvod do programovania v prostredí mikrosvetov : Vysokoškolská učebnica. Komárno : Univerzita J. Selyeho, 2016. 115 s. ISBN 978-80-8122-170-5.
12. VALK, L.: The Lego Mindstroms EV3 Discovery Book : A beginner's guide to building and programming robots. 1. vyd. San Francisco : No Starch Press, 2014. 371 s. ISBN 978-1-59327-532-7.
13. Upravené ciele a obsah vyučovacieho predmetu Informatika. [online]. Dostupné: https://www.statpedu.sk/files/sk/svp/pilotne-overovanie/upravene-ciele-obsah/aktualizovane-vs/vo_mai.pdf

Odborné články v téme a záverečné práce študentov UJS:

CSÓKA, M.: Raspberry Pi alkalmazása az informatikaoktatásban. DOI 10.36007/3778.2020.213. In: 12th International Conference of J. Selye University : Sections of Pedagogy and Informatics : Sections of Pedagogy and Informatics / Szőköl István, Horváth Kinga, Tóth Péter, Gubo Štefan. 1. vyd. Komárno : Univerzita J. Selyeho, 2020. ISBN 978-80-8122-377-8, online, s. 213-221.
CSÓKA, M.: Raspberry Pi alkalmazása az informatika oktatásban. [Rigorózna práca . Komárno : Univerzita J. Selyeho, 2019. - 113 s.
CSÓKA, M. – CZAKÓOVÁ, K.: Innovations in education through the application of raspberry pi devices and modern teaching strategies. In. INTED 2021 : Proceedings of the 15th International Technology, Education and Development Conference. DOI: 10.21125/inted.2021.1327, p. 6653-6658, Valencia : IATED Academy, 2021. ISBN 978-84-09-27666-0. ISSN 2340-1079.
CZAKÓOVÁ, K. – UDVAROS, J.: Deep Learning In Informatics By Applying Activities Of The Dash Robot. In. ICERI2021 Proceedings : 14th International Conference of Education, Research and Innovation. DOI: 10.21125/iceri.2021.0649, p. 2573-2577, Valencia : IATED Academy, 2021. ISBN 978-84-09-34549-6. ISSN 2340-1095.
CZÉKUS, B.: Dash programozható robotjáték az alapiskolai informatika oktatásban. [Dipl. pr., Dash]. Komárno: J. Selye University, 2021. 73 s

GAJDOŠ, P.: Programozható robotjátékok a középiskolai informatika oktatásban. [Dipl. pr., robot Edison]. Komárno : Univerzita J. Selyeho, 2019. 58 s.
MURÁR, J.: Programozás bevezetése az alapiskolán Kodu Game Lab programozási környezetben. [Dipl. pr.]. Komárno : Univerzita J. Selyeho, 2018. . 56 s.

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:
Student workload distribution:
40% - attendance at tutorials, exam preparation,
60% - studying literature, practicing acquired knowledge, preparing term papers.

Evaluation of subjects
Total number of evaluated students: 13

A	B	C	D	E	FX
46.15	30.77	23.08	0.0	0.0	0.0

Teacher: doc. RNDr. József Bukor, PhD., PaedDr. Krisztina Czakóová, PhD.,

Date of last update: 28.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ NSU/22	**Name:** Neural networks
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar / Practical **Recommended extent of course (in hours):** **Per week:** 2 / 0 / 1 **For the study period:** 26 / 0 / 13 **Methods of study:** present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, students create their own application - a computer simulation model of a given system. They will also solve system identification problems analytically, create mathematical models and carry out computer implementation of the models. Students will be graded on the basis of the average of the semester's continuous preparation, the project and the overall grade point average obtained in the exam. A grade of at least 90% is required for grade A, at least 80% for grade B, at least 70% for grade C, at least 60% for grade D, and at least 50% for grade E.	
Results of education: Knowledge: After completing the course, the student will be familiar with different types of neural network models such as feed-forward neural networks, recurrent neural networks, Hopfield neural networks, RBF networks, self-organizing maps. Skills: After completing the course, students will be able to analyse and solve complex problems using neural networks, such as processing numerical data, text, images and sound. Competences: After completing the course, the student will show a high degree of autonomy in creating models. The student will develop a high level of skills in modelling neural networks in different application domains.	
Brief syllabus: 1. Defining and building neural networks. 2. Elements and topology of neural networks. 3. History and applications of neural networks. 4. Binary perceptron - learning rule of perceptron, pattern classification. 5. Backpropagation 1 - multilayer feedforward networks, derivation of learning rules. 6. Backpropagation 2 - teaching and testing sample set, relearning, modifications to the default learning rule. 7. The approximation capabilities of neural networks. 8. Linear neural networks. 9. Radial basis function (RBF) networks. 10. Hopfield discrete and continuous networks.	

11. Recurrent neural networks - temporal structure in data, feed forward neural time delay (TDNN), echo - echo state neural networks.
12. Learning and application of recurrent neural networks.
13. Self-organising maps, Kohonen model, LVQ, Max-net, Oja and Sanger learning rule, extract principal components from data, data dimension reduction, clustering.

Literature:

1. KVASNIČKA, V. - BEŇUŠKOVÁ, L. - POSPÍCHAL, J. - FARKAŠ, I. - TIŇO, P. – KRÁĽ, A.: Úvod do teórie neurónových sietí . IRIS, Bratislava, 1997.
2. SIVANANDAM, S. N. - SUMATHi, S. – DEEPA, S.N. : Introduction to Neural Networks Using Matlab 6.0. Tata McGraw-Hill New Delhi 2006
3. HAYKIN, S.: Neural Networks: A Comprehensive Foundation (2nd ed.). Prentice Hall, NJ 1999.
4. TAYLOR, J. G.: Neural networks and their applications. New York : Wiley, 1996, 302 s. ISBN 0471962821.
5. KMEŤ, T. - KMEŤOVÁ, M. - ANNUŠ, N.: Neurális hálózatok programi megvalósítása MATLAB-ban, UJS, 2021, 225 s. ISBN 9788081224041
6. FAZEKAS, I.: Neurális Hálózatok, Debreceni Egyetem, 2013, 201 s. Forrás: https://gyires.inf.unideb.hu/GyBITT/19/Neuralis_halozatok_v8.pdf
7. ALTRICHTER, M. - HORVÁTH, G. - PATAKI, B. - STRAUSZ, Gy. - TAKÁCS, G. - VALYON, J.: Neurális hálózatok, Panem Könyvkiadó, 2006, 413 s. Forrás: https://docplayer.hu/10994735-Neuralis-halozatok-altrichter-marta-horvath-gabor-pataki-bela-strausz-gyorgy-takacs-gabor-valyon-jozsef.html

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:
Distribution of students' workload:
50% - participation in tutorials, preparation for exams,
50% - study of literature, practice of acquired knowledge, development of practical exercises.

Evaluation of subjects
Total number of evaluated students: 15

A	B	C	D	E	FX
20.0	26.67	13.33	40.0	0.0	0.0

Teacher: prof. RNDr. Tibor Kmeť, CSc.,

Date of last update: 28.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ OBm/22	**Name:** Master's thesis and its defence
Types, range and methods of educational activities: **Form of study:** **Recommended extent of course (in hours):** **Per week: For the study period:** **Methods of study:** present	
Number of credits: 8	
Recommended semester/trimester of study: 3., 4..	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: In preparing the final thesis, the student follows the instructions of his/her supervisor and the Rector's Directive regarding editing, registration, access and archiving of theses at J. Selye University. The recommended length of the master's thesis is 50 to 70 pages (90 000 to 126 000 characters including spaces). The deadline for the academic year is set in the academic calendar of the academic year. The originality of the thesis is evaluated in the central thesis register. The result of the originality check, a report on the originality of the thesis assessed. The originality check is a prerequisite for the defence. The submission of the thesis includes the conclusion of a licence agreement for the use of the digital reproduction of the thesis between the author and the Slovak Republic represented by the university. The final thesis shall be assessed by the thesis supervisor and a opponent, who shall draw up opinions according based on the established criteria. The thesis supervisor assesses in particular the fulfilment of the aim of the thesis, the degree of independence and initiative of the student in the elaboration of the topic, cooperation with the thesis supervisor, logical structure of the thesis, the adequacy of the methods used, the methodology, the professional level of the thesis, the depth and quality of processing of the topic, the contribution of the work, the possibility of using the results, the work with literature, the relevance of the sources used in relation to the topic and the aim of the thesis, the formal aspect of the thesis, spelling, stylistics and originality. The opponent assesses in particular the topicality and appropriateness of the topic of the thesis, the statement of the thesis and the content, the logical structure of the thesis, the continuity of the chapters, their proportionality, the appropriateness and suitability of the methods used, the methodology, the professional level of the thesis, the depth and quality of the treatment of the topic, the contribution of the thesis, the work with professional literature, the formal aspect, the spelling, the stylistics and originality. The State Examination Board will assess the originality of the thesis, the contribution of the student's work to the solution of the research problem, the student's independence, his/her ability to solve the research problem - from the search of literature sources, the determination of objectives, the choice of research methodology, the choice of the source of materials, through the implementation of the research, his ability to evaluate the results, discuss the results, summarize the results, present their significance for the educational process, etc. The ability to present the results is also evaluated, including answering questions related to the research process and the topic of the thesis, compliance with time limits, etc. The State Examination Board in a closed	

session will evaluate the course of the defence and decide on the award of the classification.
In the classification, it comprehensively assesses the quality of the final thesis and its defence, taking into account the assessments and the course of the defence, and shall give the defence a single overall mark.
The final grade may be the same as in the evaluations, but it may also be better or worse, in depending on the conduct of the defence.
Final grade: A - 100 - 91%, B - 90 - 81%, C - 80 - 71%, D - 70 - 61%, E - 60 - 50%.
Credit will not be awarded to a student who fails to achieve 50%.
The decision on the result of the defence will be announced publicly by the chairman of the committee together with the result of the theoretical the theoretical part of the oral part of the state examination.

Results of education:
Knowledge:
- the student knows the structure of a scientific publication,
- the student can independently and creatively use professional sources,
- the student is able to analyse and evaluate the current state of the problem in his/her field,
- the student can synthesize and apply the acquired theoretical knowledge in practical educational activities,
- the student can adequately select research procedures and apply them functionally.
Skills:
- by processing the diploma thesis the student should demonstrate the ability to independently acquire theoretical and practical knowledge and creatively apply and use them in solving specific problems,
- the student is able to present and defend his/her professional position on the problems of educational work and find ways to their solution,
- the student has developed the skills of independent learning, which enables him/her to continue further study,
- the student can understand the complexity of phenomena and formulate decisions even when incomplete or limited information, embracing social and ethical responsibility in the application of their knowledge and in making decisions,
- the student will be able to justify the ideas presented, as well as to articulate in a sophisticated manner practical conclusions and recommendations,
- the student will be able to prepare a presentation of the results of his/her own research activities,
- the student will be able to apply the principles of scientific integrity and ethics.
Competences:
- the student can demonstrate his/her linguistic and professional culture and his/her own attitude towards professional problems.
- the student will be able to demonstrate his/her professional and scientific knowledge and skills in his/her field of study,
- the student is able to argue and methodically apply knowledge in theoretical, didactic and methodological contexts,
- the student is able to implement and synthesize the acquired knowledge in practice,
- the student is able to creatively apply knowledge in solving the assigned tasks, analyse the problem and synthesize a new solution,
- the student is able to answer the questions of the supervisor and the opponent at the required level, to successfully defend the final thesis.

Brief syllabus:
The thesis defense has a course of:

1. The student’s presentation of the thesis.
2. Presentation of the main points from the written opinions of the thesis supervisor and the opponent.
3. Student's answers to the thesis supervisor's and opponent's questions.
4. A professional discussion of the thesis with questions for the student.
The student's presentation of the thesis should include, in particular, the following points:
1. A brief justification of the choice of the topic, its topicality, practical contribution.
2. Clarification of the objectives and methods used in the elaboration of the thesis.
3. The main content problems of the thesis.
4. Conclusions and practical recommendations reached by the author of the thesis.
During the presentation, the student has at his/her disposal his/her own copy of the thesis, or an electronic presentation. The speech is to be delivered independently, in the scope of 10 min. The student may use computer technology. The thesis is available to the committee before and during the defence.

Literature:
KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004. Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:
Undergraduate theses are supervised by the staff of the Department of Informatics. The defence of the bachelor's thesis takes place in front of an examination committee, whose members are appointed by the dean.

Evaluation of subjects
Total number of evaluated students: 2

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

Teacher:

Date of last update: 28.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ PGR/22	**Name:** Computer graphics algorithms
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar / Practical **Recommended extent of course (in hours):** **Per week:** 1 / 0 / 2 **For the study period:** 13 / 0 / 26 **Methods of study:** present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The course ends with a written exam, for which students can get 50% of the total number of points. During the semester, students pass two written tests, for which they can receive 30% points from the total number of points, and also 20% for the semester project. In addition to contact teaching, students prepare for laboratory exercises, prepare for written tests, and prepare for the exam. To receive grade A in the course, student must obtain at least 90 points, for grade B at least 80 points, for grade C at least 70 points, for grade D at least 60 points and for grade E at least 50 points. Credits will not be given to a student who obtain less than 50 points.	
Results of education: Knowledge: After completing the subject, the student: • knows the terminology, algorithms, principles and procedures used in computer graphics, • has deeper theoretical knowledge in the field of design and use of computer graphics algorithms, • knows the raster graphics and vector graphics algorithms used in computer graphics, • knows basic graphics formats, their structure and practical use, • knows basic surface modeling algorithms and visibility solutions. Skills: After completing the subject, the student: • can analyze and solve more complex problems, • is able to implement computer graphics algorithms in practice, • is able to solve basic problems of raster and vector graphics at the program level, • is able to choose suitable algorithms with respect to hardware parameters, • is able to choose and use modern procedures. Competencies: After completing the subject, the student: • knows how to work efficiently and implement acquired theoretical knowledge, • has an active and responsible approach to completing tasks, • shows independence in solving more complex problems.	

Brief syllabus:

1. Introduction to image processing and computer graphics.
2. Characterization of raster images, their acquisition and visualisation.
3. Color models and the human visual system.
4. Raster graphics formats.
5. Methods of raster image compression.
6. Image processing – highlighting, noise reduction, etc.
7. Stereograms, optical illusions.
8. Characterization of vector images.
9. Curves and surfaces.
10. Geometric transformations.
11. Visibility of objects.
12. Lighting and shading.
13. Fractals in computer graphics.

Literature:

1. GAMBETTA, G. (2021). Computer Graphics from Scratch. No Starch Press. ISBN: 9781718500761
2. SOBOTA, B. – MILIÁN, J.: Grafické formáty. České Budejovice : Kopp, 1996, s. 157. ISBN 80-85828-58-8.
3. CHAPMAN, N. - CHAPMAN, J.: Digital multimedia. John Wiley & Sons, Second Edition, 2003, s. 700. ISBN 0470858907.
4. SZIRMAY - KALOS, L.: Háromdimenziós grafika, animáció és játékfejlesztés. Budapest : ComputerBooks, 2004, s. 486. ISBN 9636183031.
5. SZIRMAY - KALOS, L.: Számítógépes grafika. Budapest : ComputerBooks, 2003, s. 334. ISBN 963 618 208 6.
6. TAKÁČ, O.: A számítógépes grafika. Komárno. Selye János Egyetem, 370 s. ISBN 978-80-8122-182-8.
7. BUDAI, A.: A számítógépes grafika. Budapest, 2003, 390 s. LSI Oktatóközpont, ISBN 9635772432.
8. SZIRMAY, L.: Számítógépes grafika. Budapest 2003, 334 s. ComputerBooks, ISBN 963 618 208 6.
9. ŽÁRA, J. a kol: Moderní počítačová grafika, Brno 2010, 608 s., Computer Press a.s., ISBN 80-251-0454-0.
10. HIDEGKUTI, G.: Vinnay, P. Digitálisképalkotás. Budapest, 2001, 196 s., ViviCom Kiadói és Kommunikációs Kft., ISBN 9789630088533.
11. FÜZI, J.: Grafikai alkalmazások Delphi nyelven. Budapest, 2000, 322 s., ComputerBooks, ISBN 963 618 236 1.

Language, knowledge of which is necessary to complete a course:

Hungarian or Slovak

Notes:

Distribution of the student's workload:
40% of the workload - direct teaching, preparation for the tests and the exam.
60% of the workload - studying the literature, practicing the acquired knowledge, work on practical assignments, work on the semester project.

Evaluation of subjects

Total number of evaluated students: 13

A	B	C	D	E	FX
0.0	0.0	7.69	30.77	61.54	0.0

Teacher: prof. József Zoltán Kató, DSc., Ing. Ondrej Takáč, PhD.,

Date of last update: 28.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ PPX4/22	**Name:** Pedagogical practice V.
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar / Practical **Recommended extent of course (in hours):** **Per week:** 0 / 0 **For the study period:** 0 / 0 / 20s **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is portfolio-based, i.e. based on work produced during the teaching practice. The conditions and criteria for passing the course are set and regulated by the Directive of the Dean of the Faculty of Education UJS: Principles of pedagogical practice at the Faculty of Education UJS. The student is obliged to follow the relevant part of this document related to the pedagogical practice (PPX4). Mandatory components of the portfolio: - Completed protocol on completion of the pedagogical practice - Professional analysis of observed lessons and completed observation sheets - Preparation, implementation and subsequent evaluation and analysis of the lesson implemented - Documentation of the teaching practice including annexes. Final course grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total number of points. Total student workload: 2 credits = 50 hours (20 hours of teaching practice: 5 hours of observation, 5 hours of analysis of observed lessons, 5 hours of teaching, 5 hours of analysis of taught lessons; 30 hours of preparation: preparation for teaching practice - consultation with the trainee teacher, preparation for tutorials, preparation for lessons, preparation of portfolio and documentation)	
Results of education: Knowledge: - The student of the course is able to observe, analyze activities at the 2nd grade elementary and middle school levels. - The student is able to professionally evaluate observed activities and activities at the Elementary and Middle School Level 2. - The student is able to document observed activities and activities at grade 2 elementary and middle school. - The student is able to navigate school documents. - The student knows and is oriented to the structure of personnel and material support for school functioning. - The student knows the specific activities of the teacher during the day, in the classroom and in the course of teaching the subjects of his/her specialisation in primary and secondary school.	

