CONTENS

1. Active participant at the Scientific Student Conference..... 79
2. Aspects of education management..... 72
3. Biodromal Education..... 7
4. Conference – active participant at an international or abroad scientific conference..... 21
5. Conference – member of an organization board of a conference..... 20
6. Dissertation exam - oral part..... 16
7. Dissertation exam - written work..... 14
8. Dissertation with defense..... 12
9. Editorial work – individual or in a team..... 71
10. English for Professional Communication..... 36
11. Experience equivalent to academic mobility - Pedagogy..... 5
12. German for Professional Communication..... 39
13. Intercultural and Minority competencies..... 17
14. Mathematical and statistical methods in pedagogical research..... 30
15. Measurement and Evaluation in Education..... 47
16. Metacognition and self-regulated reflexion..... 22
17. Methodology of Pedagogical Research..... 28
18. Neuropedgogical aspect of education..... 33
19. Opponet of a Scientific Student Conference thesis; membersip in a Scientific Student Conference commission..... 46
20. Pedagogical Activity 2..... 64
21. Pedagogical Activity 3..... 65
22. Pedagogical information sources..... 49
23. Pedagogical theory and its problem-history..... 90
24. Professional work related to pedagogical activities 1..... 40
25. Professional work related to pedagogical activities 2..... 41
26. Professional work related to pedagogical activities 3..... 42
27. Professional work related to pedagogical activities 4..... 43
28. Professional work related to pedagogical activities 5..... 44
29. Professional work related to pedagogical activities 6..... 45
30. Project – leader of a national scientific project..... 69
31. Project – leader of an abroad scientific projec..... 70
32. Project – member of an abroad scientific project team..... 53
33. Project – member of an national scientific project team..... 52
34. Publication 1..... 54
35. Publication 2..... 55
36. Publication 3..... 56
37. Publication 4..... 58
38. Publication 5..... 59
39. Publication 6..... 61
40. Publication 7..... 62
41. Qualitative research methods..... 25
42. Scientific Aspects of Preschool and Elementary Education..... 93
43. Scientific writing and pedagogical interpretation..... 86
44. Student mobility related to graduate profile..... 3
45. Study / research Stay 1..... 80
46. Study / research Stay 2..... 81
47. Study / research Stay 3..... 82

48. Study / research Stay 4.....83
49. Study / research Stay 5.....84
50. Study / research Stay 6.....85
51. Subject pedagogy.....96
52. Teaching Activity 1..... 63
53. Teaching Activity 4..... 66
54. Teaching Activity 5..... 67
55. Teaching Activity 6..... 68
56. The system of educational science and its paradigms.....76
57. Work cited in a CC, Web of Science, SCOPUS database.....10
58. Work cited in lower type of publication..... 11

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/MOB1-PHP/25	**Name:** Student mobility related to graduate profile
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:	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 3 credits = 75–90 hours 26 hours participation in contact hours; 20 hours preparation of the educational activity project and assignments given during lessons; 35–45 hours self-study and preparation of a brief reflection or report on the acquired experiences and knowledge in relation to the graduate's profile. The course is completed in the form of "passed" (without a grade), based on the fulfilment of the above conditions. The course completion is recorded in AIS by the academic responsible person (ZOŠP) after verifying that the conditions have been met.	
Results of education: Knowledge: - The student acquires an overview of subject-specific topics that broaden or complement their graduate profile in an international and intercultural context. - They acquire knowledge gained during mobility that is not directly part of their study plan but is relevant to their field of expertise. - They understand how professional knowledge is applied in various academic or work environments abroad. Skills: - The student is able to apply the knowledge acquired during mobility in further studies or professional practice. - They can communicate and collaborate in an international team, in a foreign language, and in a culturally diverse environment. - They are capable of reflecting on their own educational needs and adapting to new academic or professional settings. Competences: - The student develops competences necessary for lifelong learning, flexibility, and adaptability. - They strengthen their ability to actively participate in international educational activities and projects. - They increase their level of independence, responsibility, and initiative in solving tasks outside	

their domestic academic environment.

Brief syllabus:
- Introduction to the subject, the importance of academic mobility and the internationalisation of higher education.
- Professional seminars by a foreign university teacher in line with the graduate profile. International approaches and current trends in the field. Intercultural communication and working in an international academic environment.
- Reflection of the student on the knowledge, skills and experience gained from the teaching conducted by a foreign university teacher.
- Discussion and feedback - relevance of the knowledge gained for further study and professional development.

Literature:
Literature as recommended by the university teacher involved in the mobility programme.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 0

a	n
0.0	0.0

Teacher:

Date of last update: 07.07.2025

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/MOB2-PHP/25	**Name:** Experience equivalent to academic mobility - Pedagogy
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:	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 3 credits = 75–90 hours 26 hours participation in contact hours; 20 hours preparation of the educational activity project and assignments given during lessons; 35–45 hours self-study and preparation of a brief reflection or report on the acquired experiences and knowledge in relation to the graduate's profile. The course is completed in the form of "passed" (without a grade), based on the fulfilment of the above conditions. The course completion is recorded in AIS by the academic responsible person (ZOŠP) after verifying that the conditions have been met.	
Results of education: Knowledge: - The student acquires subject-specific knowledge in line with the graduate profile, delivered by a foreign academic staff member in an international context. - The student becomes familiar with various approaches, concepts, and methods used in foreign academic and research environments. - The student gains an overview of current trends and findings in the relevant field from an international perspective. Skills: - The student is able to communicate and work in a foreign language, developing their language and intercultural communication skills. - The student can actively apply the acquired knowledge in their own academic and professional context. - The student develops the ability to critically analyse and apply new insights from the international academic environment. - The student enhances the ability to integrate new knowledge from international research into their own research or practice. Competences: - The student strengthens their ability to navigate the international academic environment and actively participate in it.	

- The student improves their adaptability, independence, and flexibility when studying in an intercultural environment.
- The student develops openness to diverse professional and cultural approaches, as well as the ability to work both independently and as part of a team.

Brief syllabus:
- Introduction to the subject, the importance of academic mobility and the internationalisation of higher education.
- Professional seminars by a foreign university teacher in line with the graduate profile. International approaches and current trends in the field. Intercultural communication and working in an international academic environment.
- Reflection of the student on the knowledge, skills and experience gained from the teaching conducted by a foreign university teacher.
- Discussion and feedback - relevance of the knowledge gained for further study and professional development.

Literature:
Literature as recommended by the university teacher involved in the mobility programme.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 0

a	n
0.0	0.0

Teacher:

Date of last update: 07.07.2025

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ BED/20	**Name:** Biodromal Education

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: 7

Recommended semester/trimester of study: 1.

Level of study: III.

Prerequisites:

Conditions for passing the subject:
During the semester students must complete the following criteria:
writing a portfolio from the optional topics (50 points), which is related to the doctoral student's dissertation
The course ends with a final exam. Maximum: 50 points.
Total student load: 7 credits = 210 hours
- 26 hours of active class participation,
- 50 hours of literature study,
- 50 hours of portfolio preparation,
- 54 hours of exam preparation.

A condition for the successful completion of a course is to obtain a minimum of 50% of the maximum points.
The grading scale: A - 90 -100%, B - 80 -89%, C - 70 -79%, D - 60 - 69%, E - 50 -59%

Results of education:
The aim of the course is to prepare students to understand, analyze and critically evaluate the non-formal and leisure education of children, youth and adults, orientation in the laws on teachers and professionals and in the laws on lifelong learning, also with significant international orientation.
Knowledge:
The student understands:
- the ways of describing teaching goals and requirements,
- the system of lifelong learning for teachers in Slovakia and the European Union,
- the types of subject systems and their main features,
- the models of public education and the layout of the curriculum,
- a system for amending the law on lifelong learning, also on the basis of international standards,
- significant features of formal and non-formal education,
- the relationship between motivational systems in adult education,
- models of educational programs and evaluation criteria,
- aspects of adult education evaluation.

Abilities:
The student is able to:

- analyze and interpret educational goals and requirements,
- determine, create a lifelong learning plan based on criteria
- critically analyze, define, name, create educational programs.
Point of view:
The listener:
- examine documents such as the state education program, the institutional education program,
- has an open mind-attitude to the laws, can explain and interpret them correctly,
- able to professionally develop, constantly innovate, critically review and evaluate new educational programs,
- feels responsible for their own professional development.
Autonomy:
The listener:
- has enough independence for the analysis of institutional education programs,
- can sufficiently analyze the types of education, can analyze the laws regarding the content of the subject,
- feels a responsibility to its students during their further education and professional development.

Brief syllabus:

1. Types of lifelong learning, Amendments to the law on lifelong learning,
2. Education policy, Adult education system in Slovakia and the European Union,
3. Professional development of teachers and professionals, Accreditation of educational programs,
4. The importance of age in motivation and education. The role of society in adult education
5. Law on teachers and professional employees
6. Opportunities for formal, non-formal and informal education
7. Qualification training, requalification training, and other forms of lifelong learning
8. Public education models, arrangement of educational content
9. Innovative options/possibilities of the curriculum in terms of content regulation of education
10. Law on education and their comparison with the purposes of EU laws
11. Ethnic education in Slovakia
12. The place of ethnic education and national identity in the system of laws in Slovakia

Literature:

AMBRUS ATTILA JÓZSEFNÉ, K. 1996. A sokoldalú ember. Budapest: Calibra. ISBN 9636861463
BENEŠ, M. 2009. Andragogika. Praha: Grada Publishin a.s. ISBN 978-80-247-2580-2
CEGLÉDI, T., KOZMA, T. (szerk.) 2010. Régió és oktatás. A Partium esete. Régió és oktatás VII. k. CHERD 2010. P. 161-171. Dostupné: http://cherd.unideb.hu/dok/kiadvany/Regio_es_oktatas_VII_cimlapokkal_nyomdakesz.pdf
CSEHIOVÁ, Agáta. WITH MUSIC EDUCATION AGAINST UNIVERSITY DROPOUT? ON THE CONNECTION BETWEEN EXPERIENTIAL GROUP MUSIC SESSIONS AND THE UNIVERSITY DROPOUT PROCESS. In: Opus et Educatio. Budapest. 2021/1. ISSN 2064-9908
FALUS, I. 2003. Didaktika. Elméleti alapok a tanítás tanulásához. Budapest: Nemzeti Tankönyvkiadó. ISBN 963 19 5296 7
HORVÁTHOVÁ, K.- SZŐKÖL, I. 2013. Kontrola a hodnotenie žiackych výkonov v národnostných školách na Slovensku. Monographiae Comaromienses 9., Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-083-8
JÓZSA, Krisztián, Noémi KIS a Karen Caplovitz BARRETT. Mastery motivation, parenting, and school achievement among Hungarian adolescents. DOI 10.1007/s10212-018-0395-8 European Journal of Psychology of Education : A Journal of Education and Development. Vol. 34, no. 2 (2019), p. 317-339. ISSN 0256-2928. CCC, WoS, SCOPUS. Q WoS=Q3

KANCZNÉ NAGY, Katalin – CSEHIOVÁ, Agáta. Pedagógus hallgatók körében végzett "élménykeresé foka" vizsgálat. In: Fejlődés és partnerség a felsőoktatásban határok nélkül = Development and Partnership in HE without Borders - Proceedings of the 1st Conference on VET & Education, Today and Tomorrow : Az I. Szakképzés és oktatás: Ma-Holnap Konferencia tanulmánykötete: Az I. Szakképzés és oktatás: Ma-Holnap Konferencia tanulmánykötete. Tóth Péter, Benedek András, Mike Gabriella. = Development and Partnership in HE without Borders - Proceedings of the 1st Conference on VET & Education, Today and Tomorrow Budapešť: Budapesti Műszaki és Gazdaságtudományi Egyetem, 2019, P. 255-263. ISBN 978-963-421-810-4
KERNEY, J., ZUBER-SKERRITT, O. 2011. Actioning Change and Lifelong Learning in Community Development. Aucland-New Zealand. ISSN 1839 1168. Dostupné na: https://core.ac.uk/download/pdf/143904006.pdf
LARSON, A. 2013. Lifelong Learning – From European policy to national legislation. https://www.researchgate.net/publication/266351001_Lifelong_Learning_-_From_European_policy_to_national_legislation
MAYER, J. 2000. Az iskolarendszerű felnőttoktatásról 2000-ben. Új Pedagógiai Szemle, 2000/11. P. 13-23. Elérhetőség: http://www.ofi.hu/tudastar/iskolarendszeru
PASSFIELD, R.: Strategic Project Planning: Change Management Resources Workbook. Scope Consultancy, Brisbane. 2004. Available free online at: http://www.tedi.uq.edu.au/ActionLearning/Resources/PlanningTools
RIDDELL, S., MARKOWITSCH, J., WEEDON, E. 2012. Formal adult education in the spotlight: Profiles, motivations and experiences of participants in 12 European countries. In book: Lifelong Learning in Europe: Equity and Efficiency in the Balance.
SZŐKÖL, I. 2019. A kisebbségi iskolák és a kisebbségi identitás helye a szlovák oktatási törvényekben. In: Horváth, K.- Tóth, P.- Németh, A. (eds.): Kisebbségi helyzet, identitás és műveltség. Univerzita J. Selyeho. P. 38-47. ISBN 978-80-8122-309-9
SZŐKÖL, I. 2016. Educational evaluation in contemporary schools. Szeged: Belvedere Meridionale. ISBN 978-615-5372-60-5
ŠVEC, Š. 1998. Metodológia vied o výchove: Kvantitatívno-scientické akvalitatívno-humanitné prístupy v edukačnom výskume. Bratislava: IRIS. ISBN 80-88778-15-8
TÖRÖK, B. 2006. Felnőttkori tanulás – célok és akadályok. In: Educatio. 2. sz. P. 333-347. Dostupné: www.hier.iif.hu/hu/letoltes.php?fid=tartalomsor/827
ZRINSZKY, L. (szerk.) 2009. A megújuló felnőttképzés. Tanulmányok a neveléstudományok köréből. Budapest: Gondolat. Dostupné: http://www.forrayrkatalin.hu/doski/felnott_hallgatok.pdf

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

Notes:

Evaluation of subjects
Total number of evaluated students: 7

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

Teacher: Dr. habil. Erika Kopp, PhD.,

Date of last update: 31.03.2025

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ CIT1/20	**Name:** Work cited in a CC, Web of Science, SCOPUS database
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: 6	
Recommended semester/trimester of study: 1., 2.., 3., 4.., 5., 6..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: 1 - citation in a publication registered in citation indexes	
Results of education:	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	

a	n
0.0	0.0

Teacher:
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ CIT2/20	**Name:** Work cited in lower type of publication
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: 4	
Recommended semester/trimester of study: 1., 2.., 3., 4.., 5., 6..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: 2 - citation in a publication, including citation in a publication registered in databases other than citation indexes 3 - review and art criticism in a publication	
Results of education: Credits awarded for registered citation.	
Brief syllabus: not current	
Literature: is not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	

a	n
0.0	0.0

Teacher:
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ DPO/20	**Name:** Dissertation with 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: 30	
Recommended semester/trimester of study:	
Level of study: III.	
Prerequisites: KPP/PEDd/MPV/20 and KPP/PEDd/TPM/20 and KPP/PEDd/SPV/20 and KPP/ PEDd/NAE/20	
Conditions for passing the subject: The doctoral student can apply to defend the dissertation if he/she has obtained at least 150 credits. The defense of the dissertation must be submitted no later than three years after the beginning of the study (doctoral student in the full-time form of study). The dissertation is the final work and together with the defense of the dissertation they are considered as one subject. After defending the dissertation, the doctoral student of the study program Pedagogy will receive 30 credits. The goals and organization of the final thesis are regulated by internal regulations (Študijný poriadok Univerzity J. Selyeho/ Study Regulations of J. Selye University, Všeobecné zásady doktorandského štúdia Univerzity J. Selyeho/ General Principles of Doctoral Studies of J. Selye University, Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho/ Rector's Directive on Modification, Registration, Accessibility and Archiving of Final Theses at J. Selye University which are specified by the Dean's Directives). The dissertation has the character of an original scientific work. The dissertation (without appendices) should not exceed 170 pages. The condition for submitting an application for permission to defend a dissertation, in addition to the above requirements, is proof of publication output at least in category "A-" according to the standards for study programs in the field of study Teacher Training and Education Science.	
Results of education: The graduate of doctoral studies is qualified to perform scientific research and more complex science project and development activities in his/her field. He/she can focus on more general pedagogical topics and problems or on a specialized didactic area. He/she is also qualified to lead courses and educate teachers and pedagogical staff in the further education of pedagogical staff on the given field.	
Brief syllabus: 1. The presence of a two-thirds majority of all members of the dissertation defense committee is required at the dissertation defense. 2. The opponents participate in the dissertation defence. If one of them is unable to attend the defence for particularly serious reasons, the defence may be held provided that the absent opponent has given a favourable opinion and that all members present agree that the defence should be held	

in the absence of that opponent. In such a case, the opinion of the absent opponent shall be read out during the defence. The defence may not proceed if two opponents are absent or if there are two negative opinions.
3. In the case of one negative opinion, the dissertation defence may take place. In this case, the presence of the respective opponent is required at the defence.
4. If at least 2 negative opinions have been drawn up on the dissertation, the defence may be held only after the deficiencies mentioned in the opinions have been eliminated and the dissertation has been reassessed by the already approved opponents.
5. If a doctoral student cannot attend the defence on the appointed date for serious health reasons, he/she must apologise to the Dean in advance. In such a case, the dean, in agreement with the chairperson of the thesis committee, shall set an alternative date for the defence and notify the participants.
6. The defence of the dissertation shall be conducted by the chairperson of the defence committee; in an exceptional case, the chairperson may delegate the defence to another member of the defence committee who is also a member of the defence committee. Neither the opponent nor the supervisor shall conduct the defence, even if they are members of the thesis committee.
7. The dissertation defence is public. As a rule, its course is as follows:
(a) Opening,
b) introduction of the candidate,
c) presentation of the objectives, results and contribution of the dissertation,
d) statement of the result of the originality check,
e) presentation of the supervisor's report,
f) presentation of the referees' reports,
g) the doctoral student's opinion on the comments of the referees,
h) discussion.

Literature:
The literature on the researched issue of the dissertation according to the individual plan of the doctoral student approved by the supervisor. The current UJS Rector's Directive on final, rigorous, and habilitation theses, available on the university's website. THE DEAN'S DIRECTIVE CRITERIA FOR THE EVALUATION OF THE DISSERTATION AND ITS DEFENCE AT THE FACULTY OF EDUCATION J. SELYE UNIVERSITY

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

Notes:

Evaluation of subjects
Total number of evaluated students: 2

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

Teacher:

Date of last update: 31.03.2025

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ DSP/20	**Name:** Dissertation exam - written work
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: 10	
Recommended semester/trimester of study:	
Level of study: III.	
Prerequisites: KPP/PEDd/MPV/20 and KPP/PEDd/TPM/20 and KPP/PEDd/SPV/20 and KPP/ PEDd/NAE/20	
Conditions for passing the subject: Student of doctoral study can apply for the dissertation examination if he/she has obtained at least 60 credits, of which 40 credits for studies and 20 credits for the scientific part. The Study Regulations of J. Selye University and the Dean's Directive No. 2/2017 clearly declare the requirements, criteria and describe the circumstances for the successful completion of the study and the implementation of the final work. Other conditions for granting consent to take the dissertation examination: submission of a printed study report with an overview of the credits obtained, completion of compulsory subjects. The doctoral student registers for the dissertation examination on the prescribed form no later than in the 5th semester of the full-time form of study. It takes place before a dissertation examination commission appointed by the dean. The written work for the dissertation exam has at least 1.5 author's sheets (30 pages) and contains in particular: the aim of the dissertation, the current state of knowledge (research) on the issue, analysis and justification of the methodological approach selected for solving the issue, outline of the theoretical foundations of the future solution, formulation of hypotheses and proposal of research strategy, the contribution of the work, overview of the studied literature on the given issue, elaboration of partial results from the first year of solving the problem, structure of the future dissertation (dissertation project). Written work requires 1. elaboration of the reviewer´s report of the dissertation thesis appointed by the dean of the faculty on the basis of the supervisor's proposal and after the opinion of the chairman of the examination committee. The opponent/reviewer of the dissertation thesis may be a university teacher in the position of professor, or the position of associate professor, or an expert with an academic degree of PhD. (or its older equivalent), which has no joint publications with the doctoral student, 2. statement of the supervisor. During the dissertation defense, the student should be able to respond and argue to the questions and recommendations of the reviewer/opponent and the supervisor. The dissertation exam consists of the dissertation thesis, its defense, and oral examination.	
Results of education: In the dissertation thesis the student of the doctoral study is able to demonstrate his/her skill in working with literature, mastering research methods, and interpreting partial and holistic results of the dissertation. S/he is able to formulate the theoretical basis and objectives of the dissertation. Can respond to questions and suggestions of the opponent and the supervisor, argue,	

and defend the dissertation thesis. The dissertation exam consists of the dissertation thesis, its defense, and oral examination, for which the student will receive 10 credits.