- The student understands the environment, culture and organisation of primary and secondary school activities.
Skills:
- Can identify diverse manifestations of structural elements of personality, psychological processes of the pupil in the process of teaching and in social interactions.
- Knows the specific activities of the teacher implemented during the day, in the context of teaching and in the course of teaching the subjects of his/her specialisation in primary and secondary school.
- Identifies the teaching objectives formulated by the teacher, the processes used to achieve them and the extent to which they are met.
- Can identify the teaching methods applied during the lesson.
- Describes the didactic aids, communication technologies and resources used in the teaching process and the possibilities of applying computers, interactive whiteboards, the Internet, specific teaching programmes and software, dynamic systems and interactive teaching materials and portals in the teaching of the subjects of his/her specialisation.
- Describes the processes of student assessment in the teaching process.
- Identifies teachers' teaching and communication styles and professional skills.
- Can process, evaluate, and reflect on observation results in the context of educational theory.
- The student can recognize his/her own level of competence.
- The student can identify common professional problems, investigate and formulate the theoretical and practical background necessary to solve them and address them (using practical procedures in practice).
- The student is able to recognise talented pupils, pupils with difficulties or special educational needs, disadvantaged pupils, multiply disadvantaged pupils and pupils requiring special treatment, to provide them with adequate advice regarding their entry into the labour market.
- The graduate of the course is capable of didactically correct written preparation (with all its components) for the purpose of conducting a lesson with elements of creativity, independence, individualization and alternativeness.
- He/she is able to consult his/her own written preparation with the trainee teacher in a professional manner.
- Is able to adequately prepare the conditions for, implement and evaluate a designated lesson.
- Is able to document results, professionally describe reflection and self-reflection in relation to the planned, prepared, implemented and evaluated lesson.
Competencies:
- Takes a position on observed phenomena based on prior theoretical knowledge.
- Undertakes self-reflection and receives feedback on own output from pupils, peers and trainee teacher.
- Presents responsibly own personal characteristics, communication style, values and professional skills.
- Provides feedback and assesses pupils' learning outcomes in accordance with the assessment principles at the appropriate level of education.
- Promotes interaction between pupils.
- Accepts the manifestations of pupil individuality in the context of the formal social group within the school classroom, the particularities of pupils' learning, specific educational needs and applies elements of differentiation in teaching.
- It implements classroom teaching, applying teaching methods, strategies, resources and aids and information and communication technologies optimised by the disciplinary-didactic theory of its specialisation.

- Understands the relationship between the principles of teaching and the consequences - the effectiveness of learning.
- Reflects on own pedagogical skills.
- The student will be able to undertake targeted development of self-knowledge related to the teaching profession
- The student will be able to independently plan activities that extend knowledge related to the teaching profession.
- The student will be able to create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior, openness to recognize and manage the work style of others.
- The student will optimize the atmosphere in the learning group (school classroom) and create a stimulating and non-threatening environment for teaching and student learning, by applying techniques of rule following and safe working conditions and methods of motivating and activating students.

Brief syllabus:

1. Observation and evaluation of the interior and exterior of the training primary and secondary school.
2. Getting to know and working with pedagogical documentation of the classroom and school.
3. Observation of the creation of conditions, implementation and evaluation of lessons at the 2nd level of the Primary School and the Secondary School.
4. Professional analysis of the observed lessons together with the trainee teacher.
5. Documentation of the process and results of the individual lessons observed.
6. Didactic procedures in the preparation of written preparations (with all its components), consultation with the trainee teacher.
7. Preparation of the conditions for the implementation of the lesson.
8. Implementation of the planned and prepared lesson with the application of innovative strategies, using adequate teaching resources of primary and secondary schools.
9. Evaluating the lesson with planned and selected methods and means of evaluation from own perspective, from the perspective of the pupils (and with elements of self-evaluation).
10. Professional analysis with the trainee teacher: documenting, evaluating preparation and its use and other components of the lesson.
11. Preparation of a portfolio of the hospitalization activity with all its components based on predetermined criteria by the head of the teaching practice, with the application of autonomy and alternativeness based on current trends in didactics.

Literature:

1. Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf
Štátny vzdelávací program pre gymnázia v Slovenskej republike
ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_
3. spu_uprava.pdf
4. Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).
5. Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS
6. Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

Language, knowledge of which is necessary to complete a course:

Hungarian or Slovak

Notes:
Student workload distribution:
40% - teaching practice,
60% - preparation for teaching practice, preparation of documentation.

Evaluation of subjects
Total number of evaluated students: 6

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

Teacher: PaedDr. Krisztina Czakóová, PhD., prof. RNDr. Tibor Kmeť, CSc., PaedDr. Krisztina Czakóová, PhD.,

Date of last update: 28.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ PPX5/22	**Name:** Pedagogical practice V.
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar / Practical **Recommended extent of course (in hours):** **Per week:** 0 / 0 **For the study period:** 0 / 0 / 20s **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is portfolio-based, i.e. based on work produced during the teaching practice. The conditions and criteria for passing the course are set and regulated by the Directive of the Dean of the Faculty of Education UJS: Principles of pedagogical practice at the Faculty of Education UJS. The student is obliged to follow the relevant part of this document related to the pedagogical practice (PPX5). Mandatory components of the portfolio: - Completed protocol on completion of the pedagogical practice - Professional analysis of observed lessons and completed observation sheets - Preparation, implementation and subsequent evaluation and analysis of the lesson implemented - Documentation of the teaching practice including annexes. Final course grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total number of points. Total student workload: 2 credits = 50 hours (20 hours of teaching practice: 5 hours of observation, 5 hours of analysis of observed lessons, 5 hours of teaching, 5 hours of analysis of taught lessons; 30 hours of preparation: preparation for teaching practice - consultation with the trainee teacher, preparation for tutorials, preparation for lessons, preparation of portfolio and documentation)	
Results of education: Knowledge: - The student of the course is able to observe, analyze activities at the 2nd grade elementary and middle school levels. - The student is able to professionally evaluate observed activities and activities at the Elementary and Middle School Level 2. - The student is able to document observed activities and activities at grade 2 elementary and middle school. - The student is able to navigate school documents. - The student knows and is oriented to the structure of personnel and material support for school functioning. - The student knows the specific activities of the teacher during the day, in the classroom and in the course of teaching the subjects of his/her specialisation in primary and secondary school.	

- The student understands the environment, culture and organisation of primary and secondary school activities.
Skills:
- Can identify diverse manifestations of structural elements of personality, psychological processes of the pupil in the process of teaching and in social interactions.
- Knows the specific activities of the teacher implemented during the day, in the context of teaching and in the course of teaching the subjects of his/her specialisation in primary and secondary school.
- Identifies the teaching objectives formulated by the teacher, the processes used to achieve them and the extent to which they are met.
- Can identify the teaching methods applied during the lesson.
- Describes the didactic aids, communication technologies and resources used in the teaching process and the possibilities of applying computers, interactive whiteboards, the Internet, specific teaching programmes and software, dynamic systems and interactive teaching materials and portals in the teaching of the subjects of his/her specialisation.
- Describes the processes of student assessment in the teaching process.
- Identifies teachers' teaching and communication styles and professional skills.
- Can process, evaluate, and reflect on observation results in the context of educational theory.
- The student can recognize his/her own level of competence.
- The student can identify common professional problems, investigate and formulate the theoretical and practical background necessary to solve them and address them (using practical procedures in practice).
- The student is able to recognise talented pupils, pupils with difficulties or special educational needs, disadvantaged pupils, multiply disadvantaged pupils and pupils requiring special treatment, to provide them with adequate advice regarding their entry into the labour market.
- The graduate of the course is capable of didactically correct written preparation (with all its components) for the purpose of conducting a lesson with elements of creativity, independence, individualization and alternativeness.
- He/she is able to consult his/her own written preparation with the trainee teacher in a professional manner.
- Is able to adequately prepare the conditions for, implement and evaluate a designated lesson.
- Is able to document results, professionally describe reflection and self-reflection in relation to the planned, prepared, implemented and evaluated lesson.
Competencies:
- Takes a position on observed phenomena based on prior theoretical knowledge.
- Undertakes self-reflection and receives feedback on own output from pupils, peers and trainee teacher.
- Presents responsibly own personal characteristics, communication style, values and professional skills.
- Provides feedback and assesses pupils' learning outcomes in accordance with the assessment principles at the appropriate level of education.
- Promotes interaction between pupils.
- Accepts the manifestations of pupil individuality in the context of the formal social group within the school classroom, the particularities of pupils' learning, specific educational needs and applies elements of differentiation in teaching.
- It implements classroom teaching, applying teaching methods, strategies, resources and aids and information and communication technologies optimised by the disciplinary-didactic theory of its specialisation.

- Understands the relationship between the principles of teaching and the consequences - the effectiveness of learning.
- Reflects on own pedagogical skills.
- The student will be able to undertake targeted development of self-knowledge related to the teaching profession
- The student will be able to independently plan activities that extend knowledge related to the teaching profession.
- The student will be able to create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior, openness to recognize and manage the work style of others.
- The student will optimize the atmosphere in the learning group (school classroom) and create a stimulating and non-threatening environment for teaching and student learning, by applying techniques of rule following and safe working conditions and methods of motivating and activating students.

Brief syllabus:

1. Observation and evaluation of the interior and exterior of the training primary and secondary school.
2. Getting to know and working with pedagogical documentation of the classroom and school.
3. Observation of the creation of conditions, implementation and evaluation of lessons at the 2nd level of the Primary School and the Secondary School.
4. Professional analysis of the observed lessons together with the trainee teacher.
5. Documentation of the process and results of the individual lessons observed.
6. Didactic procedures in the preparation of written preparations (with all its components), consultation with the trainee teacher.
7. Preparation of the conditions for the implementation of the lesson.
8. Implementation of the planned and prepared lesson with the application of innovative strategies, using adequate teaching resources of primary and secondary schools.
9. Evaluating the lesson with planned and selected methods and means of evaluation from own perspective, from the perspective of the pupils (and with elements of self-evaluation).
10. Professional analysis with the trainee teacher: documenting, evaluating preparation and its use and other components of the lesson.
11. Preparation of a portfolio of the hospitalization activity with all its components based on predetermined criteria by the head of the teaching practice, with the application of autonomy and alternativeness based on current trends in didactics.

Literature:

1. Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf
Štátny vzdelávací program pre gymnázia v Slovenskej republike
ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_
3. spu_uprava.pdf
4. Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).
5. Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS
6. Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

Language, knowledge of which is necessary to complete a course:

Hungarian or Slovak

Notes:
Student workload distribution:
40% - teaching practice,
60% - preparation for teaching practice, preparation of documentation.

Evaluation of subjects
Total number of evaluated students: 8

A	B	C	D	E	FX
87.5	0.0	12.5	0.0	0.0	0.0

Teacher: PaedDr. Krisztina Czakóová, PhD., PaedDr. Krisztina Czakóová, PhD., prof. RNDr. Tibor Kmeť, CSc.,

Date of last update: 28.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ PPX6/22	**Name:** Pedagogical practice VI.
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar / Practical **Recommended extent of course (in hours):** **Per week:** 0 / 0 **For the study period:** 0 / 0 / 40s **Methods of study:** present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is portfolio-based, i.e. based on work produced during the teaching practice. The conditions and criteria for passing the course are set and regulated by the Directive of the Dean of the Faculty of Education UJS: Principles of pedagogical practice at the Faculty of Education UJS. The student is obliged to follow the relevant part of this document, related to the exit continuous pedagogical practice (PPX6). Mandatory components of the portfolio: - Completed protocol on completion of the teaching practice - Professional analysis of observed lessons and completed observation sheets - Preparation, implementation and subsequent evaluation and analysis of the lesson - Documentation of the teaching practice including annexes. Final course grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total number of points. Total student load: 4 credits = 100 hours (40 hours of teaching practice: 10 hours of observation, 10 hours of analysis of observed lessons, 10 hours of teaching, 10 hours of analysis of taught lessons; 60 hours of preparation: preparation for teaching practice - consultation with the trainee teacher, preparation for tutorials, preparation for lessons, preparation of portfolio and documentation)	
Results of education: Knowledge: - The student of the course is able to observe, analyze activities at the 2nd grade elementary and middle school levels. - The student is able to professionally evaluate observed activities and activities at the Elementary and Middle School Level 2. - The student is able to document observed activities and activities at grade 2 elementary and middle school. - The student is able to navigate school documents. - The student knows and is oriented to the structure of personnel and material support for school functioning. - The student knows the specific activities of the teacher during the day, in the classroom and in the course of teaching the subjects of his/her specialisation in primary and secondary school.	

- The student understands the environment, culture and organisation of primary and secondary school activities.
Skills:
- Can identify diverse manifestations of structural elements of personality, psychological processes of the pupil in the process of teaching and in social interactions.
- Knows the specific activities of the teacher implemented during the day, in the context of teaching and in the course of teaching the subjects of his/her specialisation in primary and secondary school.
- Identifies the teaching objectives formulated by the teacher, the processes used to achieve them and the extent to which they are met.
- Can identify the teaching methods applied during the lesson.
- Describes the didactic aids, communication technologies and resources used in the teaching process and the possibilities of applying computers, interactive whiteboards, the Internet, specific teaching programmes and software, dynamic systems and interactive teaching materials and portals in the teaching of the subjects of his/her specialisation.
- Describes the processes of student assessment in the teaching process.
- Identifies teachers' teaching and communication styles and professional skills.
- Can process, evaluate, and reflect on observation results in the context of educational theory.
- The student can recognize his/her own level of competence.
- The student can identify common professional problems, investigate and formulate the theoretical and practical background necessary to solve them and address them (using practical procedures in practice).
- The student is able to recognise talented pupils, pupils with difficulties or special educational needs, disadvantaged pupils, multiply disadvantaged pupils and pupils requiring special treatment, to provide them with adequate advice regarding their entry into the labour market.
- The graduate of the course is capable of didactically correct written preparation (with all its components) for the purpose of conducting a lesson with elements of creativity, independence, individualization and alternativeness.
- He/she is able to consult his/her own written preparation with the trainee teacher in a professional manner.
- Is able to adequately prepare the conditions for, implement and evaluate a designated lesson.
- Is able to document results, professionally describe reflection and self-reflection in relation to the planned, prepared, implemented and evaluated lesson.
Competencies:
- Takes a position on observed phenomena based on prior theoretical knowledge.
- Undertakes self-reflection and receives feedback on own output from pupils, peers and trainee teacher.
- Presents responsibly own personal characteristics, communication style, values and professional skills.
- Provides feedback and assesses pupils' learning outcomes in accordance with the assessment principles at the appropriate level of education.
- Promotes interaction between pupils.
- Accepts the manifestations of pupil individuality in the context of the formal social group within the school classroom, the particularities of pupils' learning, specific educational needs and applies elements of differentiation in teaching.
- It implements classroom teaching, applying teaching methods, strategies, resources and aids and information and communication technologies optimised by the disciplinary-didactic theory of its specialisation.

- Understands the relationship between the principles of teaching and the consequences - the effectiveness of learning.
- Reflects on own pedagogical skills.
- The student will be able to undertake targeted development of self-knowledge related to the teaching profession
- The student will be able to independently plan activities that extend knowledge related to the teaching profession.
- The student will be able to create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior, openness to recognize and manage the work style of others.
- The student will optimize the atmosphere in the learning group (school classroom) and create a stimulating and non-threatening environment for teaching and student learning, by applying techniques of rule following and safe working conditions and methods of motivating and activating students.

Brief syllabus:

1. Observation and evaluation of the interior and exterior of the training primary and secondary school.
2. Getting to know and working with pedagogical documentation of the classroom and school.
3. Observation of the creation of conditions, implementation and evaluation of lessons at the 2nd level of the Primary School and the Secondary School.
4. Professional analysis of the observed lessons together with the trainee teacher.
5. Documentation of the process and results of the individual lessons observed.
6. Didactic procedures in the preparation of written preparations (with all its components), consultation with the trainee teacher.
7. Preparation of the conditions for the implementation of the lesson.
8. Implementation of the planned and prepared lesson with the application of innovative strategies, using adequate teaching resources of primary and secondary schools.
9. Evaluating the lesson with planned and selected methods and means of evaluation from own perspective, from the perspective of the pupils (and with elements of self-evaluation).
10. Professional analysis with the trainee teacher: documenting, evaluating preparation and its use and other components of the lesson.
11. Preparation of a portfolio of the hospitalization activity with all its components based on predetermined criteria by the head of the teaching practice, with the application of autonomy and alternativeness based on current trends in didactics.

Literature:

1. Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf
Štátny vzdelávací program pre gymnázia v Slovenskej republike
ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_
3. spu_uprava.pdf
4. Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).
5. Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS
6. Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

Language, knowledge of which is necessary to complete a course:

Hungarian or Slovak

Notes:
Student workload distribution:
40% - teaching practice,
60% - preparation for teaching practice, preparation of documentation.