Brief syllabus:
Dissertation thesis for dissertation exam, its defense.

Literature:
The literature on the subjects according to the topic of the dissertation is provided in the information sheets of the subjects. The literature on the researched issue of the dissertation according to the individual plan of the doctoral student approved by the supervisor.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 8

A	B	C	D	E	FX
50.0	12.5	25.0	0.0	0.0	12.5

Teacher:

Date of last update: 31.03.2025

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University

Name of the faculty: Faculty of Education

Code: KPP/PEDd/DSU/20	**Name:** Dissertation exam - oral part

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: 10

Recommended semester/trimester of study:

Level of study: III.

Prerequisites: KPP/PEDd/MPV/20 and KPP/PEDd/TPM/20 and KPP/PEDd/SPV/20 and KPP/PEDd/NAE/20

Conditions for passing the subject:
The theoretical part of the dissertation exam is the oral exam according to the approved syllabi forms. The subject of the oral exam is the subject „Theoretical and methodological aspects of pedagogy".

Results of education:
During the oral exam, the student is able to answer questions formulated in the form of a broadly conceived problem by integrating knowledge from the completed subjects of the study part of the doctoral study and the topic of the dissertation. The demonstrated knowledge is assessed according to the results of the public vote of the examination committee. For the subject Theoretical and methodological aspects of pedagogy, the student will receive 10 credits.

Brief syllabus:

Literature:
The literature on the subjects according to the topic of the dissertation is provided in the information sheets of the subjects. The literature on the researched issue of the dissertation according to the individual plan of the doctoral student approved by the supervisor.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 8

A	B	C	D	E	FX
62.5	12.5	12.5	12.5	0.0	0.0

Teacher:

Date of last update: 31.03.2025

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ IMK/20	**Name:** Intercultural and Minority 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: 5

Recommended semester/trimester of study:

Level of study: III.

Prerequisites:

Conditions for passing the subject:
During the semester, PhD students must meet the following requirements.
A test must be written from the theoretical syllabus (50 points).
An essay task should be prepared in a minimum of 6 pages, in which a pedagogical situation, or a student behaviour, or a class problem should be analyzed and interpreted from a neuropedagogical point of view (50 points, divided as follows: interpretation of the situation / behaviour / problem (10 points), presentation of the literature review (10 points), analysis, evaluation (10 points), drawing conclusions, formulating proposals (10 points), elaboration (10 points).
Total student load 5 credits 150 hours
13 hours active class participation
68 hours essay preparation
69 hours test preparation
Evaluation: A – 90-100%, B – 80 -89%, C – 70 -79%, D – 60 - 69%, E – 50 -59%

Results of education:
Knowledge:
- The student is able to explain and justify the changes in the concepts of intercultural, multicultural and transcultural education
- The student will be able to analyse current concepts of intercultural education
- The student will be able to specify and analyse the features of Roma identity (romipen),
- The student knows the origin, anthropology, history and special needs of Roma.

Abilities:
- The student will be able to design and implement a lesson project in order to develop the student's intercultural competencies.
- The student will be able to independently collect information for intercultural education
- The student will be able to identify common professional problems in this area
- The student will be able to analyse the features of Roma identity in the way of Roma life, in their interpersonal relationships and in their philosophy of life.

Attitudes:
- The student will create the appropriate attitudes towards the intercultural and multicultural phenomena

- The student will internalise a tolerant and patient approach to various forms and manifestations of human culture

Autonomy and responsibility:

- The student will be able to implement a targeted development of self-knowledge related to intercultural education
- The student will be able to independently plan activities that expand the knowledge about human cultures
- The student will be able to use this knowledge to advance the multicultural and emotional education of Roma and non-Roma students

Brief syllabus:

1. Intercultural competences and democratization of school.
2. Intercultural competences of teachers and students.
3. Multiculturalism, multicultural education, transcultural education.
4. Multicultural education as a planned part of the educational process.
5. Strategies for developing the student's intercultural competencies.
6. Origin of nationalities and ethnic groups living in Slovakia.
7. Anthropology and history of nationalities and ethnic groups living in Slovakia.
8. Special needs of nationalities and ethnic groups living in Slovakia.
9. Roma culture and its specifics in verbal and dramatic art.
10. Roma culture and its specifics in dance and music.
11. Roma culture and its specifics in fine arts.
12. Roma identity (romipen) in the characteristics and way of life of the Roma people, in their interpersonal relationships and in their philosophy of life.
13. Education for mutual tolerance.

Literature:

BALVÍN, J. 2008. Filozofie výchovy a metody výuky romského žáka. Praha : RADIX s.r.o. ISBN 978-80-86031-83-5

BALVIN, J., KWADRANS, L. 2009. Situation of Roma Minority in Czech, Poland and Slovakia. Wroclaw : Fundacja Integracji Spolecznej.

LISZKA, J. 2009. Interetnikus és interkulturális kapcsolatok Dél-Szlovákiában. Komárno : Selye János Egyetem. ISBN 978-80-89234-87-5

LÁZÁR, I., 39 interkulturális játék : Ötlettár tanároknak az interkulturális kompetencia és a csoportdinamika fejlesztéséhez. Budapest : Eötvös Loránd Tudományegyetem. (Bölcsészet- és Művészetpedagógiai Tananyagok, ISSN 2416-1780 ; 9.) ISBN 978-963-284-657-6

NAGY, M., STRÉDL, T., SZARKA, L. 2018. Többség, kisebbség és a tolerancia II. : Kapcsolatok és identitások a számok tükrében. Komárno : Univerzita J. Selyeho. ISBN 978-80-8122-280-1

RÓKA, J., HOCHEL, S. 2009. Interkulturális és nemzetközi kommunikáció a globalizálódó világban. Budapest : Budapesti Kommunikációs és Üzleti Főiskola. ISBN 978-963-7340-74-1

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

Hungarian or English

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. PaedDr. Melinda Nagy, PhD.,
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ KCOV/20	**Name:** Conference – member of an organization board of a conference

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: 4

Recommended semester/trimester of study: 1., 2.., 3., 4.., 5., 6..

Level of study: III.

Prerequisites:

Conditions for passing the subject:
Student will be a Member of a Board of a scientific conference. His/her name and affiliation will be published in the conference programme.

Results of education:
The student is a member of the conference organizing committee, i. his / her name and institutional affiliation are listed in the program of the event.

Brief syllabus:
not current

Literature:
not current

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

Notes:

Evaluation of subjects
Total number of evaluated students: 4

a	n
100.0	0.0

Teacher:

Date of last update: 31.03.2025

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ KUMV/20	**Name:** Conference – active participant at an international or abroad scientific conference
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: 6	
Recommended semester/trimester of study: 1., 2.., 3., 4.., 5., 6..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Conference - active participation in an international or foreign scientific conference.	
Results of education: Student will be a Member of a Board of a scientific conference. His/her name and affiliation will be published in the conference programme.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 55	

a	n
100.0	0.0

Teacher:	
Date of last update: 31.03.2025	
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ MAR/20	**Name:** Metacognition and self-regulated reflexion
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: 5	
Recommended semester/trimester of study:	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: During the semester, students must realize the following requirements: a cognitive or learning style of a group of students (min. 15 people) should be assessed with a chosen questionnaire, evaluation and learning methods should be determined, results and conclusions should be recorded in a min. 4-page study (100 points, distributed as follows: selection of the questionnaire, presentation of assessment methodology - 30 points, evaluation of results - 50 points, formulation of conclusions - 10 points, formulation of learning methodology proposals - 10 points). Total student workload 5 credits 150 hours 13 hours active class participation 68 hours formulating methodology proposals 69 hours formulating conclusions Grading scale: A – 90-100%, B – 80 -89%, C – 70 -79%, D – 60 - 69%, E – 50 -59%.	
Results of education: The aim of the course is to give students (1) a comprehensive picture of cognitive functions, metacognition and self-regulated learning, as well as their subject relationship and neurological foundations; (2) be able to establish cognitive and learning preferences, measure cognitive styles, and evaluate the results obtained. Knowledge The student knows concepts and theories related to cognitive functions and their disorders, metacognition, theories and concepts related to self-regulated learning, the basics of personality theory in the learning style, the most important theories of learning style, their neurological basis, the relationship between learning style, learning environment and learning motivation, the most important concepts of learning methodology. Abilities The student is able to evaluate their own and others' cognitive and learning style on the basis of questionnaires, recommend a learning method to others based on the results. Attitudes Be the student	

is committed to teaching methods that take into account the different cognitive, learning characteristics of students,
is open to professional analysis of the causes of emerging learning problems, using theories and tools of cognitive and learning styles, to draw conclusions and to solve problems.
Autonomy and responsibility
The student should
feel responsible for learning difficulties and individual characteristics,
- be independently design educational conditions that take into account the different learning characteristics of students.