Evaluation of subjects
Total number of evaluated students: 13

A	B	C	D	E	FX
92.31	7.69	0.0	0.0	0.0	0.0

Teacher: PaedDr. Krisztina Czakóová, PhD., prof. RNDr. Tibor Kmeť, CSc., PaedDr. Krisztina Czakóová, PhD.,

Date of last update: 28.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/SPZ-M/22	**Name:** Study abroad
Types, range and methods of educational activities: **Form of study:** **Recommended extent of course (in hours):** **Per week: For the study period:** **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The prerequisite for the course is a long-term stay abroad at a foreign university/partner institution.	
Results of education: Graduates of the course are eligible for a long-term study stay at a foreign university/partner institution.	
Brief syllabus:	
Literature:	
Language, knowledge of which is necessary to complete a course: hungarian, slovak	
Notes: Credits are awarded to the student only after the contract has been signed. They are awarded in the semester(s) to which the student has contractually committed.	
Evaluation of subjects Total number of evaluated students: 15	

a	n
100.0	0.0

Teacher:
Date of last update: 30.05.2024
Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ TWS/22	**Name:** Creation of web pages
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar / Practical **Recommended extent of course (in hours):** **Per week:** 0 / 0 / 2 **For the study period:** 0 / 0 / 26 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Students are required to actively participate in classes and study the relevant literature. During the exercises, they have to solve predetermined tasks. During the semester, three credit papers are written on the main topics of the subject (HTML 5/ CSS, web graphics). All three papers are mandatory and must be evaluated separately, all three for at least 50% of the point evaluation. In the last week, it is possible to replace insufficient and missing transcripts. The course ends with an exam. The student is classified according to the obtained average from the tests. To obtain an A grade, it is necessary to obtain an average of at least 90%, for B at least 80%, for C at least 70%, for D at least 60% and for E evaluation at least 50%. Credits will not be awarded for a course if the student does not pass at least 50%.	
Results of education: Knowledge: After completing the subject, the student has knowledge of HTML 5 markup languages and the use of web graphics. Skills: After completing the subject, the student can create a basic static website (using text formatting, using tables, images, styles). He/she is capable of creating multimedia programs (variables, cycles, content generation, animations, graphics) and using simpler graphic elements. Competencies: After completing the course, the student is characterized by independence in the design of static and dynamic user interfaces in the development of websites.	
Brief syllabus: 1. Basics of HTML (history, use, structure). 2. HTML options. 3. Basics of CSS. 4. More advanced use of CSS. 5. HTML5 – basic document structure, language syntax, standards, declarations, lines, metatags. 6. HTML5 – tools for creating a valid website, coding. 7. HTML5 – text formatting, font definition, links, lists. 8. HTML5 – lists, tables.	

9. HTML5 – multimedia, forms. Basics of graphics (options, canvas).
10. Drawing options (outline drawing, filling).
11. Creation of animations (timing, animation).
12. Applicability of animations.
13. Final testing and debugging of the website.

Literature:

1. MONCUR, M.: Tanuljuk meg a JavaScript használatát 24 óra alatt. 1. vyd. Budapest : Kiskapu, 2006. 455s. ISBN 963 9637 16 5.
2. WENZ, Ch.: JavaScript zsebkönyv. 1. vyd. Budapest : Kiskapu Kft., 2006. 275 s. ISBN 978 963 9637 22 1.
3. KOTSIS, D. - LÉGRÁDI, G. - NAGY, G. - SZÉNÁSI, S.: "Többnyelvű programozástechnika", Budapest, Magyarország, Panem Kiadó, 2007, ISBN: 9789635454723
4. SZÉNÁSI, S.: "Java programozási nyelv oktatása C# alapokon", Informatika a felsőoktatásban, Debrecen, Magyarország, 2008, pp. 1-7.
5. SZÉNÁSI, S. - JANKÓ, D.: "Orbit - Internetes, közúti közlekedésbiztonsági döntéstámogató rendszer", 6th European Transport, Budapest, Magyarország, 2007, pp. 131-136.
6. LAWSON, B.: Bemutatkozik a HTML 5. - 1. vyd. - Budapest : Perfact Kiadó, 2013. - 226 s. - ISBN 978-963-9929-28-9.
7. Duckett, J.: HTML & CSS : Desing and Build Websites. 1. vyd. Indianapolis : John Wiley & Sons, 2011. 490 s. ISBN 978-1-118-00818-8.

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:
Students' load distribution:
80% - participation in lessons, preparation for examinations,
20% - study of professional literature, practice of acquired knowledge, work on programming tasks.

Evaluation of subjects
Total number of evaluated students: 7

A	B	C	D	E	FX
57.14	0.0	28.57	14.29	0.0	0.0

Teacher: prof. Sándor Szénási, PhD., Mgr. Dávid Paksi, PhD.,

Date of last update: 28.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ UUI/22	**Name:** Introduction to artificial intelligence
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar / Practical **Recommended extent of course (in hours):** **Per week:** 2 / 0 / 0 **For the study period:** 26 / 0 / 0 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, students study relevant professional literature, participate in lectures. They take two midterm written tests, which they must score at least 50-50% on in order to be allowed to take the exam. The course ends with an oral examination. Classification is determined by the average of the 2 graded written tests (50%) and the oral exam (50%). An average of at least 90% is required for a grade of A, at least 80% for a grade of B, at least 70% for a grade of C, at least 60% for a grade of D, and at least 50% for a grade of E.	
Results of education: Knowledge: Upon completion of the course, students will gain a comprehensive understanding of the development and applications of artificial intelligence. Skills: After completing the course, students are able to use artificial intelligence using the Python programming language. Competences: After completing the course, students are able to identify the usefulness of AI in a given field and decide whether it is really worth using in that field.	
Brief syllabus: 1. The idea of artificial intelligence. 2. The development of artificial intelligence up to the 90s. 3. Breakthroughs in the field of artificial intelligence (multi-layer networks). 4. Artificial intelligence today (application, learning methods). 5. Artificial intelligence as a human defeater (deep learning). 6. Limitations of artificial intelligence, limits of its applicability. 7. Artificial intelligence and the python programming language. 8. Possibilities of development of artificial intelligence in python I. 9. Possibilities of development of artificial intelligence in python II. 10. Possibilities of artificial intelligence development in python III. 11. Development potential of artificial intelligence in python IV. 12. Development potential of artificial intelligence in python V. (data mining) 13. Artificial intelligence in python VI. (text mining)	
Literature:	

1. NORVIG, P. – RUSSELL, S.J. : Mesterséges intelligencia: modern megközelítés. Panem, Budapest, 2000. 1094 s. ISBN: 9635452411
2. PÜSPÖK, Ch. M. : Mintafelismerés és gépi tanulás
3. Shai Shalev-Shwartz és Shai Ben-David : Understanding Machine Learning: From Theory to Algorithms. Cambridge University Press. 2014. 449 s.

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:
Distribution of students' workload:
40% - participation in classes, preparation for examinations and exams, 60% - study of literature, preparation of term papers.

Evaluation of subjects
Total number of evaluated students: 16

A	B	C	D	E	FX
68.75	25.0	6.25	0.0	0.0	0.0

Teacher: Dr. habil. Dr. Gábor Kiss, PhD.,

Date of last update: 28.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ EDU/22	**Name:** Pedagogical tools
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: A prerequisite for successful completion of the course is active participation in class, active involvement in discussion and active resolution of the intermediate tasks. The conditions for completing the course are regulated by the Dean's Regulation on the Principles of Pedagogical Practice. The student is required to comply with the Pedagogical Practicum (EDU) sections of this document. Evaluation of the subject: passed 100-50%, failed 49-0%. Total student workload: 1 credit = 30 hours 13 hours participation in exercises (contact hours), 17 hours self-study.	
Results of education: Knowledge: • The student is able to professionally evaluate and document lessons using the EduPage app. • The student can find his/her way around school documents. • The student is aware of the specific activities carried out by the teacher in the EduPage application related to the educational process.. Skills: • Teacher's knowledge of the specific activities carried out in the EduPage application when teaching subjects in his/her field of specialisation. • Describes the student assessment process in the EduPage app. • The learner recognises his/her own level of competence. • The student will be able to identify common professional problems, to find, formulate and solve them from a theoretical and practical background (using practical procedures in practice). Competencies: • Takes a position on observed phenomena on the basis of previous theoretical knowledge. • The student will be able to independently plan activities that will enhance knowledge in the context of the teaching profession. • The student will be able to analyse pedagogical situations using the EduPage application. • The student will be able to manage the teaching-learning process through the EduPage application.	

• The student will be able to work with the e-learning interface.

Brief syllabus:
Stručná osnova predmetu:
Log in to the EduPage app
Designing the school's EduPage interface, using the "guest" mode
Documenting lessons, student assessments and grade checks via EduPage
Checking attendance, class register, timetable
Gallery (pictures), payments, catering
Communication with students and parents via EduPage
The e-learning interface, development of interactive tests

Literature:
Ako používať EduPage: https://help.edupage.org/?lang=sk
Aktuálny vnútorný predpis PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS
Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf
Štátny vzdelávací program pre gymnázia v Slovenskej republike
ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_
spu_uprava.pdf
Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Language, knowledge of which is necessary to complete a course:
hungarian, slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 104

a	n
100.0	0.0

Teacher: PaedDr. Tamás Török, PhD.,

Date of last update: 30.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ GPZ/22	**Name:** Global environmental problems
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The condition for passing the subject is active participation in the lecture, and at the end of the semester, we will summarize the new knowledge using a written test. Final grade of the subject: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%. Achieving 50% of the total points is necessary to award credits. Total student load: 2 credit = 60 hours (13 hours: participation in lectures, 17 hours: self-study and 30 hour preparation for the exam).	
Results of education: The aim of the subject is for the student to acquire knowledge about global environmental problems, with the help of which he will be able to learn about natural systems and their interactions. Likewise, his behaviour's consequences impact his immediate and broader environment globally. According to this knowledge, another goal is to create environmentally conscious behaviour and a sustainable lifestyle. Knowledge: - The student knows the concept of sustainable development. - The student knows the relationship between the environment, society, and the economy and can think at the system level. - The student knows the current state of the biosphere and can describe the causes and consequences of the destruction of nature by human activity. - The student knows the main principles of sustainability, the principles of sustainability education, and the possibilities of developing children's environmental culture. Abilities: - The student can collect independently and process information in the field of sustainability and will be able to identify problems. - The student can identify sustainable and unsustainable processes and their causes. - The student can recognize the connections between global and local problems. - The student can identify changes he can make based on local solutions. - The student can develop and implement a sustainability program in his/her institutional environment. Competencies: - The student has a positive relationship with the phenomena of the biosphere.	

- The student has a sense of responsibility for the future, an environmentally aware approach, and respect for the living and non-living nature.
- The student undertakes to form a positive emotional and ethical attitude towards the environment in his life and surroundings.
- The student can make responsible decisions about nature protection in his own life, which will impact the lives of future generations as well, as he will serve as a role model in environmental awareness.
- As an active citizen, the student is active in pedagogical areas of education within his competencies; he takes responsibility for the ecological formation of his environment, living space, and community.

Brief syllabus:

Subject, factors, and concept of global environmental problems. The concept of the environment. The concept of sustainable development, the origin of the concept, the history of its creation, and individual systems for creating sustainability.
Air characteristics, air problems, sources of air pollution.
Characteristics of the hydrosphere, problems of the hydrosphere, sources of pollution of the hydrosphere.
Characteristics of the lithosphere and pedosphere, problems of the lithosphere and pedosphere, sources of pollution of the pedosphere.
Territorial protection in the nature protection framework and the possibility of reducing environmental pollutants.
Species protection within nature protection - factors threatening plants and animals, ecological impacts of environmental pollution.
General problems of human population growth, noise in big cities, traffic, and construction.
Environmental problems of human settlements, waste, its types, selective collection of waste and its recycling, composting.
Environmental risk factors of human settlements - buildings and their impact on human health, food, contaminants.
Environmental protection - protection of the air, hydrosphere, and pedosphere on a global and individual level
Environmental monitoring, ecological footprint, international cooperation in environmental protection.

Literature:

DARVAY, S., NEMCSÓK, J., FERENCZY, Á.: Fenntartható fejlődés. Polgári szemle: Gazdasági és társadalmi folyóirat, 2016 - 12 (4-6). pp. 88-104. ISSN 1786-6553 https://polgariszemle.hu/images/content/pdf/psz_2016._4-6.szam_7.pdf
HAAS, M., ONDROVÁ, E., ŠVAJDA, J.: Environmentálna výchova/Environmental education. Vydavateľstvo: Ústav vysokohorskej biológie Žilinskej univerzity, 2008, 135 strán
KERÉNYI, A.: Európa természet és környezetvédelme. Nemzeti Tankönyvkiadó, Budapest, 2003
KOVÁTS-NÉMETH, M.: Az erdőpedagógiától a környezetpedagógiáig. Comenius Kft, Pécs, 2010, ISBN 978-963-9687-18-9
KOVÁTS-NÉMETS, M.: Fenntarthatóság, pedagógia, kutatás. - 1. vyd. - Győr : NyugatMagyarországi Egyetem Apáczai Csere János Kar, 2007. - 227 s. - ISBN 978-963-9364-85-1
KRISKA, Gy., MAKLÁRI, J., SCHEUER, ZS.: Gyertek velünk erdei iskolába! Farkaserdei erdei iskola projekt /. - 1. vyd. : Flaccus Kiadó, 2002. - 186 s. - ISBN 963 94 12 07 4.
LÜKŐ, I.: Környezetpedagógia. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 252 s. - ISBN 9631933768.

Language, knowledge of which is necessary to complete a course:
hungarian, slovakian

Notes:

Evaluation of subjects
Total number of evaluated students: 3

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

Teacher: Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Ing. Pavol Balázs, PhD., RNDr. Eva Tóthová Tarová, PhD.,

Date of last update: 30.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ KKV/22	**Name:** Quantitative and qualitative pedagogical research methods
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar **Recommended extent of course (in hours):** **Per week:** 1 / 1 **For the study period:** 13 / 13 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Conditions for passing the subject: • active participation in lectures and seminars, • participation in assigned tasks, analyzes and discussions during lectures and seminars, • preparation and submission of a small semester paper presenting your own pedagogical research, using the selected quantitative or qualitative research method. • - successful completion of the exam. Detailed conditions for completing the subject: • Preparation and submission of a semester thesis, in which the student individually presents a chosen pedagogical research/project using the quantitative or qualitative method. The work must meet the criteria and rules of scientific writing, it must be 8-10 pages long. Semester thesis evaluation (50 points): • - Choice of topic, originality 10 points • - Correctness, appropriateness of the choice of research methodology 10 points, • - Implementation of pedagogical research 10 points, • - Content of the thesis 10 points, • - Work with professional literature 10 points. Evaluation of the submitted thesis/pedagogical research: • 50 – 46 points A, • 45 – 41 point B, • 40 – 36 points C, • 35 – 31 points D, • 30 – 26 points E, • 25 – 0 point FX. Evaluation of successful completion of the exam (50 points): • 50 – 46 points A, • 45 – 41 point B, • 40 – 36 points C, • 35 – 31 points D, • 30 – 26 points E, • 25 – 0 point FX.	

The student's total workload in terms of the distribution of working hours: 3 credits = 90 hours
26 hours of participation in lectures and seminars (contact hours); 30 hours of reading literature; 34 hours of preparing and writing the pedagogical research project.
The condition for successful completion of the subject is obtaining at least 50% of the maximum score (100 points) of the subject.
Rating scale:
• A = 90 – 100% (90 – 100 points)
• B = 80 – 89% (80 – 89 points)
• C = 70 – 79% (70 – 79 points)
• D = 60 – 69% (60 – 69 points)
• E = 50 – 59% (50 – 59 points)
• FX = 0 – 49% (0 – 49 points)

Results of education:
The subject provides an insight into the methods of quantitative and qualitative pedagogical research, provides an overview of their main types, characteristics, and peculiarities.
Knowledge
The student...
• knows the methodological connections of empirical research in pedagogical sciences.
• can name the main types of quantitative research, knows their characteristics and rules of application.
• can name the main types of qualitative research, knows their characteristics and rules of application.
• knows the relationship between quantitative and qualitative research methods.
• knows the ethical rules used in pedagogical research.
Abilities
The student...
• can independently apply appropriate quantitative and qualitative research methods.
• can choose the appropriate research method for their own pedagogical research.
• can analyze and evaluate the chosen pedagogical research.
• can formulate the conclusions of their own pedagogical investigation.
• can process quantitative and qualitative pedagogical research in accordance with the rules of academic writing.
• can examine pedagogical phenomena in the field of education.
Competencies
The student...
• can prepare, implement and interpret pedagogical research responsibly and professionally.
• carry out their pedagogical and research work creatively and responsibly.
• strives to continuously renew their knowledge of pedagogy and research methodology.
• has the competences to adapt the results of their pedagogical research in practice.

Brief syllabus:
The main types and characteristics of quantitative research. The main types and characteristics of qualitative research.
The methodology and research practice of quantitative research. Methodology and research practice of qualitative research. Phases of the 8-step research model.
Selection of pedagogical research methods.
Preparation and procedure for the implementation of pedagogical research, scheduling of the research plan. Defining and formulating research goals and hypotheses.
Defining the research questions.

Means of obtaining input and output data, sample selection.
Implementation of pedagogical research - data collection and processing of the planned and defined work phases.
Quantitative / qualitative data analysis. Data evaluation, data processing, illustration.
Interpretation of results, formulation of conclusions and recommendations for pedagogical practice.

Literature:

ALBERT, S. 2005. A pedagógiai kutatások alapjai. Dunaszerdahely: Lillium Aurum.
BABBIE, E. 2003. A társadalomtudományi kutatás gyakorlata. Budapest: Balassi Kiadó. ISBN 978-963-506-764-0.
BAČÍKOVÁ, M. & JANOVSKÁ, A. 2018. Základy metodológie pedagogicko-psychologického výskumu. Sprievodca pre študentov učiteľstva. ŠafárikPress. Košice. Dostupné na: https://unibook.upjs.sk/img/cms/2018/ff/zaklady-metodologie-ped-psych-vyskumu-web.pdf
CSÍKOS, Cs. 2009. Mintavétel a kvantitatív pedagógiai kutatásban. Budapest: Gondolat. ISBN 8080622817.
https://www.szaktars.hu/gondolat/view/csikos-csaba-mintavetel-a-kvantitativ-pedagogiai-kutatasban-2009/?pg=0&layout=s
FALUS, I. 1993. Bevezetés a pedagógiai kutatás módszereibe. Budapest: Keruban Könyvkiadó.
FALUS, I. – OLLÉ, J. 2010. Az empirikus kutatások gyakorlata – Adatfeldolgozás és statisztikai elemzés. Budapest: Nemzeti Tankönyvkiadó. ISBN 978 963 19 6011 2
GAVORA, P. 2010. Elektronická učebnica pedagogického výskumu.
www.e-metodologia.fedu.uniba.sk
GOLNHOFER, E. 2001. Az esettanulmány. Kutatás-módszertani Kiskönyvtár. Budapest: Műszaki Könyvkiadó.
CHRÁSKA, M. 2016. Metody pedagogického výzkumu: Základy kvantitativního výzkumu.- 2. Praha: Grada. ISBN 978-80-247-5326-3
KATUŠČÁK, D. 2007. Ako písať vysokoškolské a kvalifikačné práce: Ako písať: bakalárske práce, diplomové práce, dizertačné práce, špecializačné práce, habilitačné práce, seminárne a ročníkové práce, práce študentskej vedeckej a odbornej činnosti, ako urobiť bibliografické odkazy, ako citovať tradičné a elektronické dokumenty. Nitra: Enigma. ISBN 978 80 89132 45 4
KÉRI, K. 2001. Bevezetés a neveléstörténeti kutatások módszertanába. Pedagógus Könyvek. Budapest: Műszaki Könyvkiadó. ISBN 9631627802
KRIPPENDORF, K. 1995. A tartalomelemzés módszertanának alapjai. Budapest: Balassi Kiadó. ISBN 963 7873 80 5.
LENGYELNÉ MOLNÁR, T. 2013. Kutatástervezés. Médiainformatikai kiadványok. Eger.
https://mek.oszk.hu/14400/14492/pdf/14492.pdf
MÁNDELÍKOVÁ, L. 2012. Analýza a interpretácia odborného textu. Trenčín: Trenčianska univerzita Alexandra Dubčeka. ISBN 978 80 8075 518 8
SÁNTA, K. 2009. Bevezetés a kvalitatív pedagógiai kutatás módszertanába. Budapest: Eötvös József Kiadó. ISBN 978-963-7338-99-1.
SEIDMAN, I. 2002. Az interjú mint kvalitatív kutatási módszer. Budapest: Műszaki Könyvkiadó. ISBN 963-16-2756-X.
SILVERMAN, D. 2005. Ako robiť kvalitatívny výskum. Bratislava: Ikar. 2005. 328 s. ISBN 8055109044
STOFFA, V., CSÍZI, L., TÓTH, K., SZŐKÖL, I. 2008. Információs és kommunikációs technológiák a gyakorlatban II.: Adatbázis rendszerek, Elektronikus prezentáció, Információk és kommunikáció. Komárom: Selye János Egytem. ISBN 978 80 8923469 1
ŠVEC, Š. 1998. Metodológia vied o výchove: Kvantitatívno-scientické a kvalitatívno-humanitné prístupy v edukačnom výskume. Bratislava : IRIS. ISBN 8088778735

SZABOLCS, É. 2001. Kvalitatív kutatási metodológia a pedagógiában. Budapest: Műszaki. ISBN 963-16-2783-7. https://epa.oszk.hu/01500/01551/00022/pdf/699.pdf
SELYE J. EGYETEM: 7/2011 sz. rektori irányelv a záródolgozatok kidolgozásáról, nyilvántartásáról, közzétételéről és archiválásáról. Komárom: UJS, 2011.
TÓTH, P. 2013. Empirikus kutatások a szakmai pedagógusképzésben. Budapest: DSGI. ISBN 978-963-89747-1-6.
TÓTH, P. & BENEDEK, A. 2013. Új kutatások a neveléstudományokban: A munka és nevelés világa a tudományban. Budapest: MTA Pedagógiai Tudományos Bizottság. ISSN 2062-090X.
UNIVERZITA J. SELYEHO: Smernica rektora č. 7/2011 o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho. Komárno: UJS, 2011.

Language, knowledge of which is necessary to complete a course:
hungarian , slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 121

A	B	C	D	E	FX
23.97	36.36	14.05	11.57	4.13	9.92

Teacher: prof. Krisztián Józsa, DSc., prof. Péter Tóth, PhD., doc. dr. univ. Agáta Csehiová, PhD.,

Date of last update: 30.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ MKU/22	**Name:** Metacognitive learning
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar **Recommended extent of course (in hours):** **Per week:** 1 / 1 **For the study period:** 13 / 13 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Successful completion of the course requires active participation in lectures and seminars, submission of interim assignments during the semester and successful completion of a written examination. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 20 points for participation, max. 40 points for the intermediate assignments and max. 40 points for the exam. A student may obtain a maximum of 100 points in total. Final course grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points. Total student workload: 3 credits = 90 hours (26 hours: attendance at lectures and seminars, 32 hours: preparation of continuous assignments during the semester, 32 hours: self-study and preparation for the exam).	
Results of education: After completing the course the student Knowledge: - Knows and understands the concept of metacognition and metacognitive learning strategies. - He/she is familiar with metacognitive methods and the possibilities of their application in the educational process. - Knows the social needs of pupils. - Knows the difficulties and problems of pupils' learning. - Knows the principles of non-violent and constructive communication. - Knows how to work independently (searching and citing relevant sources) with specialist literature. - Is familiar with the professional knowledge, developmental criteria and psychological guidelines for public education participants (preschool, primary and school age, adolescence, adulthood and lifelong learning). - Becomes familiar with methodological approaches, structure and aspects of job descriptions.. - It orients itself to the system, criteria and possibilities of further education of the teaching career. Skills: - Is able to independently and professionally evaluate a variety of teaching situations.	

- Is able to apply and apply adequate methods, aids, organizational forms in the educational process.
- Has basic practical experience in the application of metacognitive methods.
- Can cooperate and consult with other professionals, work in a team.
- Can apply the acquired theoretical knowledge in pedagogical practice.
Competences:
- Reflects own pedagogical skills and forms an independent opinion.
- The learner is able to develop his/her own practices and achieve the set goals.
- Applies non-violent and constructive strategies in solving problems and conflicts.
- Takes responsibility for the mission of his/her school institution.
- Feels responsible for effective resolution of individual learning problems.
- Strives for purposeful development in the area of self-knowledge, continually coaches self.
- The graduate is characterized by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision making in relation to the issues of the field of study.

Brief syllabus:

A pedagogical-psychological interpretation of learning.
Types of learning and teaching activities within the educational process.
Interpretation of the process of metacognition.
Metacognition and self-regulatory learning.
Cognitive and metacognitive strategies, methods, possibilities of their development in the processes of teaching and learning.
Metacognition and learning, planning and organizing lessons using metacognition.
Attitude formation and motivation.
The role of motivation in self-regulated learning.
Optimizing the atmosphere of the educational process (Rogers principles).
Methods based on pupils' activity (activation methods) in the educational process.
Cooperative organization of the educational process (LMS): constructive interdependence, individual and collective responsibility, equal participation - equivalence, parallel interaction, project-based learning, individual differentiation.
Developing critical thinking.
Other roles of the teaching profession: roles of the class teacher, cooperation with parents, family and school relations and communication opportunities
Professional issues in the teaching career: possible difficulties for the beginning teacher, integration, building a professional career, forms and possibilities for further teacher education.

Literature:

ARATÓ Ferenc – VARGA Aranka (2008): Együtt tanulók kézikönyve. Bevezetés a kooperatív tanulásszervezés rejtelmeibe. Educatio, Budapest. ISBN 978-963-9795-00-6 http://www.jgypk.hu/mentorhalo/tananyag/A_tanulasban_akadalyozottak/Egyutt-tanulok_kezikonyve.pdf [2022. 02. 05.]
CSÍKOS Csaba (2004): Metakogníció a tanulásban és a tanításban. Iskolakultúra, 2. 3-11. https://epa.oszk.hu/00000/00011/00079/pdf/iskolakultura_EPA00011_2004_02_003-011.pdf [2022. 02. 05.]
CSÍKOS Csaba (2007): Metakogníció, a tudásra vonatkozó tudás pedagógiája. Műszaki Kiadó Kft.,Budapest. ISBN 978-963-16-4227-8
KOVÁCS Zsuzsa (2013): Önszabályozó tanulás: értelmezési módok a kutatási metodológiák tükrében. Neveléstudomány, 1. sz. 124-136. http://nevelestudomany.elte.hu/downloads/2013/nevelestudomany_2013_1_124-136.pdf [2022. 02. 05.]

M. NÁDASI Mária (szerk., 2006): Hatékony tanulás. A gyakorlati pedagógia néhány alapkérdése 3. k. ELTE, Budapest. http://www.jgypk.hu/mentorhalo/tananyag/A_tanulasban_akadalyozottak/hatekony_tanulas.pdf ISBN 963 970 464 4
MOLNÁR Éva (2002): Önszabályozó tanulás: nemzetközi kutatási rányzatok és tendenciák. Magyar Pedagógia, 102/1. 63-77. https://www.magyarpedagogia.hu/document/Molnar_MP1021.pdf [2022. 02. 05.]
NAGY József (2002): XXI. század és nevelés. Osiris, Budapest. ISBN 963 379 769 1
RÉTHY Endréné (2003): Motiváció, tanulás, tanítás: miért tanulunk jól vagy rosszul? Nemzeti Tankönyvkiadó, Budapest. ISBN 963 19 4466 2
HORVÁTHOVÁ Kinga, NÉMETH András, STRÉDL Terézia, SZABÓOVÁ Edita, TÓTH-BAKOS Anita : Szlovák-magyar pedagógiai terminológiai kézikönyv = Slovensko-maďarská pedagogická terminologická príručka : Komárno : Univerzita J. Selyeho, 2015. - 132 s. - ISBN 978-80-8122-160-6
GADUŠOVÁ, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

Language, knowledge of which is necessary to complete a course:
hungarian, slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 82

A	B	C	D	E	FX
7.32	23.17	24.39	29.27	14.63	1.22

Teacher: prof. Attila Józsefné Katalin Ambrus, DSc., prof. Dr. András Németh, DSc., Mgr. Anita Tóth-Bakos, PhD., prof. Péter Tóth, PhD.,

Date of last update: 30.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PHR/22	**Name:** Assessment and development in education

Types, range and methods of educational activities:
Form of study: Lecture / Seminar
Recommended extent of course (in hours):
Per week: 1 / 1 **For the study period:** 13 / 13
Methods of study: present

Number of credits: 3

Recommended semester/trimester of study: 4.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
Lecture – Written colloquium based on the topics of the lecture and the indicated literature.
Seminar – Completion of all assignments submitted during the semester (max 3 points/ assignments) and their submission by a specified deadline (max 1 points/assignments).
At the end of the semester, students create a portfolio of the classroom developmental assessment tools adapted to the subject context they have learned. he categories of the portfolio evaluation are: submission by the deadline, formal requirements (orderliness, logical interdependence, aesthetics) and content requirements (methodology of a developmental evaluation tool, evaluation tool placed in a specific subject context and its educational methodological elaboration) are taken into account.
The points obtained from the assignments make up 30% of the subject performance, while the portfolio makes up 70% of the subject performance.
The summative evaluation of the subject is calculated from the exam and the seminar based on the following:
((2 x % result of written colloquium) + (1 x % result of seminar))/3
Total student workload: 3 credits = 90 hours
26 hours of participation in lectures and seminars (contact hours); 26 hours of working on assignments, 26 hours of self-study/self-training, 12 hours of writing a portfolio.
90-100% for the "A" evaluation, 80-89% for the "B" evaluation, 70-79% for the "C" evaluation, 60-69% for the "D" evaluation and the "E" evaluation requires a success rate of 50-59%.

Results of education:
Students gain the following learning outcomes within the course
Knowledge
The student…
- knows the methodological foundations of the theory and practice of assessment, the forms and types of student assessment and their psychodidactic aspects,
- knows the importance of assessment and feedback in learning,
- can provide an overview of the current assessment trends in education,
- knows the purpose and method of diagnostic, formative and summative assessment,
- knows the role of educational assessment in development,
- knows the methodological guidelines for the evaluation and grading of students,

- knows the strategies of formative assessment in lessons and the methodology of their implementation in the subject context.
Abilities
The student…
- recognizes the differences based on developmental and individual characteristics of students, the need for differentiated development,
- can apply different developmental evaluation forms and methods in a subject context,
- can design and implement assessment tools that provide feedback on learning outcomes,
- can create pedagogical assessment tools for own educational purposes,
- can reflect on the real outcome of learning compared to the learning goals set in advance and take corrective steps in order to achieve those goals.
Competencies
The student…
- has an active and responsible attitude in the performance of tasks,
- able to evaluate without prejudice and stereotypes,
- has basic competencies in the implementation of pedagogical evaluation,
- capable of self-reflection in order to increase their own professional development and efficiency,
- can work independently, creatively and efficiently,
- can identify with their own profession,
- ‘s suitability in the field of evaluation meets the professional requirements for teachers starting their careers.

Brief syllabus:
Pedagogical assessment.
Evaluation of the teaching-learning process.
Attributes of a reflective teacher.
Characterization of diagnostic and formative tests.
The methodological practice of assessment and development:
- The relationship between educational assessment and development.
- Methodology of developmental tasks.
- Methodology of assessment tools providing simple feedback for the whole classroom.
- Assessment tools of cognitive skills.
- Tools for developmental assessment of cooperative learning process.
- The role of metacognition in learning.
- Assessment as a form of learning. Strategies for self-regulated learning.
- Methodology of writing and evaluating a portfolio.

Literature:

Language, knowledge of which is necessary to complete a course:
hungarian, slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 81

A	B	C	D	E	FX
24.69	40.74	25.93	6.17	1.23	1.23

Teacher: prof. Krisztián Józsa, DSc., Mgr. Katarína Szarka, PhD., PaedDr. Diana Borbélyová, PhD., PaedDr. Dávid Szabó L., PhD., PaedDr. Alexandra Nagyová, PhD.,

Date of last update: 30.05.2024
Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PKI/22	**Name:** Pedagogical communication and interaction
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The student reflects on the communication situation in the classroom or performs an observational analysis of the interaction situation in the classroom, for which he/she receives a maximum of 100 points. Assessment criteria for reflection: - Reflection of the classroom communication situation reflects that the student has consciously thought about its effectiveness, causes and consequences and has taken into account any problems that may have arisen. (50 points) - For the reflection, the student will use at least 5 literary sources to support his/her own opinion. (10 points) - The reflection includes references to analysis of the student's own work, learning from it, and application of experience (40 points). Evaluative aspects of observing and documenting classroom interaction: - Presentation of lesson analyzed (link to lesson analyzed, short instructional video to be saved in moodle system) (20 points) - Choice of method to be used, justification (40 points) - The observation experience includes references to analysis of the student's own work, learning from it, and application of the experience (40 points). Total student workload - distribution of work hours: 2 credits = 60 work hours: - Attendance at lectures: total for the semester (13 hours). - Research work related to the student's written thesis and its completion (57 working hours). The maximum number of points is 100. A minimum of 50 points, i.e. 50% of the total, is required to pass the course, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve an A grade, you must obtain 90-100%; for a B grade, 80-89%; for a C grade, 70-79%; for a D grade, 60-69%; and for an E grade, 50-59% of the total points.	
Results of education: Knowledge - The student learns verbal and non-verbal communicative expressions characteristic for social communication, - The student gains experience in standard pedagogical situations (e.g. introducing a new pupil, praising a pupil, specifics of communication with parents, etc.).	

- The student becomes familiar with models for describing classroom interaction and methods for examining it.
Skills
The student will:
- be able to analyze a classroom lesson in terms of pedagogical communication and interaction.
Competencies:
The student will:
- be able to correctly apply the tools of non-verbal communication and paralinguistics in standard pedagogical situations and analyze classroom interactions.

Brief syllabus:

An introduction to communication as a science. Concept, types and dimensions of communication; theories of communication. Historical features of social communication. Man and communication; communication skills of the individual. Verbal communication; practice of verbal expressions. Non-verbal communication and its means of expression.

General characteristics of pedagogical communication. Characteristics and functions of pedagogical communication. Teacher's activity and interaction skills in terms of the effectiveness of teaching and educational work. Teacher's communication style. Effectiveness of teacher communication; characteristics of the symmetrical teacher-pupil relationship. Correspondence between verbal and non-verbal channels. Educational goals and pedagogical communication. Relationships between pedagogical communication and teaching methods. Levels of pedagogical communication.

Communication in the school classroom. Trends in classroom communication: behavioral and quantitative logical-empirical, intuitive and qualitative. Forms of organization and teaching (didactic) methods as a function of pedagogical communication. Pedagogical communication as a function of spatial arrangement, organizational forms and educational (didactic) methods. Monological and dialogical forms of communication. Speech behaviour of pupils. Cooperation between teacher and pupils. Motivation. Presentation and explanation by the teacher. Types of questions for teachers. Discussion based on arguments. Assessment. Praise. Humour and irony in communication. Communication characteristics of cooperative learning organization and project work; communication aimed at promoting critical and reflective thinking. Visual signs, illustration, use of ICT tools in pedagogical communication. Speech behaviour of pupils.

Management and resolution of communicative conflict situations. Regulation of pupils' communication. Expression of expectations. Communication barriers and their release. Assertive communication, non-violent communication, conflict management and communication in practice. Characteristics of communication between teachers and parents.