Brief syllabus:

1. Cognitive functions and their development
2. Disorders of cognitive functions and their neurological basis
3. Early theories of metacognition
4. Metacognition, metacognitive strategies and styles
5. Self-regulated learning
6. Subject relations of self-regulated learning
7. Learning: ability and style
8. Basics of personality theory of learning style
9. Neurological foundations of learning style theories, hemisphere laterality
10. Learning style and learning environment
11. Learning and emotions, learning motivation
12. Learning methodology
13. The relationship between teaching style and learning style.

Literature:

BARKÓCZY, I., PUTNOKY, J. 1980. Tanulás és motiváció. Budapest: Tankönyvkiadó. ISBN 9631745872
FISHER, R. 2007. Hogyan tanítsuk gyermekeinket tanulni? Budapest: Műszaki Kiadó. ISBN 978-963-16-2531-8
JÓZSA, K. 2017. A számolás fejlesztése 4-8 éves életkorban: Szülőknek, óvodapedagógusoknak, tanítóknak. Szeged: Mozaik Kiadó ISBN 978 963 697 767 2
JÓZSA, Krisztián, Karen Caplovitz BARRETT a George A. MORGAN. Game-like tablet assessment of approaches to learning: Assessing mastery motivation and executive functions. DOI 10.14204/ejrep.43.17026 Electronic Journal of Research in Educational Psychology. Vol. 15, no. 3 (2017), p. 665-695. ISSN 1699-5880. WoS, SCOPUS.
MUNDSACK, A. 2006. Hogyan tanuljunk?: Kulcs a sikeres tanuláshoz. ISBN 963 545 4309
O´NEILL-BLACKWELL, J. 2012. Engage: The Trainer´s Guide to Learning Styles. San Francisco: Pfeiffer. ISBN 978-1-118-02943-5
OROSZLÁNY, P. 2004. A tanulás tanítása. Budapest: Független Pedagógiai Intézet. ISBN 9632100972
ROEDERS, P., GEFFERTH, É. 2007. A hatékony tanulás titka: A hatékony tanítás és tanulás dinamikája. Trefort Kiadó. ISBN 978-963-446-453-2
TÓTH, P. 2012. Egyéni különbségek szerepe a tanulásban: Tanulási stratégiák. 1. vyd. Budapest: DSGI, 2012. 143 s. ISBN 978-963-88946-7-0
TÓTH, P. 2019. Problémaalapú tanulás. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-337-2
TÓTH, P. 2011. Egyéni különbségek szerepe a tanulásban: A tanulási stílus. DSGI: Budapest. ISBN 978-963--88946-5-6

TÓTH, Péter, Kinga HORVÁTHOVÁ a György JUHÁSZ. Examination of Teacher Students´ Inductive Thinking Ability. AD ALTA : journal of interdisciplinary research : recenzovaný mezioborový vědecký časopis. Vol. 10, no. 2 (2020), p. 138-145. ISSN 1804-7890. WoS.
TÓTH, Péter. Learning Strategies and Styles in Vocational Education. Acta Polytechnica Hungarica. Vol. 9, no. 3 (2012), p. 195-216. ISSN 1785-8860. WoS, SCOPUS.
TÓTH, Péter. The Role of Individual Differences in Learning. Acta Polytechnica Hungarica. Vol. 11, no. 4 (2014), p. 183-197. ISSN 1785-8860. WoS, SCOPUS

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: prof. Péter Tóth, PhD.,

Date of last update: 31.03.2025

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ MKV/20	**Name:** Qualitative 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: 5	
Recommended semester/trimester of study: 2.	
Level of study: III.	
Prerequisites: KPP/PEDd/MPV/20	
Conditions for passing the subject: The doctoral candidate can receive 100 points for the following activities: - An oral assignment in the form of a presentation, using specific papers from the current literature, that have used qualitative research methods in their research findings that are also relevant to the topic of their doctoral research. (max. 50 points) - A written paper at the end of the semester, in the form of a study with footnotes and bibliography, with a qualitative research methodological focus and independent research results in the length 150,000 n (max. 50 points). Total student load 5 credits 150 hours 26 hours active participation in class 62 hours preparing a presentation 62 hours preparing a report. Evaluation: 100-90 point - A, 89-80 point - B, 79-70 point - C, 69-60 point - D, 59-50 point - E, 49-0 point - Fx.	
Results of education: The aim of the course: The course is an introduction to the methodology of qualitative research. Doctoral students will have the opportunity to learn about the basic types and characteristics of qualitative research methods and thereby prepare for the professional publication and presentation of their independent research results. Knowledge The doctoral candidate can become acquainted with - the basic types and characteristics of qualitative research, and their links and differences with quantitative forms of research - the norms of research ethics - the professional preparation of questionnaires and the analysis of the acquired data; - the basic rules of interviewing and analysis; - the characteristics, similarities and differences, the methodological steps of content and document analysis; - the educational impact of the turn to picture and space, and the methodology and results of picture research. Skills: The doctoral candidate will be able to	

- to base his research in the field of educational science on professional analysis and evaluation;
- to choose an appropriate form from among several metodical research solutions on his subject.
Settings
The doctoral candidate is ready to
- make proper use of valuable sources and documents from public collections
- adhere to the rules of research ethics;
- to self-educate and continuously renew his/her research methodological knowledge;
- to pay regular attention to the current results of other researchers and to incorporate them into his or her work.
Autonomy:
The doctoral candidate should
- pursue his/her research autonomously and creatively;
- - continuously strive to exploit the various opportunities for knowledge acquisition, research and publication that open up new avenues for professional development.

Brief syllabus:

The course gives an introduction to the theoretical background of qualitatv research. It shows its different methodological and research methodological procedures and practice of data collection and analysis.
The theoretical foundations of qualitative research: phenomenology, hermeneutics, symbolic interactionalism, qualitative life course and generational analysis, cultural studies, gender studies, qualitative organisational analysis and evaluation research,
The characteristics of qualitative research design and research process: hipothesis, propositions, abduction, deduction, induction, triangulation, selection and quality criteria
Research methods and practice: qualitative, narrative biographical, guided interviews, group discussion, photo, film and video analysis, ethnographic fielresearch in classrooms, qualitative content analysis, grounded theory analysis, computer-assisted data analysis (text mining, network analysis, discourse analysis).
In the second part of the course, participants will have the opportunity to analyse different research papers using qualitative research methods with the help of the literature and then work out smaller independent research exercises.

Literature:

Babbie, Earl (2003): A társadalomtudományi kutatás gyakorlata. Budapest: Balassi Kiadó, ISBN 978-963-506-764-0.
Davies, Martin – Hughes, Nathan (2014): Doing a Successful Research Project: Using Qualitative or Quantitative Methods. Hampshire: Palgrave Macmillan, ISBN 978-1-137-30642-5.
Golnhofer Erzsébet (2001): Az esettanulmány. Kutatás-módszertani kiskönyvtár. Budapest: Műszaki Könyvkiadó.
Kéri Katalin (2016): A gyerekkor-történet képi forrásai. In: Aczél, Eszter; Révész, Emese (szerk.): Gyerek kor/kép: gyermek a magyar képzőművészetben. Budapest: Budapesti Történeti Múzeum, pp. 241–264. https://pea.lib.pte.hu/handle/pea/23138
Kéri Katalin (2019): A nőnevelés-történet képi forrásai. Per Aspera ad Astra: a PTE Művelődés- és egyetemtörténeti közleményei 6:1 pp. 7–30. https://pea.lib.pte.hu/handle/pea/23734
Krippendorf, Klaus (1995): A tartalomelemzés módszertanának alapjai. Budapest: Balassi Kiadó, ISBN 963 7873 80 5
Maykut, Pamela – Morehouse, Richard (2003): Beginning Qualitative Research: A Philosophic and Practical Guide. London: Routledge Falmer, ISBN 0 7507 0273 7.
Németh András (2014): A kulturantropológia eredményeinek felhasználása a neveléstudományban. In: György, Juhász; Kinga, Horváth; Strédl, Terézia; Zuzana, Árki (szerk.):

Oktatás és tudomány a XXI. század elején = Vzdelávanie a veda na začiatku na XXI. storočia: Zborník z medzinárodnej vedeckej konferencie Univerzity J. Selyeho: Sekcie pedagogických vied. Komárno: Selye János Egyetem, pp. 114–130.
Németh András (2015): A neveléstudomány nemzetközi modelljei és tudományos irányzatai. Magyar Pedagógia, 115. 3. pp. 2–42. http://www.magyarpedagogia.hu/document/Nemeth_MPed20153.pdf
Németh András (2015): Főbb tudományelméleti irányzatok, kutatási eredményeik és hatásuk nemzetközi és hazai tudománytörténeti kutatásokra. In: Németh András et. al. (szerk.): Neveléstudomány és tudományos elit a 20. század második felében. Budapest: Gondolat Kiadó, pp. 9–82. ISBN 978 963 693 655 6
Sántha Kálmán (2009): Bevezetés a kvalitatív pedagógiai kutatás módszertanába. Budapest: Eötvös József Kiadó, ISBN 978 963 7338 99 1.
Sántha Kálmán (2011): Abdukció a kvalitatív kutatásban = Bizonytalanság vagy stabilitás? 1. vyd. Budapest: Eötvös József Könyvkiadó, ISBN 978 963 9955 21 9.
Seidman, Irving (2002): Az interjú mint kvalitatív kutatási módszer. Budapest: Műszaki Könyvkiadó, ISBN 963 16 2756 X
Švaříček, Roman (2014): Kvalitativní výzkum v pedagogických vědách. Praha: Portál, s.r.o., ISBN 978-80-262-0644-6.
Szabolcs Éva (1999): Tartalomelemzés a gyermekkortörténet kutatásában. Gyermekkép Magyarországon 1868-1890. Budapest: Nemzeti Tankönyvkiadó, ISBN 963 19 4254 5
Szabolcs Éva (2001): Kvalitatív kutatási metodológia a pedagógiában. Budapest: Műszaki, ISBN 963-16-2783-7, https://epa.oszk.hu/01500/01551/00022/pdf/699.pdf
Tikk, D. (Ed.). (2007): Szövegbányászat. Budapest: Typotex, ISBN 978 963 9664 45 6