Written forms of pedagogical communication. Advantages and disadvantages of written communication; genres of scientific communication and their main features.

Pedagogical interaction. Interpretation of the theory and psychology of communication. Pedagogical significance of interaction. Methods that can be used in interaction research: observation by category (Flanders and Bales interaction analysis), investigation of interpersonal behaviour by questionnaire (QTI). Wubbels' model of teacher-pupil interaction and typological personality characteristics. Teacher interpersonal style.

Literature:

DANEK, J. (2014). Pedagogická komunikácia na vysokej škole. 1. vyd. - Trnava : Univerzita sv. Cyrila a Metoda v Trnave, 2014. - 127 s. - ISBN 978-80-8105-614-7.

FORGÓ, S. (2011): A kommunikációelmélet alapjai. Eger: Eszterházy Károly Főiskola. https://regi.tankonyvtar.hu/hu/tartalom/tamop425/0005_03_a_kommelmelet_alapjai_scorm_12/index.html

HORVÁTHOVÁ, K., SZŐKÖL, I. (2016). A pedagógiai kommunikáció. 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 137 s. [7,87 AH]. ISBN 978-80-8122-175-0.
HORVÁTHOVÁ, K., TÓTH, P. (2018). Interakciós stílusról alkotott nézetek vizsgálata pedagógushallgatók körében. In: Új kihívások és pedagógiai innovációk a szakképzésben és a felsőoktatásban: A 8. Trefort Ágoston Szakképzés- és Felsőoktatás-pedagógiai Konferencia tanulmánykötete: 2018, P. 21-55. ISBN 978-963-449-148-4.
HORVÁTHOVÁ, K., TÓTH, P. (2019). Milyen az ideális tanári interakció a pedagógushallgatók szerint?. In: Oktatás - Gazdaság - Társadalom. Juhász Erika, Endrődy Orsolya. Budapest: Magyar Nevelés- és Oktatáskutatók Egyesülete, 2019, P. 389-408. ISBN 978-615-5657-03-0.
HORVÁTHOVÁ, K., TÓTH, P. (2020). Határon túli pedagógushallgatók véleménye a tanári interakcióról. In: Prevenció, intervenció és kompenzáció. Gabriella Hideg, Szilvia Simándi, Irén Virág. Budapest: Debreceni Egyetem, 2020, P. 260-275. ISBN 978-963-318-857-6.
NÉMETH, E. (2002). Az önismeret és a kommunikációs készség fejlesztése. Budapest: Századvég Kiadó, 2002. - 138 s. - ISBN 963 9211 31 1.
ŠUPŠÁKOVÁ, B. a kol. (2016). Slovo a obraz v komunikácii: Komunikačné dimenzie slova a obrazu v primárnom vzdelávaní. 1. vyd. - Brno: Tribun EU, 2016. - 174 s. - ISBN 978-80-263-1026-6.
VAŇKO, J. (1999). Komunikácia a jazyk. 1. vyd. - Nitra: Univerzita Konštantína Filozofa, 1999. - 203 s. - ISBN 80-8050-253-6.

Language, knowledge of which is necessary to complete a course:
hungarian, slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 111

A	B	C	D	E	FX
81.08	4.5	9.91	0.0	0.9	3.6

Teacher: prof. Péter Tóth, PhD., prof. Attila Józsefné Katalin Ambrus, DSc., Dr. habil. PaedDr. Kinga Horváth, PhD., Katalin Kanczné Nagy, PhD., Dr. habil. Erika Kopp, PhD.,

Date of last update: 30.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PKU/22	**Name:** Teacher competencies

Types, range and methods of educational activities:
Form of study: Lecture
Recommended extent of course (in hours):
Per week: 1 **For the study period:** 13
Methods of study: present

Number of credits: 2

Recommended semester/trimester of study: 2.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
Prerequisites:
The student will reflect on a communication or interaction situation in the classroom or conduct an observational analysis related to an individual treatment or learning problem for which a maximum of 100 points will be earned.
Assessment criteria for reflection:
- Reflection that reflects that the student has consciously thought about its effectiveness, causes and consequences and has taken into account any problems that may have arisen. (50 points)
- For the reflection, the student will use at least 5 literary sources to support his/her own opinion. (10 points)
- The reflection includes references to analysis of the student's own work, learning from it, and application of experience (40 points).
Total student workload - distribution of work hours: 2 credits = 60 work hours:
- Attendance at lectures: total for the semester (13 hours).
- Research work related to the student's written thesis and its completion (47 working hours).
The maximum number of points is 100. A minimum of 50 points, i.e. 50% of the total, is required to pass the course, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve an A grade, you must obtain 90-100%; for a B grade, 80-89%; for a C grade, 70-79%; for a D grade, 60-69%; and for an E grade, 50-59% of the total points.

Results of education:
Knowledge
- The student learns verbal and non-verbal communication expressions characteristic for social communication,
- the student gains experience in standard pedagogical situations (e.g. introducing a new pupil, praising a pupil, specifics of communication with parents, etc.).
- The student becomes familiar with models for describing classroom interaction and methods for examining it.
Skills
The student will:
- be able to analyze a classroom lesson in terms of pedagogical communication and interaction.
Competencies:

The student will:
- be able to correctly apply the tools of non-verbal communication and paralinguistics in standard pedagogical situations and analyze classroom interactions.
- Be professionally prepared in practice to identify pupils with individual treatment needs.

Brief syllabus:

An introduction to communication as a science. Concept, types and dimensions of communication; theories of communication. Historical features of social communication. Man and communication; communication skills of the individual. Verbal communication; practice of verbal expressions. Non-verbal communication and its means of expression.

General characteristics of pedagogical communication. Characteristics and functions of pedagogical communication. Teacher's activity and interaction skills in terms of the effectiveness of teaching and educational work. Teacher's communication style. Effectiveness of teacher communication; characteristics of the symmetrical teacher-pupil relationship. Correspondence between verbal and non-verbal channels. Educational goals and pedagogical communication. Relationships between pedagogical communication and teaching methods. Levels of pedagogical communication.

Communication in the school classroom. Trends in classroom communication: behavioral and quantitative logical-empirical, intuitive and qualitative. Forms of organization and teaching (didactic) methods as a function of pedagogical communication. Pedagogical communication as a function of spatial arrangement, organizational forms and educational (didactic) methods. Monological and dialogical forms of communication. Speech behaviour of pupils. Cooperation between teacher and pupils. Motivation. Presentation and explanation by the teacher. Types of questions for teachers. Discussion based on arguments. Assessment. Praise. Humour and irony in communication. Communication characteristics of cooperative learning organization and project work; communication aimed at promoting critical and reflective thinking. Visual signs, illustration, use of ICT tools in pedagogical communication. Speech behaviour of pupils.

Management and resolution of communicative conflict situations. Regulation of pupils' communication. Expression of expectations. Communication barriers and their release. Assertive communication, non-violent communication, conflict management and communication in practice. Characteristics of communication between teachers and parents.

Written forms of pedagogical communication. Advantages and disadvantages of written communication; genres of scientific communication and their main features.

Pedagogical interaction. Interpretation of the theory and psychology of communication. Pedagogical significance of interaction. Methods that can be used in interaction research: observation by category (Flanders and Bales interaction analysis), investigation of interpersonal behaviour by questionnaire (QTI). Wubbels' model of teacher-pupil interaction and typological personality characteristics. Teacher interpersonal style.

The development of the pupil's personality, the promotion of individual treatment, appropriate methodological preparedness for the successful education and training of a disadvantaged child with special educational needs or difficulties in integration, learning and behaviour together with other children and pupils. Ongoing assessment and analysis of pupils' personal development.

Facilitating and developing the development of pupil groups and communities, creating opportunities, openness to diverse socio-cultural diversity, integrative activities.

Promoting learning. Arousing and sustaining interest. Creating a confident atmosphere in the classroom. Recognizing and eliminating learning problems.

Literature:

DANEK, J. (2014). Pedagogická komunikácia na vysokej škole. 1. vyd. - Trnava : Univerzita sv. Cyrila a Metoda v Trnave, 2014. - 127 s. - ISBN 978-80-8105-614-7.

FORGÓ, S. (2011): A kommunikációelmélet alapjai. Eger: Eszterházy Károly Főiskola. https://regi.tankonyvtar.hu/hu/tartalom/tamop425/0005_03_a_kommelmelet_alapjai_scorm_12/index.html
HORVÁTHOVÁ, K., SZŐKÖL, I. (2016). A pedagógiai kommunikáció. 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 137 s. [7,87 AH]. ISBN 978-80-8122-175-0.
HORVÁTHOVÁ, K., TÓTH, P. (2018). Interakciós stílusról alkotott nézetek vizsgálata pedagógushallgatók körében. In: Új kihívások és pedagógiai innovációk a szakképzésben és a felsőoktatásban: A 8. Trefort Ágoston Szakképzés- és Felsőoktatás-pedagógiai Konferencia tanulmánykötete: 2018, P. 21-55. ISBN 978-963-449-148-4.
HORVÁTHOVÁ, K., TÓTH, P. (2019). Milyen az ideális tanári interakció a pedagógushallgatók szerint?. In: Oktatás - Gazdaság - Társadalom. Juhász Erika, Endrődy Orsolya. Budapest: Magyar Nevelés- és Oktatáskutatók Egyesülete, 2019, P. 389-408. ISBN 978-615-5657-03-0.
HORVÁTHOVÁ, K., TÓTH, P. (2020). Határon túli pedagógushallgatók véleménye a tanári interakcióról. In: Prevenció, intervenció és kompenzáció. Gabriella Hideg, Szilvia Simándi, Irén Virág. Budapest: Debreceni Egyetem, 2020, P. 260-275. ISBN 978-963-318-857-6.
NÉMETH, E. (2002). Az önismeret és a kommunikációs készség fejlesztése. Budapest: Századvég Kiadó, 2002. - 138 s. - ISBN 963 9211 31 1.
ŠUPŠÁKOVÁ, B. a kol. (2016). Slovo a obraz v komunikácii: Komunikačné dimenzie slova a obrazu v primárnom vzdelávaní. 1. vyd. - Brno: Tribun EU, 2016. - 174 s. - ISBN 978-80-263-1026-6.
VAŇKO, J. (1999). Komunikácia a jazyk. 1. vyd. - Nitra: Univerzita Konštantína Filozofa, 1999. - 203 s. - ISBN 80-8050-253-6.

Language, knowledge of which is necessary to complete a course:
hungarian, slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 2

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

Teacher: prof. Péter Tóth, PhD., prof. Attila Józsefné Katalin Ambrus, DSc., Dr. habil. PaedDr. Kinga Horváth, PhD., Katalin Kanczné Nagy, PhD., Dr. habil. Erika Kopp, PhD.,

Date of last update: 30.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ POA/22	**Name:** Movement activities

Types, range and methods of educational activities:
Form of study: Practical
Recommended extent of course (in hours):
Per week: 1 **For the study period:** 13
Methods of study: present

Number of credits: 1

Recommended semester/trimester of study: 2.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
The following conditions shall apply to the subject:
General conditions for the performance of the subject:
• active participation in the course is at least 80%,
• various forms of kinesthetic activities: play balls, sultanas, swimming, aerobic exercise, body construction, exercise (kinesthetic activity selected by the student).
General conditions for the performance of the subject:
• active participation in the course is at least 80%,
• course evaluation criteria: active participation, completed — not completed.
• Demonstration Of the sporting activity chosen By the student: In the case of game games - demonstration of the training of an attacker and defense; in the case Of swimming, - demonstration of the technical features of different swimming pools; fitness - demonstration of certain basic practices for different muscle groups and without devices;
Assessment: Presentation of the elements of the selected sport activity - 20p.
Final assessment: A: 100-91% B: 90-81 % C: 80 % TO 71 % D: 70 TO 61 % E: 60-51% FX: 50 %
Total student workload: 1 credits = 30 hours participation in 13 hours of practical training (contact); 17 hours of self-training for the specific sport.

Results of education:
Knowledge:
The student shall be able to apply the practical skills of the chosen sport.
The student recognizes the relationship between the chosen sport and a healthy lifestyle.
Capabilities:
The student is familiar with the basic features and practices of the chosen sport.
The student can expand his knowledge and self-training.
Competences:
The student can also apply the knowledge acquired to the active use of leisure time.
The student is able to independently plan the activity and expand his knowledge.

Brief syllabus:

Understand the importance of physical activity as an essential part of everyday life and its impact on mental and physical health. Learn about football/football, table tennis, basketball, flyball rules (according to selected sports activities). Speech - different muscle groups of the body, from several aspects. Preparation of a series of practice in aerob aerobic and step aerobic, aerobic vessels. Stand-alone balls in my gymnasium. According to the selected ball roll. Kinesthetic activities in different load zones — according to the sport activities selected. Preparation of a weekly microcycle plan to improve aerobic capacity.

Literature:

1005 röplabda játék és gyakorlat / Edi Bachmann, Martin Bachmann. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2000. - 344 s. - ISBN 963 9123 84 6.
1006 kosárlabda játék és gyakorlat / Peter Vary. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2001. - 317 s. - ISBN 963 9123 85 4.
1008 torna játék és gyakorlat : Kézikönyv tanároknak, edzőnek, játékosoknak / Ursula Häberling-Spöhel. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2003. - 271 s. - ISBN 963 9310 93 x.
1014 asztalitenisz játék és gyakorlat : Kézikönyv tanároknak, edzőknek, játékosoknak / Harry Blum. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2004. - 323 s. - ISBN 963 9542 07 5.
Die fitnesspyramide / Bob Anderson, Ed Burke. - Ulm : Franz Spiegel Buch GmbH, 1997. - 117 s. - ISBN 3585335258.
Sport a családban / Takács László. - Budapest : Sport, 1973. - 380 s. - ISBN 963 253 512 x.
Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia/ Beáta Dobay-Elena Bendíková, 2016. ISBN 978-963-12-7613-8

Language, knowledge of which is necessary to complete a course:
hungarian, slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 26

A	B	C	D	E	FX
92.31	0.0	0.0	0.0	0.0	7.69

Teacher: Dr. habil. PaedDr. Beáta Dobay, PhD., Mgr. Attila Bognár, PaedDr. Peter Židek,

Date of last update: 30.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ POP/22	**Name:** Comparative pedagogy
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Overall student workload: - didactic test on the theory of the subject (50 points), and a comparative written paper of at least 5 pages (50 points) Final course grade: - A = 90 - 100% (100 - 90 points) - B = 80-89 % (89-80 points) - C = 70-79 % (79-70 points) - D = 60 - 69 % (69 - 60 points) - E = 50 - 59 % (59 - 50 points) - FX = 0 - 49 % (49 - 0 points) Total student workload - distribution of work hours: 1 credit = 30 work hours: - Class attendance: total for the semester (13 hours). - Work related to the student's written work and its elaboration (17 working hours).	
Results of education: Knowledge: Upon completion of the course, the student will know - the basic concepts, methods and didactic means of comparative pedagogy and international education - the most important methods and results of comparative pedagogy in its historical scope - the connection between different cultures and education - the economic, political, social and historical contexts of education - the educational practice of the Member States of the European Union - the link between globalisation and education - the challenges of education in developing countries - conclusions drawn from major international surveys - the educational practice of major international schools Skills: The student is able to - study, analyze literature sources of comparative pedagogy and international education, expertly select methods and aspects of analysis	

- formulate conclusions after studying comparative pedagogy
- apply their own experience in practice
Competencies:
The student should be
- be open to learning about the education of other historical periods, cultures, states
- be open to critically evaluate new educational experiences and to try them out
- be independent in his/her knowledge of the educational practice of other countries, cultures, historical periods
- analyses educational practice responsibly in the light of economic, social and demographic changes

Brief syllabus:
Basic concepts, methods of comparative pedagogy
Methods and results of historical comparative pedagogy
Culture and education in the past and present
Economic and political dimensions of comparative pedagogy
Social and historical dimensions of comparative pedagogy
Globalisation and education
Education in the European context
Educational practice in developing countries
Experiences from large international surveys
Key concepts, methods of international education
Multicultural education
International schools in the world

Literature:
Összehasonlító pedagógia: A nevelés és oktatás nemzetközi perspektívái / Bábosik István, Kárpáti Andrea. - 1. vyd. - Budapest: BIP, 2002. - 345 s. - ISBN 963 86244 2 6.
Összehasonlító pedagógia / Henk van Daele. - Debrecen: Kossuth Egyetemi Kiadó, 2001. - 100 s. - ISBN 9634725732.
Comparative and International Education: An Introduction to Theory, Method, and Practice / David Phillips, Michele Schweisfurth. - 2. vyd. - London: Bloomsbury, 2014. - 222 s. - ISBN 978-1-4411-2242-1.
Neveléstörténet / Pukánszky Béla, Németh András. - 1. vyd. - Budapest: Nemzeti Tankönyvkiadó, 1994. - 584 s. - ISBN 963 18 5716 6.
Két évszázad gyermekei: A tizenkilencedik-huszadik század gyermekkorának története / Pukánszky Béla. - 1. vyd. - Budapest: Eötvös József Könyvkiadó, 2003. - 308 s. - ISBN 963 9316 65

Language, knowledge of which is necessary to complete a course:
hungarian , slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 88

A	B	C	D	E	FX
89.77	7.95	2.27	0.0	0.0	0.0

Teacher: prof. Dr. Béla István Pukánszky, DSc., prof. Péter Tóth, PhD., Dr. habil. Aranka Híves-Varga, PhD.,

Date of last update: 30.05.2024
Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PPA/22	**Name:** Pedagogical and psychological aspects of educational process
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar **Recommended extent of course (in hours):** **Per week:** 1 / 1 **For the study period:** 13 / 13 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Successful completion of the course requires active participation in lectures and seminars and successful completion of written and oral examinations. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 10 points for participation, max. 40 points for the written exam and max. 50 points for the oral exam. A student may obtain a maximum of 100 points in total. The final grade for the course is: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points. Total student load: 3 credits = 90 hours (26 hours: attendance at lectures and seminars, 64 hours: self-study and preparation for written and oral examinations).	
Results of education: Knowledge: - Can identify the developmental and individual characteristics of the learner. - Can identify the psychological and social determinants of pupil learning. - Knows and can characterize the biological, psychological, and sociological aspects of development in young school-age children. - Knows and understands the concept of the institutional socialisation process in a broader social scientific context. - Knows and understands pupils' learning styles, methods of diagnosing them and the factors that influence them. - Knows the typology, classification and types of learning styles. - Understands the process of motivation, the system of motives and the specifics of motivation in the educational process. - Knows and can identify methods and tools for identifying factors of student learning. - Understands the differences of pupils without prejudices and stereotypes and identify them in the content and process of education. - Has knowledge and skills in his/her field, including interdisciplinary links and reflection on the development of relevant disciplines. - He/she is familiar with the basic concepts of educational (teaching, learning, motivation, learner personality, teacher personality, learning techniques and strategies) and social psychology (social learning, social environment, social influence, small and large social groups, socialisation).	