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

Notes:

Evaluation of subjects
Total number of evaluated students: 4

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

Teacher: doc. dr. univ. Agáta Csehiová, PhD., PD Dr. phil. habil. Attila Mészáros, Dr. habil. Erika Kopp, PhD.,

Date of last update: 31.03.2025

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ MPV/20	**Name:** Methodology of Pedagogical Research
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: 7	
Recommended semester/trimester of study: 1.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Development and defense of a research plan/topic evaluation: max.50 points. Passing knowledge test - evaluation max.50 points Total student load: 7 credits 210 hours 26 hours class participation 92 developing a research plan 92 test preparation Total evaluation: 100 - 90 points / A, 89 - 80 points / B, 79 - 70 points / C, 69 - 60 points / D, 59 - 50 points / E, less than 50 points / Fx	
Results of education: Knowledge - the student knows and understands the methodology of pedagogical research, - the student knows the methodological context of practical research in pedagogical sciences, - the student knows the methods of research and its development in the field of pedagogical practice. Abilities: - the student will be able to choose a suitable method of pedagogical research, - the student will be able to apply independently the adequate methods of work, - the student is able to carry out research of pedagogical phenomena in an educational environment - is able to formulate the completion of his / her own research and has the ability to write academically - the student is able to apply research and development methods. Point of view: - the student will be able to apply the skills necessary to achieve results in the methods of pedagogical research, will be able to identify the importance and necessity of choosing individual methods, - the student identifies his / her own profession, - the student feels responsible for professional quality preparation, implementation and interpretation of research. Independence and responsibility	

- the student will be able to compile a research plan, orientate oneself in the research methodology,
- the student independently plans, implements and evaluates his/her own pedagogical research.

Brief syllabus:
The research is broken down into the following 8 phases: setting research goals, defining research questions, research methods, tools for obtaining input and output data. research plan procedure. Implementation and evaluation of research.

Literature:
BELL, J., WATERS, S. 2018. Doing Your Research Project: A Guide for First-time Researchers. London: McGraw-Hill Education. ISBN 978-0-335-24338-9
DAVIES, M., HUGHES, N. 2014. Doing a Successful Research Project: Using Qualitative or Quantitative Methods. Hampshire: Palgrave Macmillan. ISBN 978-1-137-30642-5
GAVORA, P. Elektronická učebnica pedagogického výskumu. www.e-metodologia.fedu.uniba.sk
CHRÁSKA, M. 2016. Metody pedagogického výzkumu : Základy kvantitativního výzkumu.- 2. Praha: Grada. ISBN 978-80-247-5326-3
KÉRI, K. 2001. Bevezetés a neveléstörténeti kutatások módszertanába. Pedagógus Könyvek. Budapest: Műszaki Könyvkiadó. ISBN 9631627802
SILVERMAN, D. 2005. Ako robiť kvalitatívny výskum. Bratislava : Ikar. 2005. 328 s. ISBN 8055109044
ŠVEC, Š. 1998. Metodológia vied o výchove: Kvantitatívno-scientické a kvalitatívno-humanitné prístupy v edukačnom výskume. Bratislava : IRIS. ISBN 8088778735

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

Notes:

Evaluation of subjects
Total number of evaluated students: 11

A	B	C	D	E	FX
72.73	18.18	9.09	0.0	0.0	0.0

Teacher: prof. Krisztián Józsa, DSc., prof. Péter Tóth, PhD.,

Date of last update: 31.03.2025

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ MSM/20	**Name:** Mathematical and statistical methods in pedagogical research

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: 5

Recommended semester/trimester of study: 2.

Level of study: III.

Prerequisites: KPP/PEDd/MPV/20

Conditions for passing the subject:
During the semester, students must meet the following requirements:
preparation and updating of the research proposal in 8 pages (20 points),
development / selection / adaptation of research methods, tool (30 points),
realization of the pilot research, evaluating the results, preparing a research report (50 points).
Total student load 5 credits 150 hours
26 hours active class participation
62 hours preparing a research project
62 hours preparing and conducting pilot research
The grading scale: A - 90 -100%, B - 80 -89%, C - 70 -79%, D - 60 - 69%, E - 50 -59%

Results of education:
The aim of this course is for the Ph.D students to acquire a higher level of knowledge related to qualitative and quantitative research, their mathematical-statistical basics, and to be able to professionally plan, carry out and evaluate a pedagogical research.
Knowledge
The Ph.D student knows
the specialities of deductive and inductive research, the essence of the causal relationship, the main types of pedagogical research,
the quality indicators of the measurement and the most important conditions of sampling, the qualitative and quantitative data analysis methods,
the analytics of descriptive statistics, multivariate procedures and their mathematical-statistical relationships,
concepts related to hypothesis testing, types of distribution of variables,
parametric and non-parametric tests,
statistical conclusions,
the main concepts and contexts of correlation and regression calculation,
statistical sheets for exploratory factor analysis and cluster analysis,
the main indicators of the confirmatory factor analysis and the mathematical basis of the structural equation model.
Abilities
The Ph.D student is able to

compile a research plan, formulate research questions / hypotheses, choose the appropriate research method and tools, develop a tool
professionally collect, prepare and process data, prepare the research report,
apply descriptive statistics for data analysis,
implement the procedures related to the hypothesis testing,
select and perform parametric and non-parametric tests,
perform correlation and regression analysis, univariate and multivariate analysis of variance,
perform exploratory and control factor analysis,
do cluster analysis, discriminant analysis.
Attitudes
The Ph.D student is
committed to the professional and demanding preparation, implementation and evaluation of pedagogical research,
open to a high-level analysis of the problems that arise during his / her scientific work, using the research methodology, to draw conclusions, to recognize the causal connections, to prepare an appropriate intervention plan,
committed to the widespread dissemination of educational research and scientific dissemination.
Autonomy and responsibilty
The Ph.D student
has a high level of autonomy in the planning, implementation and evaluation of pedagogical research,
- feels responsible for the full observance of research ethics, the use of reliable measurement methods and measuring instruments.

Brief syllabus:

1. Elements of social theory, deductive and inductive theory-making. Causation, reasoning, reasoning errors. Types of pedagogical research.
2. The research proposal. Research methods. Conceptualization, operationalization, measurement, measurement quality. Research ethics.
3. Basic research concepts: index, scale, typology, sampling,
4. Data collection in pedagogy: experiments, questionnaires, qualitative studies, evaluative research. Validity and reliability of measuring instruments. Aspects of measuring instrument development.
5. Qualitative and quantitative data analysis. The main components of descriptive statistics
6. Multivariate procedures. Hypothesis, hypothesis testing. Distribution types, normal distribution
7. Parametric and non-parametric analytics. Statistical conclusions.
8. Univariate and multivariate analysis of variance. Correlation and regression calculation
9. Cross-tabulation analysis. Exploratory factor analysis
10. Cluster analysis. Discrimination analysis
11. Confirmatory factor analysis and structural equation modelling
12. Preparation of research report

Literature:

BELL, J., WATER, S. 2018. Doing Your Research Project: A Guide for First-time Researchers. London: McGraw-Hill Education. ISBN 978-0-335-24338-9
CHRÁSKA, M. 2016. Metody pedagogického výzkumu: Základy kvantitativního výzkumu. Praha: Grada. ISBN 978-80-247-5326-3
EARL, BABBIE, KENDE, G. 2008. A társadalomtudományi kutatás gyakorlata. Budapest: Balassi Kiadó. ISBN 978-963-506-764-0

HENDL, J. Kvalitatívní výzkum. Základní teorie, metody a aplikace. Praha: Portál. ISBN 978-80-262-0982-9
KÁLMÁN, A. 2005. Andragógiai interdiszciplináris kutatásmódszertan. Budapest: OKKER Oktatási és Kiadói Rt. ISBN 963 9228 97 4
KÉRI, K. 2001. Bevezetés a neveléstörténeti kutatások módszertanába. Budapest: Műszaki Kiadó. ISBN: 9631627802
MARTIN, DAVIES, NATHAN, HUGHES. 2014. Doing a Successful Research Project: Using Qualitative or Quantitative Methods. Hampshire: Palgrave Macmillan. ISBN 978-1-137-30642-5
MENYHÁRT, J. 2015. Kutatásmódszertan = Elmélet, gyakorlat, tanulmányok: Oktatási segédlet. Nitra-Nyitra: Nyitrai Konstantin Filozófus Egyetem -Univerzita Konštantína Filozofa v Nitre. ISBN 978-80-558-0962-5
SILVERMAN, D. 2005. Ako robiť kvalitatívny výskum. Bratislava: Ikar. ISBN 8055109044

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

Notes:

Evaluation of subjects
Total number of evaluated students: 8

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

Teacher: prof. Krisztián Józsa, DSc., prof. Péter Tóth, PhD.,

Date of last update: 31.03.2025

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ NAE/20	**Name:** Neuropedgogical aspect of education
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: 7	
Recommended semester/trimester of study: 3.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: During the semester, PhD students must meet the following requirements. A dissertation must be written from the theoretical syllabus (50 points). An essay task should be prepared in a minimum of 6 pages, in which a pedagogical situation, or a student behaviour, or a class problem should be analyzed and interpreted from a neuropedagogical point of view (50 points, divided as follows: interpretation of the situation / behaviour / problem (10 points), presentation of the literature review (10 points), analysis, evaluation (10 points), drawing conclusions, formulating proposals (10 points), elaboration (10 points). Total student load: 7 credits 210 hours 26 hours class participation 92 essay preparation 92 preparation for the test Evaluation: A – 90-100%, B – 80 -89%, C – 70 -79%, D – 60 - 69%, E – 50 -59%	
Results of education: The aim of the course is that students learn the basics of neurology, the utilization of neurology in educational science, and the latest empirical research results in this field. The student should be able to use what he/she has learned in his/her own educational research through an interdisciplinary approach. Knowledge: ˜ The student will acquire knowledge about neuro-hormonal regulation, sensory organs, brain activities, learning processes, biorhythms, neurological bases of cognition, methodological aspects of neuropedagogy, creativity and artificial intelligence. Abilities: ˜ The student will be able to identify common professional problems of neuropedagogy, research and formulate the theoretical and practical starting points needed to solve these problems and solve them ˜ The student will be able to apply the knowledge of neuropedagogy to the pedagogical process ˜ The student will be able to orientate in the methods of neuropedagogy ˜ The student will be able to independently collect information about neuropedagogy ˜ The student will be able to recognize neuropedagogical aspects of his or her own research area in the field of neuropedagogy Attitudes:	

- The student creates the right attitudes to neurological phenomena of cognition such as perception, thinking, learning, cognitive disorders, emotions and mind, social relationships and mind, etc., and the methodological aspects of neuropedagogy.

Autonomy and responsibility:

- The student will be able to independently plan activities that expand his knowledge of neuropedagogy.
- The student will be able to participate in current research in the field of neuropedagogy

Brief syllabus:

1. Neuro-hormonal regulation (The nervous system, regulation by hormones and stress)
2. Peripherals of the nervous system (The sensory organs, effectors)
3. Brain activity (Effect of consciousness, the effect of narcotics)
4. The learning process (Attention, memory and forgetting)
5. The biorhythm (Brain waves, sleep, wakefulness, chronotypes, daily routine and timetable)
6. The impact of neuroscience on teaching and learning
7. Neurological foundations of cognition (Perception, thinking, learning, disorders of cognition, emotions and the mind, social relations and the mind)
8. Methodological aspects of neuropedagogy (Language learning, writing and reading, numeracy, arts)
9. Intelligent mind
10. Creative and innovative mind
11. Artificial intelligence
12. Empirical research in neuropedagogy13.
13. Summary of knowledge.

Literature:

CSÉPE, V. 2015. Kognitív fejlődés-neuropszichológia. Budapest : Gondolat Kiadó. ISBN 963 9567 78 7

FATHIAZAR. Effectiveness of an educational neuroscience-based curriculum to improve academic achievement of elementary students with mathematics learning disabilities. Research and Development in Medical Education 9(1):18-18. DOI: 10.34172/rdme.2020.018Available from: https://www.researchgate.net/publication/346456250_Effectiveness_of_an_educational_neuroscience-based_curriculum_to_improve_academic_achievement_of_elementary_students_with_mathematics_learning_d [accessed Feb 11 2021].

HARMON-JONES, EDDIE, BEER, JENNIFER S. 2009. Methods in social neuroscience. New York : The Guilford Press. ISBN 978-1-60623-040-4

MATTA, C. 2021. Neuroscience and educational practice – A critical assessment from the perspective of philosophy of science. Educational Philosophy and Theory. Volume 53, 2021 - Issue 2. https://www.tandfonline.com/doi/full/10.1080/00131857.2020.1773801

NAGY, M. 2006. Humánbiológia. Komárno - Dunaszerdahely : Selye János Egyetem - Lilium Aurum. ISBN 8080622833

OREL, M., PROCHÁDZKA, R. a kol. 2017. Vyšetření a výzkum mozku : pro psychology, pedagogy a další nelékařské obory. Praha : Grada. ISBN 978-80-247-5539-7

PINKER, S. 1997. How the Mind Works. New York : Norton and company. ISBN 0-393-31848-6

PLÉH, Cs., KOVÁCS, Gy., GULYÁS, B. 2003. Kognitív idegtudomány. Budapest : Osiris. ISBN 963 389 313 5

PORÁČOVÁ, J., NAGY, M. 2014. Fyziológia živočíchov a človeka. Prešov : Prešovská Univerzita. ISBN 978-80-555-1150-4

PORÁČOVÁ, J., NAGY, M., MYDLÁROVÁ BLAŠČÁKOVÁ, M. 2014. Cvičenia z fyziológie živočíchov a človeka. Prešov : Fakulta humanitných a prírodných vied PU. ISBN 978-80-555-1149-8
SIMPSON, E. H., BALSAM, P. D. 2016. Behavioral Neuroscience of Motivation. Basel : Springer. (Current Topics in Behavioral Neurosciences ; 27) ISBN 978-3-319-26933-7
SEIDL, Z. 2015. Neurologie pro studium i praxi. Praha : Grada. ISBN 978-80-247-5247-1
ZULL, J. E. 2011. From Brain to Mind : Using Neuroscience to Guide Change in Education. Sterling : Stylus. ISBN 978-1-57922-462-2

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

Notes:

Evaluation of subjects
Total number of evaluated students: 9

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

Teacher: prof. Péter Tóth, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD.,

Date of last update: 31.03.2025

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ OKA/20	**Name:** English for Professional Communication
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: 5	
Recommended semester/trimester of study: 2.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Course grade will be based on classroom participation, presentation of research project, as well as final written exam: 1. Presentation of research project (Demonstration of ability to talk about the topic of his (her) PhD) 20% 2. Classroom participation (Demonstrating familiarity with the topics discussed during the course. During the classes students are supposed to talk about the topics given as their homework. Their homework is primarily based on lectures/interviews from Youtube, and from books and articles. Students‘ accuracy, fluency, knowledge of topics discussed during the course, as well as their ability to summarize the ideas given as a homework and give their own ideas will all be evaluated.) 50% 3. Final written exam (Demonstrating ability to write a 2000-3000 word essay about various issues being researched in his (her) PhD) 30% Total student load: 5 credits 150 hours 13 hours class participation 58 hours preparation for verbal presentation of topic 79 hours preparation of term paper Grading Scale A – 90 -100%, B – 80 -89%, C – 70 -79%, D – 60 - 69%, E – 50 -59%.	
Results of education: The primary goal of the course is to provide insights to PhD students of the use of English in the professional world, mainly concentrating on topics which will help the students to become happier, less stressed and more successful in their own lives, and, therefore, to become more successful and more efficient teachers. The main goals of the course are: ˜ to develop new listening habits and skills and a systematic method of listening behavior ˜ to expand communication skills in critical thinking and speaking ˜ to become a more effective communicator across a variety of contexts The course develops 4 basic language skills (reading, speaking, writing and listening), mainly concentrating on listening and speaking skills. Knowledge: ˜ The student will acquire knowledge about major communication theories. ˜ The student will master the principles of positive psychology. ˜ The student will identify, explain and analyze the psychological, social, cultural and linguistic factors which affect the interpersonal communication of humans Abilities: ˜ The students will become happier, as well as more grateful, successful, efficient and fulfilled	

- The students will get rid of the habits they do not need any longer and wil be able to create new habits
- The students will become more mindful and focused, as well as to be more frequently “here and now”
- The students will be able to manage their time more efficiently
- The students will be able to have better relationships with people surrounding them
- The students will be able to follow their dreams and program their minds for success
- The students will be able to learn the art of stress-free productivity and improving self-esteem
- to learn how to read body language and facial expressions
- to develop a greater understanding and appreciation of the role of emotional intelligence in human communication

Attitudes:

- The students will create the right attitudes to usage of English in order to change their own lives.

Autonomy and responsibility:

- The students will be able to implement a targeted development of self-knowledge related to English as foreign language and pedagogy.
- The students will be able to independently plan activities that expand their knowledge of English and pedagogy.

Brief syllabus:

1. Challenges that PhD students face. How to become a good lecturer, a good researcher?
2. Reading and interpreting texts in the field of education
3. Reviewing the main chapter headings and key terms expected in international publications.
4. Reading and interpretation of abstracts in English; choosing keywords in English.
5. Citation methods in international publications.
6. English language presentation techniques, the study of various expressions.
7. Oral presentation of academic research results. Steps to prepare a presentation at an international conference.
8. Expectations concerning academic ethical norms.
9. Fixed mindset and growth mindset. Developing a growth mindset.
10. Writing academic texts in English: learning about and creating different types of texts
11 Writing academic texts in English: identifying and creating different types of texts
12. Understanding and using terminology in English
13. Summary

Literature:

Bell, J. (2005). Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science, OUP.
Dweck, Carol S. (2012). Mindset: How You Can Fulfill Your Potential. London: Constable & Robinson.
Medgyes, P. (2017): The Non-native Teacher by Peter Medgyes. Swan Communication, Limited.
Supplementary online materials
lectures, movies, interviews from Youtube (links to be provided every week)
Wallwork, Adrian (2012): English for Academic Research: Vocabulary Exercises: Vocabulary Exercises. Springer.
Wallwork, Adrian (2014): Presentations, Demos, and Training Sessions: A Guide to Professional English. Springer.
Wallwork, Adrian (2016): English for Writing Research Papers. Springer.
Wallwork, Adrian (2012): English for Academic Research: Grammar Exercises: Grammar Exercises. Springer.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 10

A	B	C	D	E	FX
60.0	10.0	10.0	20.0	0.0	0.0

Teacher: Dr. habil. Anna Tóthné Litovkina, PhD.,

Date of last update: 31.03.2025

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ OKN/20	**Name:** German for Professional Communication
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: 5	
Recommended semester/trimester of study: 2.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject:	
Results of education:	
Brief syllabus:	
Literature:	
Language, knowledge of which is necessary to complete a course:	
Notes:	