- The student is able to implement the acquired knowledge and insights in the educational process.
- Can define the main phenomena of the educational process from the perspective of educational psychology and the main phenomena occurring in the context of interpersonal relationships from the perspective of social psychology.
Skills:
- Has basic practical experience in identifying the individual characteristics of school-age and adolescent pupils.
- Has basic practical experience in identifying the psychological and social determinants of pupil learning.
- Basic practical experience in identifying the special educational needs of pupils in a socio-cultural context.
- Can accept the diversity of pupils in a socio-cultural context.
- Can identify the learning style and individual educational needs of pupils (intact pupils, pupils with special needs) and specific developmental learning disabilities.
- Understands the different ways in which pupils learn depending on psychological, physical and social conditions.
- Can work independently with social psychology literature and will be able to collect and evaluate professional information.
- Is able to apply the acquired theoretical knowledge in pedagogical practice.
- The student will be able to recognise and evaluate phenomena of educational and social psychology in pedagogical practice.
- The student will be able to analyse and evaluate situations occurring in pedagogical practice from the point of view of educational and social psychology.
- Can recognise the level of own competence.
Competences:
- Establishes correct attitudes towards the concepts and phenomena of educational and social psychology.
- Correctly identifies his/her own profession.
- Solves educational problems professionally and empathetically.
- Shapes the learning environment in such a way as to positively influence the learning process.
- Accepts psychological regularities in the educational process.
- Adopts strategies and measures to protect pupils' mental and social health.
- The graduate is characterised by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the issues of the field of study Teaching for Primary Education.

Brief syllabus:
The subject and system of educational psychology.
Basic concepts of educational psychology: teaching, learning, lifelong learning, formal, non-formal and informal learning, learning, memory, thought operations, motivation, motivation to learn, skills, abilities, skills.
Students personality in the context of educational and school psychology.
Performance characteristics of the pupil's personality.
Teacher's personality in the context of educational and school psychology.
Social learning, the process of socialization.
Subject and system of social psychology, basic concepts of social psychology: group, socialization, social environment, communication
Social psychological characteristics of personality
Social groups

Attitudes, stereotypes, prejudices and their changes
Socialisation and personalisation at school
Methods of understanding social relations in the classroom, school
Social influence, leadership and power

Literature:

PUKÁNSZKY Béla : Iskola és pedagógusképzés : Budapest : Gondolat Kiadó, 2014. - 182 s. - ISBN 978-963-693-544-3.
GARAI, Imre, NÉMETH András : Changes in and challenges of the secondary teacher training system in Budapest during the Great War and the period immediately following it. History of Education & Children's Literature. Vol. 14, no. 1 (2019), p. 449-464. ISSN 1971-1093. CCC, WoS, SCOPUS.
NÉMETH András : Magyar pedagógusképzés és pedagógus szakmai tudásformák I. 1775-1945: Nemzeti fejlődési trendek, nemzetközi recepciós hatások : Budapest: ELTE - Eötvös Kiadó, 2012. 112 s. ISBN 978-963-312-0934.
TÓTH-BAKOS, Anita : Výsledky analýzy hodnotenia vybraných webových aplikácií : In: Inovácie v pregraduálnej príprave učiteľov s využitím webových aplikácií / Szarka Katarína. - 1. vyd. - Komárom : KOMPRESS Nyomdaipari Kft., 2018. - ISBN 978-615-00-2597-1, S. 33-50
HORVÁTHOVÁ Kinga, NÉMETH András, STRÉDL Terézia, SZABÓOVÁ Edita, TÓTH-BAKOS Anita : Szlovák-magyar pedagógiai terminológiai kézikönyv = Slovensko-maďarská pedagogická terminologická príručka : Komárno : Univerzita J. Selyeho, 2015. - 132 s. - ISBN 978-80-8122-160-6
ĎURIČ, Ladislav, S. HOTÁR, Viliem, PASTIER, Jozef: Pedagogická psychológia : Terminologický a výkladový slovník - Bratislava : SPN. - 464 s. - ISBN 80-08-02498-4.
Štefan VENDEL : Pedagogická psychológia - Bratislava : Epos, 2007. - 447 s. - ISBN 978-80-8057-710-0.
HVOZDÍK, Stanislav a kol. : Vybrané kapitoly zo školskej psychológie I. - Prešov : FF PU, Katedra psychológie, 1999. - 402 s. - ISBN 80-88922-03-8.
BALOGH Katalin : Pedagógiai pszichológia - Budapest : Nemzeti Tankönyvkiadó, 2003. - 143 s.
ARONSON Elliot: A társas lény. 1. vyd. Budapest : Akadémiai Kiadó, 2011. 504 s. ISBN 978963 05 86283
KELEMEN László : Pedagógiai pszichológia - Budapest : Tankönyvkiadó, 1988. - 694 s. - ISBN 9631808521.
ARONSON Elliot: Columbine után : Az iskolai erőszak szociálpszichológiája. 1.vyd. Budapest : Ab Ovo Kiadó. 2009. 191 s. ISBN 978-963-9378-72-8.
BOROŠ Július: Základy sociálnej psychológie : pre študujúcich humánne, sociálne a ekonomické vedy 1. vyd. : IRIS,2001. 227 s. ISBN 8089018203
CSEPELI György: A meghatározatlan állat : Szociálpszichológia kezdőknek és haladóknak. 1. vyd. Budapest : Jószöveg Műhely Kiadó, 2005. 324 s. ISBN963 7052 25 9
CSEPELI György: A szociálpszichológia vázlata. Budapest : Jószöveg Műhely Könyvkiadó. 2001.160 s. ISBN 963 048 678 4
GOLEMAN, Daniel: Társas intelligencia = Az emberikapcsolatok új tudománya. 3. vyd. Budapest. 506 s. ISBN 9789633100349
SCHMERCZ István. Pedagógiai szociálpszichológia - Nyíregyháza : Élmény 94 Bt., 2002. - 232 s. - ISBN 963853334x.
CSEPELI György. Szociálpszichológia - Budapest : Osiris Kiadó, 2003. - 572 s. - ISBN 963 379 563 X.
LENGYEL Zsuzsanna. Szociálpszichológia : szöveggyűjtemény - Budapest : Osiris, 2002. - 534 s. - ISBN 963 379 183 9.

Eliot R. SMITH, Diane M. MACKIE, Heather M. CLAYPOOL. Szociálpszichológia - Budapest : ELTE Eötvös Kiadó, 2016. - 873 s. - ISBN 978 963 312 251 8.

Language, knowledge of which is necessary to complete a course:
hungarian, slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 110

A	B	C	D	E	FX
77.27	15.45	4.55	0.0	1.82	0.91

Teacher: prof. Dr. Béla István Pukánszky, DSc., prof. Attila Józsefné Katalin Ambrus, DSc., PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD.,

Date of last update: 30.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PPU/22	**Name:** Supportive learning environment
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Overall student workload: - didactic test on the theory of the subject (50 points), where it is necessary to obtain at least 50% of the possible points - use an arbitrary questionnaire to investigate the cognitive or learning style of a group of students/students (minimum 15 persons), evaluate, assign learning methods, summarise the results and conclusions in a written paper of at least 4 pages (50 points) Final course grade: - A = 90 - 100% (100 - 90 points) - B = 80 - 89 % (89 - 80 points) - C = 70-79% (79-70 points) - D = 60 - 69 % (69 - 60 points) - E = 50 - 59 % (59 - 50 points) - FX = 0 - 49 % (49 - 0 points Total student workload: 2 credit = 60 hours (13 hours of lecture attendance; 47 hours of independent study and preparation of written work)	
Results of education: Knowledge: Upon completion of the course, the student will know - Concepts and theories related to cognitive functions and their disorders and metacognition - concepts and theories related to self-regulated learning - the personality foundations of learning styles - the most important learning styles, their neurological bases - the connection between learning style, learning environment and learning motivation - the most important concepts of learning methodology Skills: The student is able to - evaluate, on the basis of questionnaires, the cognitive and learning styles of others and his/her own - based on the results, to recommend a method of learning to others Competencies:	

The student should be
- be committed to learning methods that take into account the peculiarities of students' cognitive and learning styles
- be open to analyze different learning problems professionally, using theories of cognitive and learning styles, formulate conclusions and solve problems
- be responsible when learning difficulties and individual pupil characteristics are encountered
- can independently plan learning environments that take into account the unique learning styles of learners

Brief syllabus:
Cognitive functions and their development
Cognitive disorders and their neurological basis
The first theories of metacognition
Metacognition, metacognitive strategies and styles
Self-regulatory learning
Object relations of self-regulatory learning
Learning: ability and style
Foundations of learning style based on theories of personality
Neurological bases of learning style, hemispheric laterality
Learning style and learning-supportive environment, Internet-based learning
Learning and emotions, motivation for learning
Learning methodology
Linking teaching style and learning style

Literature:
Egyéni különbségek szerepe a tanulásban : Tanulási stratégiák / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2012. - 143 s. - ISBN 978-963-88946-7-0.
Egyéni különbségek szerepe a tanulásban : A tanulási stílus / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2011. - 222 s. - ISBN 978-963-88946-5-6.
A hatékony tanulás titka: A hatékony tanítás és tanulás dinamikája / Paul Roeders, Gefferth Éva. - 1. vyd. : Trefort Kiadó, 2007. - 215 s. - ISBN 978-963-446-453-2.
Engage: The Trainer´s Guide to Learning Styles / Jeanine O´Neill-Blackwell. - 1. vyd. - San Francisco: Pfeiffer, 2012. - 357 s. - ISBN 978-1-118-02943-5.
Tanulás és motiváció / Barkóczy Ilona, Putnoky Jenő. - Budapest : Tankönyvkiadó, 1967. - 282 s. - ISBN 0008081.
A tanulás tanítása: Péter Oroszlány. - Budapest : Független Pedagógiai Intézet, 2004. - 326 s. - ISBN 9632100972.
Hogyan tanítsuk gyermekeinket tanulni? / Robert Fisher. - 1. vyd. - Budapest : Műszaki Kiadó, 2007. - 192 s. - ISBN 978-963-16-2531-8.

Language, knowledge of which is necessary to complete a course:
hungarian, slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 34

A	B	C	D	E	FX
79.41	20.59	0.0	0.0	0.0	0.0

Teacher: prof. Péter Tóth, PhD., Dr. habil. Aranka Híves-Varga, PhD.,

Date of last update: 30.05.2024
Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PSO/22	**Name:** Psychology of personality
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The condition for successful completion of the course is active participation in lectures, as well as successful completion of written examinations. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 30 points for presence, max. 70 points for exam. The student can get a maximum of 100 points. Final assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. The FX rating is awarded if the student achieves less than 50% of the total number of points. Total student workload: 1 credit = 30 hours (13 hours: attendance at lectures, 17 hours: self-study and exam preparation).	
Results of education: Upon completion of the course, the student will Knowledge: • master the basics of the scientific field of personality psychology, • know how to navigate the basic terminology of the given issue, know different theoretical directions and practical outcomes in practice, • understand different concepts and definitions of the term personality, • acquire professional knowledge, acquires developmental criteria, personality characteristics and psychological guidelines for participants in public education, • transform theory into practice, become familiar with progressive trends in the field of personality psychology, • become familiar with methodological approaches, structure and aspects of job descriptions. Skills: • be able to independently evaluate the child's personality assumptions in the educational process, • compile psychological criteria according to physical and mental age, • knows how to navigate various personality theories, • knows and is able to differentiate personality determinants, • research and formulate the theoretical and practical approaches necessary to solve the problems encountered, • be able to cooperate and consult with other experts, work in a team. Competences: • take into account the determinants and characteristics of personality in his pedagogical practice,	

• differentiate the personality assumptions, character, characteristics and temperament of the students during working with students,
• react adequately and differentiates the individual personality traits of pupils in his pedagogical practice,
• applie a humanistic and person-oriented approach in his pedagogical practice,
• react flexibly and well-founded to problems, acts democratically and acts tolerantly,
• applie the principles of inclusive index, optimal working climate, cooperative methodology,
• implement targeted development of self-knowledge, participate in further education
• independently plan activities that expand knowledge about social services, creates an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior towards students.

Brief syllabus:

Characterization and definition of the term personality, personality traits.
Psychological, social and biological determinants of human personality.
The mutual influence of heredity and environment.
Continuity and discontinuity of personality.
Intelligence and creativity in relation to personality and from the perspective of personality psychology.
Basics of personality psychology - basic terms (character, temperament, properties, features, abilities, skills, givens, predispositions).
Personality theories - behavioral, integrated, humanistic theories and their representatives - Adler, Hippocrates, Pavlov, Jung, Eysenck, Spranger, Big Fave.
Personality structure.
Gardner's theory of abilities and its importance for education.
Rogers' theory of person-oriented approach.
The latest trends in personality psychology and their impact on the educational process.
Salovey's theory of emotional intelligence - its development in the educational environment.

Literature:

ATKINSON, R. 2000. Pszichológia. (Psychológia). Budapest : Osiris Kiadó. 2000.
BAKOS, A. 2011. Spoločnosť Williamsovho syndrómu na Slovensku – význam ich 20-ročnej činnosti v domácom a európskom kontexte. In: Ars Sonans 3 – Osobnosť a inštitúcia – Symbióza dvoch fenoménov hudobnej kultúry Slovenska. Nitra : KH PF UKF. 2011. ISBN 978-80-8094-999-0
BUDA, B. 1994. Mentálhigiéné. Tanulmánygyűjtemény. (Duševná hygiena. Zborník štúdií). Budapest : Animula. 1994.
CARVEL, Ch.S. - SHEIER, M.F. 2006. Személyiséglélektan. Budapest: Osiris Kiadó. ISBN 9789633897096
GOLEMAN, D. 2019. Érzelmi intelligencia. Budapest: Háttér Kiadó. EAN 9786155124617
GAJDOŠOVÁ, E. 1995. Školská psychológia. Bratislava : SPN. 1995. ISBN 8007010297
STRÉDL, T. 2017. Terápiák és nevelés. A terápia szocializációs hatása a nevelésben. Komárno: UJS. 87p. ISBN ISBN 9788081222276
STRÉDL, T. 2013. A szociális kompetencia professzionális dimenziói. (Profesionálne dimenzie sociálnej kompetencie). In Új kihívások a tudományban és az oktatásban. Nové výzvy vo vede a vo vzdelávaní. Medzinárodná vedecká konferencia Univerzity J. Selyeho v Komárne. Komárno : UJS. 2013. ISBN 978-80-8122-073-9
VAJDA, ZS., KÓSA, É. 2005. Neveléslélektan. (Psychológia výchovy). Budapest : Osiris Kiadó. 2005.

Language, knowledge of which is necessary to complete a course:

hungarian, slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 5

A	B	C	D	E	FX
40.0	40.0	0.0	20.0	0.0	0.0

Teacher: PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD.,

Date of last update: 30.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ STZ/22	**Name:** Professional training
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week: For the study period:** 20s **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 2., 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The conditions of professional training are set and regulated by the current Directive of the Dean of the Faculty of Education of the University of J Selye: Principles of pedagogical practice at the Faculty of Education of the University of J Selye. The student is obliged to follow the relevant part of this document related to the professional training (STZ). The requirements for taking the course are as follows: - active participation of the student in the professional training in the scope of 20 hours in accordance with the directive, - submission of a completed and certified protocol of professional training, - submission of a portfolio from the professional training, consisting of completed observation sheets, analyses and evaluation of the student (max. 50 points). Total student workload: 1 credit = 30 hours - 20 hours participation in the internship (contact hours); 10 hours analysis and preparation of the portfolio. Prerequisite for successful completion of the course: 1.) submission of a completed and certified School Internship Completion Report, 2.) obtaining at least 50% of the maximum course grade (50 points). Overall course pass mark: - Pass = 50 - 100% (25 - 50 points) - Fail = 49 - 0% (0 - 24 points)	
Results of education: Learning Outcome: Professional training is a stay of students in a school and in a school educational institution such as a school children's club, leisure centre, school boarding school, in order to participate not only in the educational process, but also in the day-to-day work of teachers and educators. Knowledge: - The student possesses basic theoretical knowledge in the field of education and training in schools and school educational institutions, - the student is familiar with the educational activities of teachers in schools and educators in school educational establishments,	

- the student is familiar with other work activities of teachers in schools and educators in school educational establishments,
- the student knows the course and sequence of the work activities of school teachers and school educators which do not relate to direct educational activities,
- the student knows the duties of teachers and educators depending on the educational environment - trip, excursion, children's camp, staying outdoors, etc,
- the student knows the possibilities and strategies of cooperation with other educators, teachers, supervisors, non-teaching staff, parents and other institutions.
Skills:
- The student is able to implement educational activities related to the work of teachers in schools and educators in educational settings,
- the student is able to carry out other work activities of teachers and educators in school educational establishments which are not related to direct educational activities,
- the student is able to cooperate with other educators, teachers, supervisors, non-teaching staff, parents and other institutions,
- the student can plan, implement, analyse and evaluate the course of educational activities.
Competences:
- The student is able to imply his/her own knowledge and experience into the independent implementation of educational activities in schools and educational institutions,
- the student is able to independently carry out other work activities related to the work of a teacher and educator, which are not related to direct educational activities,
- the student is able to conceive his/her own working procedures for effective observation, recording, analysis and evaluation of the course of educational and interest activities and other activities.

Brief syllabus:

Within the professional training of 20 hours, the student, in addition to the educational process, will be involved in activities such as administrative tasks, working with parents, participating in meetings, planning and implementation of interest activities, extracurricular activities, interest groups, preparing students for competitions, organizing competitions, organizing exhibitions, preparing projects, preparing teaching materials for work with an interactive whiteboard or smartphone, working with children in nature, participating in excursions. During the professional training, the student has the opportunity to teach more consecutive lessons, or to carry out interest activities and other activities, which will improve the quality of practical preparation for the teaching profession.
Ethical principles of professional training.
Organisational requirements of the professional training.
Material, technical, hygiene and safety requirements of the professional training.
Planning and designing the work, preparation for the activity.
Pedagogical reflection. Evaluation. Self-evaluation.
Pedagogical documentation.

Literature:

CINDLEROVÁ, I,- CSEHIOVÁ, A. et al. 2021. Mentor Training: Materials and Tasks. 1. vyd. Ostrava: Ostravská univerzita, 268 s. ISBN 978-80-7599-294-9.
FRÝDKOVÁ, Eva. Metódy a formy spolupráce rodiny a školy. In Manažment školy v praxi: odborný mesačník pre manažment škôl, školských a predškolských zariadení. Bratislava: IURA EDITION, 2010, (12), 21-27. ISSN 1336-9849. [online]. Dostupné na internete: https://sekarl.euba.sk/arl-eu/sk/detail-eu_un_cat-0124951-Metody-a-formy-spoluprace-rodiny-a-skoly/

FÜLE, S. 2004. Napközi otthoni neveléstan. Budapesť : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.
ORSOVICS, Y. a kol. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : UJS, 2018. 161 s. ISBN 978-80-8122-282-5.
SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 22/2022 Z. z. o školských výchovno-vzdelávacích zariadeniach. [online]. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/>.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácia a ďalšej dokumentácii. [online]. Dostupné na internete: https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/
Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
Ostatné dokumenty:
Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho.
Pedagogická dokumentácia a ostatná dokumentácia školy alebo zariadenia

Language, knowledge of which is necessary to complete a course:
hungarian, slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 24

a	n
95.83	4.17

Teacher: Mgr. Attila Bognár, PaedDr. Peter Židek, Dr. habil. PaedDr. Beáta Dobay, PhD., Mgr. Katalin Sýkora Hernády, PhD.,

Date of last update: 30.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ TEE/22	**Name:** Theory and methodology of ecology and environmental studies

Types, range and methods of educational activities:
Form of study: Lecture
Recommended extent of course (in hours):
Per week: 1 **For the study period:** 13
Methods of study: present

Number of credits: 1

Recommended semester/trimester of study: 4.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
The condition for passing the subject is active participation in the lecture, and at the end of the semester, we will summarize the new knowledge using a written test.
Final grade of the subject: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%.
Achieving 50% of the total points is necessary to award credits.
Total student load: 1 credit = 30 hours (13 hours: participation in lectures, 17 hours: self-study and preparation for the exam).

Results of education:
Výsledky vzdelávania:
The aim of the subject is for the student to acquire knowledge about ecology and environmental studies, with the help of which he can learn about natural systems and their interactions, to create environmentally conscious behaviour, and create a sustainable lifestyle.
Knowledge:
- The student knows ecological processes and interactions in the system and consciously organizes ecologically relevant pedagogical processes.
- The student has an overview of the relationship between man and nature and man's position in nature.
- The student knows the main phases of the transformational action of the human environment and understands their natural, social and economic consequences.
- The student knows the main principles of sustainability, the principles of sustainability education, and the possibilities of developing children's environmental culture.
Abilities:
- The student can get to know natural systems more and more perfectly, develop ecological thinking, and collect and process independent information to identify ecological problems.
- The student can convey a sustainable way of life.
- The student can establish and develop relationships with various institutions and effectively collaborate to make sustainability a reality.
- The student can develop and implement a sustainability program in his/her institutional environment.
Competencies:

- The student can create a positive relationship with the ecological phenomena of the environment.
- The student can engage in an emotional, ethical approach and positive culture formation in his own life and the lives of the people around him.
- The student is open to possible collaborations, participatory programs, new theories and methods, and their application and integration in the field of sustainability.
- As an active citizen, the student is active in pedagogical areas of education within his competencies; he takes responsibility for the ecological formation of his environment, living space, and community.
- The student demonstrates a responsible approach to building ecological awareness and the environmental culture of the people around him and developing the necessary competencies.

Brief syllabus:

Subject, factors, and concept of ecology. Ecological systems. The concept of ecosystems.
Earth as a unified system. Criteria and main types of systems. Properties of environmental systems. Cyclic and linear systems. Ecological balance. Abiotic environmental factors (sunlight, temperature, water, soil, air) impact living organisms.
Biotic environmental factors and their impact on living organisms. Populations. Their group characteristics and interactions between populations.
Properties of biocenoses. The flow of substances and energy in biocenoses. Food chains, food networks. Biological production and use of energy. Biomass.
The origin and development of the biosphere concerning terrestrial conditions. Biogeochemical cycle of elements.
Basic concepts and contexts of environmental protection.
The concept of sustainable development. Environmental, social and economic aspects of sustainability.
The history of humankind in the light of its impact on the planet/biosphere is a description of changes in man's mentality toward the environment.
Problems of the Anthropocene age, the main environmental-social-economic megatrends in the world and Central Europe.
Human reactions and reactions to problems from the global level to the individual level. Possible solutions and best practices for social participation. Elements of the circular economy.
Pedagogy of sustainability, principles that must be followed when forming a relationship with the environment, rules for creating, preserving, and further developing a cultured environment.

Literature:

DARVAY, S., NEMCSÓK, J., FERENCZY, Á.: Fenntartható fejlődés. Polgári szemle: Gazdasági és társadalmi folyóirat, 2016 - 12 (4-6). pp. 88-104. ISSN 1786-6553 https://polgariszemle.hu/images/content/pdf/psz_2016._4-6.szam_7.pdf
HAAS, M., ONDROVÁ, E., ŠVAJDA, J.: Environmentálna výchova/Environmental education. Vydavateľstvo: Ústav vysokohorskej biológie Žilinskej univerzity, 2008, 135 strán
KERÉNYI, A.: Európa természet és környezetvédelme. Nemzeti Tankönyvkiadó, Budapest, 2003
KOVÁTS-NÉMETH, M.: Az erdőpedagógiától a környezetpedagógiáig. Comenius Kft, Pécs, 2010, ISBN 978-963-9687-18-9
KOVÁTS-NÉMETS, M.: Fenntarthatóság, pedagógia, kutatás. - 1. vyd. - Győr : NyugatMagyarországi Egyetem Apáczai Csere János Kar, 2007. - 227 s. - ISBN 978-963-9364-85-1
KRISKA, Gy., Maklári Jenőné, Scheuer, Zs.: Gyertek velünk erdei iskolába! Farkaserdei erdei iskola projekt /. - 1. vyd. : Flaccus Kiadó, 2002. - 186 s. - ISBN 963 94 12 07 4.

LÜKŐ, I.: Környezetpedagógia. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 252 s. - ISBN 9631933768.

Language, knowledge of which is necessary to complete a course:
hungarian, slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 43

A	B	C	D	E	FX
81.4	2.33	9.3	2.33	0.0	4.65

Teacher: Ing. Pavol Balázs, PhD., Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., RNDr. Eva Tóthová Tarová, PhD.,

Date of last update: 30.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ UIP/22	**Name:** Applying an interdisciplinary approach in regional education
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The condition for successful completion of the course is active participation in seminars, as well as handing in ongoing assignments during the semester. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 30 points for presence, max. 70 points for ongoing tasks. The student can get a maximum of 100 points. Final assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. The FX rating is awarded if the student achieves less than 50% of the total number of points. Total student workload: 1 credits = 30 hours (13 hours: attendance at seminars, 17 hours: self-study and preparation of ongoing assignments during the semester).	
Results of education: Upon completion of the course, the student will Knowledge: • Master basic concepts: interdisciplinary relationships, educational areas, cross-cutting topics, interdisciplinary and intradisciplinary approaches. • Know how to navigate teaching methods, strategies and techniques of appropriate application of an interdisciplinary approach. • Can transform theory into practice. • Know progressive trends in the field of pedagogy, didactics and alternative pedagogy. Skills: • Be able to plan and prepare an activity for pupils in the spirit of an interdisciplinary approach. • Be able to implement activities for students in the spirit of an interdisciplinary approach within the educational process. • Be able to subsequently evaluate and reflect on the completed activity with elements of self-reflection. • Understand his approval subject/s in interdisciplinary contexts, find possibilities of connection with other subjects. • Be able to cooperate and consult with other experts, work in a team. Competences: • Applie in his teaching cross-subject links and an interdisciplinary approach.	

• Focuse inn his pedagogical activities on creating a comprehensive image of students, developing independence and critical thinking.
• Respond flexibly and well-founded to problems, acts democratically, acts tolerantly.
• Applie the principles of inclusive index, optimal working climate, cooperative methodology.
• Implement targeted development of self-knowledge, participate in further education.
• Independently plan activities that expand knowledge about social services, can create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior towards students.

Brief syllabus:
An inter-subject and supra-subject approach to designing the content of education according to content-based educational areas and their corresponding subjects.
Intersubject relationships and cross-cutting topics as means of shaping and creating a comprehensive image of students, systematizing knowledge and knowledge and further creating a comprehensive picture of reality
School documents, state educational programs, educational areas from an interdisciplinary and intradisciplinary perspective.
Framework curriculum and cross-cutting topics.
Methodology and didactics of interdisciplinary approach.
Methods, strategies, techniques, and forms of work with students supporting an interdisciplinary approach and cross-subject relationships.
Possibilities of applying an interdisciplinary approach in the educational process
Intersubject relationships and cross-cutting topics.
Planning, preparation, implementation and subsequent evaluation of educational activities in the spirit of an interdisciplinary approach.
Inclusion of activities and methods of an interdisciplinary nature in the educational process, specifically within the lesson.
Modern approaches, progressive and alternative directions and concepts in pedagogy supporting interdisciplinarity.

Literature:
Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 pre nižšie sekundárne vzdelávanie, dostupné: https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf
Štátny vzdelávací program pre gymnázia úplné stredné všeobecné vzdelávanie, dostupné: https://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/statny_vzdel_program_pre_gymnazia.pdf

Language, knowledge of which is necessary to complete a course:
hungarian, slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 21

A	B	C	D	E	FX
85.71	0.0	9.52	0.0	4.76	0.0

Teacher: Mgr. Anita Tóth-Bakos, PhD., Dr. habil. Erika Kopp, PhD.,

Date of last update: 30.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ VKZ/22	**Name:** Education for health
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: General conditions for passing the course: active participation of the student in lectures - participation of the student in the assignments and participation in the analysis and discussions during the lectures - proposal of an educational activity project with the aim of developing the student's health and human-ecological competences (50 points) - a test on the theoretical part of the course (50 points). Criteria for evaluation of the educational activity project proposal: - content (20 points) - originality (10 points) - formality (10 points) - presentation of the literature review (10 points) Total student workload: 2 credit = 60 hours - 13 hours participation in lectures (contact hours); 47 hours independent study, preparation of term papers and assignments assigned in class. The prerequisite for successful completion of the course is obtaining at least 50% of the maximum course grade. Overall course pass mark: - A = 90 - 100% (90 - 100 points) - B = 80-89% (80-89 points) - C = 70 - 79% (70 - 79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points)	
Results of education: Knowledge: - The student will be able to explain basic concepts in health education for school-age students. - The student will be familiar with school hygiene, ergonomics and proper human lifestyle and other areas listed in the course syllabus. Skills: - The student will be able to identify environmental risk factors that threaten health	

- The student will be able to identify and analyze current issues in maintaining the health of children in the school environment.
- The student will be able to independently search, compare and work with relevant literature sources.
Competencies:
- The student will be able to design an educational activity project to develop the student's health and human-ecological competencies.
- The student will be able to design various didactic activities and games to develop the health and human-ecological competences of the pupil.

Brief syllabus:
Daily regimen of school-age pupils, identification and elimination of possible health risks in the school environment, pupil workload, civilization diseases, correct composition of the menu, basic foods and their composition, drinking regime, prevention of common diseases, basics of ergonomics, biorhythms and daily regimen, human ecology, indoor and outdoor school environment, hygiene of the school environment. Health education in schools.

Literature:
ÁDÁNY RÓZA. Megelőző orvostan és népegészségtan - 1. vyd. - Budapest : Medicina, 2006. - 678 s. - ISBN 963 226 070 8.
ASZMANN ANNA. Fiatalok egészségi állapota és egészségmagatartása Országos Tisztifőorvosi Hivatal. - 65 s. - ISBN 9630052466.
ASZMANN ANNA, ERDÉLYI ISTVÁN, MATEJKA ZSUZSANNA. Tények könyve MEDICINA - 1. vyd. - Budapest : Greger-Delacroix Kiadó, 1998. - 416s. - ISSN 1418-5253.
DÉSI ILLÉS. Népegészségtan - 1. vyd. - Budapest : Semmelweis Kiadó, 2001. - 583 s. - ISBN 963 9214 20 5.
FOSTER RUSSEL, KREITZMAN LEON. Rhythms of Life : The Biological Clocks that Control the Daily Lives of Every Living Thing - London : Profile Books, 2005. - 278 s. - ISBN 1 86197 571 6.
GÁBORNÉ SÁRVÁRI. Egészségvédelem - Budapest : Nemzeti Tankönyvkiadó, 2000. - 106 s. - ISBN 9631950980.
MACHOVÁ JITKA, KUBÁTOVÁ DAGMAR a kol. Výchova ke zdraví - 2. akt. vyd. - Praha : Grada, 2015. - 312 s. - ISBN 978-80-247-5351-5.
MÁLEK BOHUSLAV a kol. Hygiena práce - 1. vyd. - Praha : Sobotáles, 2014. - 279 s. - ISBN 978-80-86817-46-0.
NAGY MELINDA. Humánökológia - 1. vyd. - Komárno : Univerzita J. Selyeho, 2012. - 188 s. - ISBN 978-80-8122-056-2.
NAGY MELINDA. Humánbiológia - 1. vyd. - Dunaszerdahely : Lilium Aurum, 2006. - 250 s. - ISBN 80-8062-283-3.
NÁNÁSI IRÉN. Humánökológia : A természetvédelem, a környezetvédelem és az embervédelem tudományos alapjai és módszerei - 1. vyd. - Budapest : Medicina, 1999. - 514 s. - ISBN 963 242 088 8.
UNGVÁRY GYÖRGY. Munkaegészségtan - Budapest : Medicina Könyvkiadó, 2004. - 985. - ISBN 9632429273.
VIDA GÁBOR. Humánökológia - 1. vyd. - Budapest : ELTE Eötvös Kiadó, 1996. - 65 s. - ISBN 963-462-858-3.
VÍZVÁRI LÁSZLÓ. Egészségtan - 3. vyd. - Budapest : Műszaki Könyvkiadó, 2003. - 167 s. - ISBN 963 16 1886 2.

Language, knowledge of which is necessary to complete a course:
hungarian ,slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 80

A	B	C	D	E	FX
92.5	5.0	0.0	0.0	0.0	2.5

Teacher: Dr. habil. PaedDr. Melinda Nagy, PhD., Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Ing. Pavol Balázs, PhD.,

Date of last update: 30.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ VPU/22	**Name:** Learning disabilities
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Successful completion of the course requires active participation in lectures, submission of interim assignments during the semester and successful completion of a written examination. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 10 points for participation, max. 40 points for intermediate assignments and max. 50 points for the review. A student may receive a maximum of 100 points in total. Final course grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points. Total student workload: 2 credits = 60 hours (13 hours: attendance at lectures, 17 hours: preparation of continuous assignments during the semester, 30 hours: self-study and preparation for revision).	
Results of education: After completing the course the student Knowledge: - Can differentiate specific developmental disorders and indications for inclusion. - The student is able to orient himself/herself in the basic terminology of the subject, knows different theoretical directions, stimulation programs, basics of correction. - Acquire professional knowledge, learn pedagogical guidelines for the school population. - Know how to transform theory into practice, apply the social function and importance of education of pupils with SEN, become familiar with progressive trends in the field of pedagogy and psychology. - Become familiar with methodological approaches, structure and aspects of job descriptions. Skills: - Is able to draw up an individual education plan for pupils and to gestate, if he/she will be a class teacher, to draw up an individual education programme and to apply the principles of differentiation. - Able to navigate incentive programs, obtain an overview of the literature. - Is able to demonstrate and apply techniques of correction, relaxation, stimulation. - Is able to plan a consultation process for an individual or a group, recognising the level of own competences,	

- research and formulate the theoretical and practical background necessary to solve the problems encountered,
- Able to collaborate and consult with other professionals, work in a team
Competencies:
- Responds flexibly and knowledgeably to problems, speaks democratically, acts tolerantly.
- Applies the principles of an inclusive school, optimal working climate, cooperative methodology.
- Implements targeted development of self-knowledge, participates in further education.
- Independently plans activities that expand knowledge of social services, can create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behaviour towards pupils.