Evaluation of subjects
Total number of evaluated students: 2

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

Teacher: PD Dr. phil. habil. Attila Mészáros,
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ OPC1/20	**Name:** Professional work related to pedagogical activities 1.
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: 1.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The condition for completing the course is the performance of professional activities in the field of study Pedagogy of the relevant department and in agreement with the supervisor and the head of the department	
Results of education: The graduate of the course is able to perform professional activities at the department. Credits are awarded by the tutor for professional work related to pedagogical activities.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 9	

a	n
100.0	0.0

Teacher:
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ OPC2/20	**Name:** Professional work related to pedagogical activities 2.
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: 2.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The condition for completing the course is the performance of professional activities in the field of study Pedagogy of the relevant department and in agreement with the supervisor and the head of the department.	
Results of education: The graduate of the course is able to perform professional activities at the department. Credits are awarded by the tutor for professional work related to pedagogical activities.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 7	

a	n
100.0	0.0

Teacher:
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ OPC3/20	**Name:** Professional work related to pedagogical activities 3.
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.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The condition for completing the course is the performance of professional activities in the field of study Pedagogy of the relevant department and in agreement with the supervisor and the head of the department	
Results of education: The graduate of the course is able to perform professional activities at the department. Credits are awarded by the tutor for professional work related to pedagogical activities.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 6	

a	n
100.0	0.0

Teacher:
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ OPC4/20	**Name:** Professional work related to pedagogical activities 4.
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: 4.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The condition for completing the course is the performance of professional activities in the field of study Pedagogy of the relevant department and in agreement with the supervisor and the head of the department.	
Results of education: The graduate of the course is able to perform professional activities at the department. Credits are awarded by the tutor for professional work related to pedagogical activities.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 6	

a	n
100.0	0.0

Teacher:
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ OPC5/20	**Name:** Professional work related to pedagogical activities 5.
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: 5.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The condition for completing the course is the performance of professional activities in the field of study Pedagogy of the relevant department and in agreement with the supervisor and the head of the department.	
Results of education: The graduate of the course is able to perform professional activities at the department. Credits are awarded by the tutor for professional work related to pedagogical activities.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 2	

a	n
100.0	0.0

Teacher:
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ OPC6/20	**Name:** Professional work related to pedagogical activities 6.
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: 6.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The condition for completing the course is the performance of professional activities in the field of study Pedagogy of the relevant department and in agreement with the supervisor and the head of the department.	
Results of education: The graduate of the course is able to perform professional activities at the department. Credits are awarded by the tutor for professional work related to pedagogical activities.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 1	

a	n
100.0	0.0

Teacher:
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/OPON/20	**Name:** Opponet of a Scientific Student Conference thesis; membersip in a Scientific Student Conference commission
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: 1., 2.., 3., 4.., 5., 6..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Opponet of a Scientific Student Conference thesis; membersip in a Scientific Student Conference commission	
Results of education: Student will actively assist during Scientific Student Activity (evaluate, sit in a commission, etc.).	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 21	

a	n
100.0	0.0

Teacher:
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ PIE/20	**Name:** Measurement and Evaluation in 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: 5	
Recommended semester/trimester of study: 3.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: - develop an instrument (test, questionnaire); - carry out a small-sample research (n~30) with the instrument; - analyze the results of this research, and make the necessary corrections to the instrument; - write a short paper on the lessons learned during the pilot study. The developed instrument may be used in the research discussed in the PhD thesis. Prior to preparing it, topic and type of the instrument should be discussed with the instructor. Evaluation criteria: Developing the instrument (50 pints); Paper on the lessons learned (30 points); Oral presentation on the developed instrument and the lessons learned during the pilot study (20 points). TTotal student load 5 credits 150 hours 13 hours active class participation 68 hours essay preparation 69 hours research preparationotal evaluation: 100 - 90 points / A, 89 - 80 points / B, 79 - 70 points / C, 69 - 60 points / D, 59 - 50 points / E, less than 50 points / Fx	
Results of education: Knowledge: - students know the types, functions and objectives of educational evaluation; - students know the principles of developing educational tests and questionnaires; - students know the formal and content requirements of educational tests and questionnaires; - students know classical and modern test theory; - students know the principles of methodology in analyzing tests and questionnaires. Abilities: - students can develop educational instruments; - students can analyze educational instruments; - students' academic perspective improves in the field of education; - students' professional communication skills improve (oral presentation skills, argumentative skills, discussion skills). Point of view: - students become open to the importance of educational assessments; - students understand the field of measurement and evaluation in education; - students understand the importance of stringency in test development; - students understand the importance of empirical research; - students follow the ethical norms of education research. Independence and responsibility	

- students can develop and analyze educational instruments on their own in a responsible manner;
- students can express their professional opinion in the field of educational assessments.

Brief syllabus:

Norm-oriented and criterion-oriented evaluation. Diagnostic, formative and summative evaluation. Psychometric properties of instruments: objectivity, validity, reliability. Principles of developing and analyzing tests measuring knowledge and skills and abilities. Items, tests, subtests. Planning, developing and analyzing questionnaires. Classical and modern test theory. Standardizing and adapting instruments.

Literature:

BARRETT, K. C., JÓZSA, K., & MORGAN, G. A. (2017). New computer-based mastery motivation and executive function tasks for school readiness and school success in 3 to 8 year-old children. Hungarian Educational Research Journal, 7(2), 86#105. http://herj.lib.unideb.hu/file/3/szamok/94/(2)HERJ_2017_2.pdf

CSÍKOS, Cs. & B. NÉMETH, M. (1998). A tesztekkel mérhető tudás. In B. Csapó (Ed.), Az iskolai tudás (pp. 83–114). Budapest: Osiris Kiadó. ISBN 963 389 246 http://publicatio.bibl.u-szeged.hu/11931/1/CsBeno_Iskolai_tudas_2002.pdf

CSAPÓ, B. (2004). Tudásszintmérő tesztek. In Falus, I. (2004, Ed.). Bevezetés a pedagógiai kutatás módszereibe (pp. 277–316). Műszaki Kiadó, Budapest. ISBN 9789631626643 https://core.ac.uk/download/pdf/84775002.pdf

HORVÁTHOVÁ, K. & SZŐKÖL, I. (2013). Kontrola a hodnotenie žiackych výkonov: v národnostných školách na Slovensku. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-083-8.

JÓZSA, K. (2014). Developing new scales for assessing English and German language mastery motivation. In J. Horvath & P. Medgyes (Eds.), Studies in honour of Marianne Nikolov (pp. 37–50). Pécs: Lingua Franca Csoport. ISBN 978-963-642-577-7 http://mek.oszk.hu/12600/12693/12693.pdf

JÓZSA, K., & Morgan, G. A. (2017). Reversed items in Likert scales: Filtering out invalid responders. Journal of Psychological and Educational Research, 25(1), 7–25. https://fac.ksu.edu.sa/sites/default/files/likert2_0.pdf

RAHMAWATI, A., FAJRIANTHI, MORGAN, G. A., & JÓZSA, K. (2020). Adaptation of DMQ 18 for Measuring Mastery Motivation in Early Childhood. Pedagogika, 140(4), 18–33. https://ejournals.vdu.lt/index.php/Pedagogika/article/view/2219

SZŐKÖL, István. Educational evaluation in contemporary schools. 1. vyd. Szeged: Belvedere Meridionale, 2016. 159 s. ISBN 978-615-5372-60-5

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

Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 6

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

Teacher: prof. Krisztián Józsa, DSc., PaedDr. Diana Borbélyová, PhD.,

Date of last update: 31.03.2025

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ PPP/20	**Name:** Pedagogical information sources

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: 5

Recommended semester/trimester of study: 2.

Level of study: III.

Prerequisites: KPP/PEDd/MPV/20

Conditions for passing the subject:
The student prepares a chapter of his dissertation in 10-15 pages in written form. It must meet the criteria and requirements of this type of scientific work, both in terms of content and form. It is necessary to respect the structure, content, methodological and formal requirements specified for scientific works as well as the prescribed international scientific rules and technical standards. The student can achieve 100 points for submitting a work that meets the requirements and criteria.
Criteria for the evaluation of the submitted chapter:
- analysis, use and compilation of relevant domestic and international literature sources related to the topic of the dissertation (40 points),
- correctness, validity and reliability of the processing of professional, pedagogical, scientific sources and literature (40 points),
- standard, content, originality, formal part of the work (20 points).
Total student load 5 credits 150 hours 13 hours active class participation 68 hours self-study 69 hours preparation of thesis chapter
Grading scale:
A – 90-100%, B – 80 -89%, C – 70 -79%, D – 60 - 69%, E – 50 -59%.

Results of education:
During the completion of the course, the student acquires complex knowledge about the rules of writing, editing professional, pedagogical and scientific works, as well as about the methods and techniques of correct study, use, processing and critical analysis of the literature, and also about the prescribed international scientific rules (ISO - International Organization for Standardization) and the importance of respecting technical standards (STN). During the seminars and practical sessions, the scientific, research and educational competencies of the students are also developed and deepened.
Knowledge
- the student acquires the professional text, the academic and the professional language, methodology, techniques, ethical issues and principles of scientific writing,
- acquires theoretical knowledge related to the topic of the dissertation,
- is familiar with quantitative and qualitative approaches to the research of educational phenomena and processes,

- can synthesize the acquired theoretical knowledge and practical experience.
Skills
- the student is able to process relevant domestic and international scientific and educational resources,
- is able to work with relevant and up-to-date information retrieval-and communication databases,
- is able to plan his own research project,
- is able to apply relevant approaches and methods for the evaluation of quantitative and qualitative research analyses,
- is able to formulate and compile his / her own professional, scientific, educational studies.
Attitudes
- the student takes social, scientific and ethical aspects into account when formulating research objectives,
- applies ethical principles to scientific disciplines in the conduct of research.
Autonomy and responsibility
- the student demonstrates the behaviour of the autonomous, thinking individual in the process of processing, analysing, evaluating new forms of knowledge and information and formulating critical reflections,
- analyses, evaluates, applies his / her knowledge and experience with a sufficient professional and scientific attitude on both a theoretical and practical level, as well as effectively utilizes them with the intention of developing the field of pedagogy and education.

Brief syllabus:
Orientation and proficiency in professional, scientific, educational sciences in Hungarian and foreign literature and sources.
Exploration and processing of the literature and pedagogical sources.
Collection, systematization and interpretation of scientific and educational data and facts.
Planning of scientific research.
Conceptualization of scientific-pedagogical work and dissertation.
Rules, requirements and criteria of writing scientific texts and educational studies.
Processing, analysis and evaluation of scientific and scientific-pedagogical data and facts.
Rules and specifics of the application of scientific language.
Stylization and rhetorical peculiarities of scientific works and professional texts.
Ethical issues and principles of professional text, academic and scientific writing.