Brief syllabus:
Developmental learning disabilities and forms of occurrence
Characteristics of partial performance impairments
Dyslexia, dysgraphia, dysorthography
Dyscalculia, dyspraxia, dyspinxia, dysmusia
ADD, ADHD
Conners Hyperactivity Scale - screening
Methodological guidelines for inclusion and indications, forms of integration
Development of an individual education plan
Classification and assessment of pupils with SEND
Correction, re-education - overview of stimulation programmes
The role of the school special educator, school psychologist, teaching assistant
Cooperation with centres: CPPPaP, CŠPP

Literature:
F. FÖLDI Rita. Hiperaktivitás és tanulási zavarok. 1. vyd. Pécs : Comenius Bt. 2004. 155 s. ISBN 9638643277
PORKOLÁBNÉ Balogh Katalin. Készségfejlesztő eljárások tanulási zavarral küzdő kisiskolásoknak. 3. vyd. Budapest : ELTE, 2005. 45s.
STRÉDL Terézia. Inkluzív pedagógia avagy a gyógypedagógiáról másképp. 1. vyd. Komárno: Univerzita J. Selyeho, 2013. 148 s. ISBN 9788081220890
VAŠEK Štefan: Špeciálno pedagogická diagnostika. 4. vyd. : Sapientia s.r.o, 2004. 168 s. ISBN 8096911201
ZELINKOVÁ Oľga: Poruchy učení : dyslexie, dysgrafie, dysortografie, dyskalkulie, dyspraxie, ADHD. 1. vyd. Praha : Portál, 2009. 263 s. ISBN 9788073675141
www.statpedu.sk.
STRÉDL, T. 2013. Inkluzív pedagógia avagy a gyógypedagógiáról másképp. Komárno : UJS. ISBN
STRÉDL, T. 2016. A tolerancia és a kommunikáció jelentősége az oktatásban : Etika az edukációban - tanulmánykötet = Etika v edukácii - vedecký zborník. - Komárno : Univerzita J. Selyeho, 2016. - ISBN 978-80-8122-196-5, CD-ROM, s. 96-110.

Language, knowledge of which is necessary to complete a course:
hungarian, slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 85

A	B	C	D	E	FX
60.0	14.12	9.41	8.24	3.53	4.71

Teacher: PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD., Dr. habil. Aranka Híves-Varga, PhD.,

Date of last update: 30.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ŠSM/22	**Name:** Theoretical Knowledge of the Field of Study
Types, range and methods of educational activities: **Form of study:** **Recommended extent of course (in hours):** **Per week: For the study period:** **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study:	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Conditions for qualifying for the State examination: a) completion of all compulsory courses (12 credits), b) obtaining at least 7 credits from the compulsory elective courses of the program, c) obtaining 3 credits from elective courses, d) obtaining 22 credits in the prescribed composition (to complete the subject of the state examination, the student has get 2 credit). In the oral state examination, the student gives an account of his own pedagogical, psychological and biological knowledge as components of education and training. The state examination takes the form of a colloquium, in which the student's pedagogical knowledge is evaluated by the state final examination committee. The oral exam is evaluated on the basis of the following grading scale: A – 100–90%, B – 90–80%, C – 80–70%, D – 70–60%, E – 60–50%. A student who does not reach 50% does not receive credit.	
Results of education: Knowledge: - the student can explain the biological and social psychological aspects of the personal development of school-aged students, - the student knows and interprets the concept of the institutional socialization process in the wider context of social sciences, - the student knows the topic of multiculturalism in relation to students, - the student knows the methodology of pedagogical research, - the student knows the current state education programs, - the student knows the philosophical and methodological starting points of student evaluation, the forms and types of evaluation and its psycho-didactic aspects, - the student knows the system of career development of teachers and the possibilities of career development, - the student knows the methods of self-education, - the student knows the research methods used in the field of pedagogical practice. Skills:	

- the student is able to navigate in the general legislation, pedagogical documentation, other documentation, and other conceptual and strategic documentation related to teacher work,
- the student is able to define and formulate educational goals in the form of learning requirements,
- the student has basic practical experience in the didactic analysis of the teaching process- in the basic breakdown of the content of the course material (facts, concepts, connections, procedures),
- the student is able to choose the basic and developmental content in accordance with the educational goals and the individual needs of the students,
- the student is able to convey his own pedagogical and professional knowledge to the lay and professional community,
- the student is able to set the goals of his own professional development,
- the student is able to apply research and development methods.
Competencies:
- the student is able to evaluate the students in terms of their development and individual characteristics,
- the student is able to use different evalution forms and methods,
- the student is able to evaluate and compare the actual learning process with the planned process,
- the student is able to evaluate students without prejudices and stereotypes,
- the student is able to cooperate with various experts for the sake of his own professional development,
- the student is able to set the goals of his own professional development,
- the student is able to identify with the need for lifelong learning,
- the student is empathetic and socially committed.

Brief syllabus:
- not relevant

Literature:
Literature indicated in the information sheets of the study program.

Language, knowledge of which is necessary to complete a course:
hungarian , slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 74

A	B	C	D	E	FX
45.95	27.03	17.57	6.76	2.7	0.0

Teacher:

Date of last update: 30.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZm/ PPC2/23	**Name:** Supporting pedagogical practice 2
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week:** 20 **For the study period:** 260 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 1., 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The conditions for completing the course: - active participation of the student in a teaching practice in a primary school (primary school) or a secondary school (secondary school), - participation of the student in assigned tasks and involvement in analysis and discussion during the teaching practice, - submission of a completed and validated PPC2 completion report, - Completion of observation sheets from the teaching practice in primary or secondary school: lesson observation records, - Student reflection on PPC2. Evaluation of the submitted documents (max. 50 points): o Content page 35 points, o formal aspect 15 points. Total student workload: 1 credit = 30 hours - 20 hours of participation in the teaching practice (contact hours): of which 10 hours of hospitalization and 10 hours of analysis; 2 hours of introductory meeting; 8 hours of preparation of observation sheets and reflection. Final assessment: - passed = 50 - 100% (25 - 50 points) - not passed = 49 - 0% (0 - 24 points)	
Results of education: Knowledge: - The student is able to observe and analyze lessons at the 2nd grade elementary and middle school levels. - The student is able to professionally evaluate and document observed lessons in Elementary and Middle School Level 2. - The student is able to navigate school documents. - The student knows and is oriented to the staffing and facilities structure of a school. - The student understands the culture and organisation of primary and secondary school activities. Skills:	

- Can identify diverse manifestations of structural elements of personality, psychological processes of the student in the process of teaching and in social interactions.
- Knows the specific activities of the teacher implemented during the day, in the context of teaching and in the course of teaching subjects at the 2nd level of primary and secondary school.
- Identifies the teaching objectives formulated by the teacher, the processes used to achieve them and the extent to which they are met.
- Can identify the teaching methods used during the lesson.
- Describes the didactic aids, communication technologies and resources used in the teaching process and the possibilities of applying computers, interactive whiteboards, the Internet, specific teaching programmes and software, dynamic systems and interactive teaching materials and portals in the teaching of subjects at Key Stage 2 of primary and secondary school.
- Describes the processes of student assessment in the teaching process.
- Identifies teachers' teaching and communication styles and professional skills.
- Can process, evaluate, and reflect on the results of observations in relation to educational theory.
- The student will be able to identify common professional problems, investigate and formulate the theoretical and practical background needed to address them and solve them (using practical procedures in practice).
- The student will be able to recognize talented students, students with difficulties or special educational needs, disadvantaged students, multiply disadvantaged students, and students requiring special treatment.

Competencies:
- Takes a position on observed phenomena based on prior theoretical knowledge.
- Understands the relationships and connections between the principles of teaching and the consequences - effectiveness of learning.
- The student will be able to independently plan creative activities that extend knowledge in the context of the teaching profession.
- The student will be able to create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior, openness to recognize and manage the work style of others involved.

Brief syllabus:

Observation and evaluation of the interior and exterior of a training elementary and middle school.
Learning about and working with classroom and school pedagogical documentation.
Observation of the creation of conditions, implementation and evaluation of lessons in the 2nd level of primary and secondary schools.
Professional analysis of observed lessons together with the trainee teacher.
Documenting the progress and results of individual lessons observed.
Structure of observation sheets.
Completion of observation sheets.

Literature:

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf
Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf
Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS
Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

Language, knowledge of which is necessary to complete a course:
hungarian, slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 34

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

Teacher: PaedDr. Tamás Török, PhD., Mgr. Katarína Szarka, PhD.,

Date of last update: 30.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ VSP/22	**Name:** Embedded systems and programming of real-time applications

Types, range and methods of educational activities:
Form of study: Lecture / Seminar / Practical
Recommended extent of course (in hours):
Per week: 0 / 0 / 2 **For the study period:** 0 / 0 / 26
Methods of study: present

Number of credits: 2

Recommended semester/trimester of study: 2.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
During the semester, a student may receive 50 points for his/her own project that he/she is working on individually. A grade of A requires at least 90% of the points, a grade of B requires at least 80% of the points, a grade of C requires at least 70% of the points, a grade of D requires at least 60% of the points and a grade of E requires at least 50% of the points. Credit will not be awarded to a student who has not earned 50% of the points at the end of the semester.

Results of education:
Knowledge:
Upon completion of the course, the student will be familiar with Embedded Linux. The student knows the basics of Linux, working with command line (shell), Bash scripts, remote setup via ssh and serial port. Can configure the system, install applications and analyze errors.
Skills:
After completing the course, the student is able to use Linux using the command line, working with basic command line commands. The student will be able to configure a Linux computer. The student will be able to configure a web server on a nested computer, create a private network, and set up a computer remotely.
Competencies:
Upon completion of the course, the student can utilize his/her skills as an administrator or Linux user. The student can use his/her skills in automation, configurations of IOT devices, information monitors and kiosks.

Brief syllabus:
1. Linux operating system. Operating system architecture. Linux Kernel, GNU Userland, Busybox and GNU Compiler Suite.
2. Embedded Linux: Buildroot, Yocto and OpenWRT
3. Configure hardware using Device Tree. Configuration format. Using documentation to find out the address of the registry. GPIO, Hearbeat, UART, SPI, I2C and USB peripherals setup. Register status verification.
4. Working with a nested operating system. Command line via ssh. Command line via UART. Setting up the operating system using the command line.

5. Configuring the operating system. Network configuration. Setting up programs to run automatically.
6. Programs in GNU Userland: vi editor, emacs editor, less, cat, candump, iptools
7. Processes and filters: processes in Linux, signals, programs for handling processes: ps, kill, wait, sleep.
8. Shell Scripting: variables, loops, functions, working with text
9. Cross-compilation of applications. GNU Compiler Suite. CMake configuration system. Creating multiple configurations.
10. Install applications. Copying information between desktop and embedded operating systems. RSYNC, SCP.
11. Web server installation and configuration.
12. Installing a private network using OpenVPN and sending emails.
13. Cross compiler, crossing

Literature:

1. SIMMONDS, Ch.: Mastering Embedded Linux Programming. Second Edition. Packt Publishing, 2017. 478 s. ISBN 9781787283282.
2. VIZUETE, D. M.: Instant Buildroot. Packt Publishing, 2013. 60 s. ISBN 9781783289455.

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:
Student workload distribution:
60% - attendance at tutorials, exam preparation,
40% - studying literature, practicing acquired knowledge, working on own project.

Evaluation of subjects
Total number of evaluated students: 10

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

Teacher: László Marák, PhD., prof. Sándor Szénási, PhD.,

Date of last update: 28.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ŠIS/22	**Name:** School information systems

Types, range and methods of educational activities:
Form of study: Lecture / Seminar / Practical
Recommended extent of course (in hours):
Per week: 0 / 2 / 0 **For the study period:** 0 / 26 / 0
Methods of study: present

Number of credits: 2

Recommended semester/trimester of study: 2.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
The course is completed by a written examination, for which students can obtain 40% of the total number of points. During the semester, students will take a written examination for which they can earn 30% of the total points and 30% of the semester project.
In addition to contact teaching, students prepare for practicals, prepare for the written examination, work on their semester project, and prepare for the examination.
A grade of A requires a minimum of 90 points, a grade of B requires a minimum of 80 points, a grade of C requires a minimum of 70 points, a grade of D requires a minimum of 60 points, and a grade of E requires a minimum of 50 points. Credit will not be awarded to a student who scores less than 50 points.

Results of education:
Knowledge:
Upon completion of the course, the student will:
- knows the basics of creating school information systems,
- has a deeper knowledge of programming,
- knows the implementation procedures.

Skills:
Upon completion of the course, the student will:
- can design school information systems and implement them programmatically,
- can use his/her theoretical knowledge to solve practical problems of application nature.

Competences:
After completing the course the student can work effectively and independently in the process of design and implementation of an information system or its part.

Brief syllabus:
1. Basics of Information Systems, peculiarities of school information systems.
2. Design and programming of school information systems with regard to the application character.
3. The validity of the C++ language in relation to other programming languages, possibilities of use.
4. C++ syntax basics, variables, basic types, structures, references and pointers, operators, expressions and statements.
5. Functions and procedures, compiling source code and creating an application.

6. Working with source code, version control system - GIT, creating versions, branches and revisions.
7. Objects and classes, variables, methods, constructors, copy constructors, destructors.
8. Encapsulation, public, protected and private. Friend functions and friend classes.
9. Structures in STL (Standard Template Library), List, Queue, Vector, Map, Set, Stack.
10. Algorithms in STL. Sort, for_each, copy, fill.
11. User interaction, input processing and response to signals.
12. Organization of the graphical interface and creation of Layouts.
13. Implementing a school information system in practice.

Literature:

1. BAKA, B.: Getting Started with Qt 5. Birmingham : Packt Publishing, 2019. 136 s. ISBN 9781789956030.
2. BENEDEK, Z.: Szoftverfejlesztés C++ nyelven. Bicske : Szak Kiadó, 2007. 510 s. ISBN 9789639131941.
3. STROUSTRUP, B.: A C++ programozási nyelv : I.kötet. Budapest : Kiskapu Kft., 2002. 560 s. ISBN 963 9301 18 3.
4. STROUSTRUP, B.: A C++ programozási nyelv - II. kötet. Budapest : Kiskapu Kft., 2002. 1328 s. ISBN 963 9301 19 1.
5. BASL, J. Podnikové informační systémy: Podnik v informační společnosti 1. vyd. Praha: Grada Publishing, 2002. 142 s. ISBN 80- 247-0214-2
6. BASL, J. – BLAŽÍČEK, R. Podnikové informační systémy: Podnik v informační společnosti 3. vyd. Praha: Grada Publishing, 2013. 323 s. ISBN 978 80 247 4307 3

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:
Student workload distribution:
50% - attendance at tutorials, exam preparation,
50% - studying literature, practicing the acquired knowledge, preparing the term paper.

Evaluation of subjects
Total number of evaluated students: 10

A	B	C	D	E	FX
50.0	10.0	30.0	0.0	0.0	10.0

Teacher: Mgr. Norbert Annuš, PhD.,

Date of last update: 28.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ ŠSm/22	**Name:** Informatics and Methodology of Teaching
Types, range and methods of educational activities: **Form of study:** **Recommended extent of course (in hours):** **Per week: For the study period:** **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 3., 4..	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final exam can be taken by a student who has fulfilled the obligations set out in the study program during the examination of the study carried out in the last year of study. At the oral state exam, the student demonstrates knowledge and skills from his field, including interdisciplinary links and reflection on the development of the relevant scientific fields. Demonstrates the ability to select the content of education in accordance with the required and expected educational goals and to enrich it with school and regional specifics. The final exam is carried out in the form of a colloquium and the student will be evaluated with a classification grade of A to FX. The grade will be included in the overall evaluation of the state exam. The evaluation based on the oral examination will be carried out according to the classification scale: A – 100 - 91%, B – 90 - 81%, C – 80 - 71%, D – 70 - 61%, E – 60 - 50%. Credits will not be granted to a student who does not achieve 50%. The decision on the result will be announced publicly by the chairman of the commission together with the result of the defense of the final thesis.	
Results of education: Knowledge: • the student acquired knowledge from the areas presented within the compulsory and profile subjects of the study program, • the student can define and interpret basic concepts in his own words, explain and describe basic processes, describe and apply basic scientific research methods from the areas listed in the brief outline of the subject, • the student can analyze and evaluate the current state of scientific knowledge in his field, • the student can characterize the concept of teaching, give examples of different types of concepts of teaching and describe the framework for teaching and learning for age groups 11 to 19 years. Skills: • the student can present his professional knowledge, • the student can transfer knowledge, • the student can synthesize and apply acquired theoretical knowledge in practical educational activities, • the student can adequately choose educational procedures and apply them functionally,	

• the student is able to guide the student on the path of acquiring knowledge, taking into account his individual needs,
• the student has developed skills to learn independently, which allows him to continue further studies.
Competencies:
• the student can demonstrate his language and professional culture during the oral exam,
• the student can use the acquired knowledge in wider contexts,
• the student can implement and synthesize the acquired knowledge in practice,
• the student can creatively use knowledge in solving assigned tasks, analyze a problem and synthesize a new solution,
• the student is able to answer the committee's questions at the required level.

Brief syllabus:
I. Didactics of computer science
II. Mathematical informatics

Literature:
Literature listed in the information sheets of the study programme

Language, knowledge of which is necessary to complete a course:
Hungarian or Slovak

Notes:
The state examination takes place before an examination committee whose members are appointed by the dean.

Evaluation of subjects
Total number of evaluated students: 13

A	B	C	D	E	FX
53.85	38.46	7.69	0.0	0.0	0.0

Teacher:

Date of last update: 28.05.2024

Approved by: prof. RNDr. Tibor Kmeť, CSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.