Literature:
BABBIE, E, KENDE, G. 2008. A társadalomtudományi kutatás gyakorlata. Balassi Kiadó: Budapest. ISBN 978-963-506-764-0
BÁTHORY, Z. 1980. Pedagógiai kézikönyv. Budapest: Tankönyvkiadó. ISBN 963 174500 7
ECO, U. 1987. Hogyan írjunk szakdolgozatot? Kairosz Kiadó: Budapest. 2002. ISBN 963 913 753 7
FALUS, I. 2000. Bevezetés a pedagógiai kutatás módszereibe. Budapest: Műszaki Könyvkiadó. ISBN 963 16 2664 4
GIBALDI, J. 2009. MLA Handbook for Writers of Research Papers. New York: The Modern Language Association of America. ISBN 978-1-60329-024-1
HORVÁTHOVÁ, K., NÉMETH, A., STRÉDL, T., SZABÓOVÁ, E., TÓTH-BAKOS, A. 2015. Szlovák-magyar pedagógiai terminológiai kézikönyv = Slovensko-maďarská pedagogická terminologická príručka. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-160-6
How to structure a dissertation https://www.scribbr.com/category/dissertation/
https://www.scribd.com/book/377627819/A-Manual-for-Writers-of-Research-Papers-Theses-and-Dissertations-Ninth-Edition-Chicago-Style-for-Students-and-Researchers

https://www.ujs.sk/documents/Smernica.7.2011.pdf
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. Kutatás-módszertani kiskönyvtár. Budapest: Műszaki Könyvkiadó. ISBN 963 16 2780 2
KONTRA, J. 2011. A pedagógiai kutatások módszertana. Kaposvári Egyetem. Kaposvár. http://mek.oszk.hu/12600/12648/12648.pdf
OBERUČ, J.: Metodológia pedagogického výskumu. http://files.ddttii.webnode.sk/200000235-3ef763ff18/METODOL%C3%93GIA%20PEDAGOGICK%C3%89HO%20V%C3%9DSKUMU.docx
SELYE J. EGYETEM: 7/2011 sz. rektori irányelv a záródolgozatok kidolgozásáról, nyilvántartásáról, közzétételéről és archiválásáról. Komárom : UJS, 2011. https://www.ujs.sk/documents/vnutorne.predpisy/SJE%20%20Z%C3%A1r%C3%B3dolgozatok%202011.pdf
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
SZABOLCS, É. 2001. Kvalitatív kutatási metodológia a pedagógiában. Kutatás-módszertani kiskönyvtár. Budapest: Műszaki Könyvkiadó. ISBN 963 16 2783 7
SZABOLCS, É., GAVORA, P., LARRY, LOESCH. 2004. Angol-magyar-szlovák pedagógiai terminológiai szótár = English-Hungarian-Slovak Educational Dictionary. Budapest: Eötvös József Könyvkiadó. ISBN 963 9316 88 1
TURABIAN, L. K. 2018. A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition: Chicago Style for Students and Researchers. Chicago: University of Chicago Press. ISBN 9780226430607
UNIVERZITA J. SELYEHO: Smernica rektora č. 7/2011 o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho. Komárno: UJS

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

Notes:

Evaluation of subjects
Total number of evaluated students: 11

A	B	C	D	E	FX
81.82	0.0	18.18	0.0	0.0	0.0

Teacher: doc. dr. univ. Agáta Csehiová, PhD., PD Dr. phil. habil. Attila Mészáros,

Date of last update: 31.03.2025

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ PSRD/20	**Name:** Project – member of an national scientific project team
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: 6	
Recommended semester/trimester of study: 1., 2.., 3., 4.., 5., 6..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Project - co-solver of a domestic scientific project.	
Results of education: Student will be a member of a home based scientific research team.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 5	

a	n
100.0	0.0

Teacher:
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ PSRZ/20	**Name:** Project – member of an abroad scientific project team
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: 6	
Recommended semester/trimester of study: 1., 2.., 3., 4.., 5., 6..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Project - co-investigator of a foreign scientific project.	
Results of education: Student will be a member of an international scientific research team.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 3	

a	n
100.0	0.0

Teacher:	
Date of last update: 31.03.2025	
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ PUB1/20	**Name:** Publication 1.
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: 30	
Recommended semester/trimester of study: 1., 2.., 3., 4.., 5., 6..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Student as an individual author of top publications V1 - scientific output of publishing activity as a whole : Scientific monograph (individual authorship) V1 - scientific output of publishing activity as a whole : Critical source edition (individual authorship) V1 - scientific output of publishing activity as a whole : Critical annotated translation (individual authorship) V3 - scientific output of publishing activity from journal : Article from an event (individual, peer-reviewed publication) V3 - scientific output of publishing activity from a journal : Article (in Scopus, WoS database) O3 - professional output of publishing activity from a journal : Article (individual, peer-reviewed publication) O3 - professional output of publishing activity from a journal : Article (in Scopus, WoS database) P1 - pedagogical output of publishing activity as a whole : Textbook for schools (individual authorship)	
Results of education: Credits awarded for registered publications.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	

a	n
0.0	0.0

Teacher:
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ PUB2/20	**Name:** Publication 2.
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: 25	
Recommended semester/trimester of study: 1., 2.., 3., 4.., 5., 6..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Co-authorship of publications V1 - scientific output of publication activity as a whole : Book (co-author or editor of scientific book) V1 - scientific output of publication activity as a whole : Proceedings (co-author or editor of scientific proceedings) V3 - scientific output of publication activity from a journal : Article from an event (co-author in a peer-reviewed journal) O3 - professional output of publication activity from a journal : Article (co-author, peer-reviewed journal) P1 - pedagogical output of publication activity as a whole : Textbook for schools (co-author) P1 - pedagogical output of publication activity as a whole : Scriptum (individual author) P1 - pedagogical output of publication activity as a whole : Textbook for schools (primary and secondary)	
Results of education: Credits awarded for registered publications.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 4	

a	n
100.0	0.0

Teacher:	
Date of last update: 31.03.2025	
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ PUB3/20	**Name:** Publication 3.
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: 20	
Recommended semester/trimester of study: 1., 2.., 3., 4.., 5., 6..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Individual authorship or co-authorship V2 - scholarly output of publication as part of an edited book or proceedings : Chapter O1 - scholarly output of publication as a whole : Author of book publication O1 - scholarly output of publication as a whole : Author of an overview work O1 - professional output of publishing activity as a whole : Author of an anthology (stand-alone) O1 - professional output of publishing activity as a whole : Editor of a catalogue of works of art O1 - professional output of publishing activity as a whole : Editor of a dictionary, encyclopaedia O1 - professional output of publishing activity as a whole : Editor of a dictionary, encyclopaedia : Editor of a dictionary, encyclopaedia, encyclopaedia : Editor of proceedings O2 - professional output of publishing activity as part of a book publication or proceedings : Chapter P1 - pedagogical output of publishing activity as a whole : Scriptum (co-author) P1 - pedagogical output of publishing activity as a whole : Teaching text (primary and secondary schools) P1 - pedagogical output of the publishing activity as a whole : Workbook (primary and secondary schools) P1 - pedagogical output of the publishing activity as a whole : Didactic manual (primary and secondary schools) P2 - pedagogical output of the publishing activity as part of a textbook or script : Chapter	
Results of education: Credits awarded for registered publications.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	

a	n
0.0	0.0
Teacher:	
Date of last update: 31.03.2025	
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ PUB4/20	**Name:** Publication 4.
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: 15	
Recommended semester/trimester of study: 1., 2.., 3., 4.., 5., 6..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Individual authorship or co-authorship V2 - scholarly output of a publication as part of an edited book or proceedings : Contribution V3 - scholarly output of a publication from a journal : Article, study (non-curated journal, journal outside the database) O2 - scholarly output of a publication as part of a book publication or proceedings : Contribution O3 - scholarly output of a publication from a journal : Article, study (non-curated journal, journal outside the database) U1 - artistic output of a publication as a whole : book publication (alone)	
Results of education: Credits awarded for registered publications.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 46	

a	n
100.0	0.0

Teacher:
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ PUB5/20	**Name:** Publication 5.
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: 1., 2.., 3., 4.., 5., 6..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Individual authorship or co-authorship of scientific or scholarly works V1 - scientific output of publishing activity as a whole : Catalogue of works of art V2 - scientific output of publishing activity as part of an edited book or proceedings : Abstract from an event V2 - scientific output of a publication activity as part of an edited book or proceedings : Poster from an event V3 - scientific output of a publication activity from a journal : Poster from an event V3 - scientific output of a publication activity from a journal : Abstract (on its own, without study) O2 - scientific output of a publication activity as part of a book or proceedings : Abstract (on its own, without study) : Abstract from an O2 event - professional output of a publication activity as part of a book publication or proceedings : Author of a poster from the event O2 - professional output of the publication activity as part of a book publication or proceedings : Participant in an anthology O3 - professional output of the publication activity from a journal : Abstract from the event O3 - professional output of the publication activity from a journal : Poster from the event U1 - artistic output of the publication activity as a whole : anthology U1 - artistic output of the publication activity as a whole : catalogue of works of art U1 - artistic output of the publication activity as a whole : dramatic work U1 - artistic output of the publication activity as a whole : fiction U2 - artistic output of the publication activity as part of a book publication or collection : chapter	
Results of education: Credits awarded for registered publications.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 11	

a	n
100.0	0.0
Teacher:	
Date of last update: 31.03.2025	
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ PUB6/20	**Name:** Publication 6.
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: 5	
Recommended semester/trimester of study: 1., 2.., 3., 4.., 5., 6..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: O2 - professional output of publishing activity as part of a book publication or proceedings : Author of review O3 - professional output of a publication from a journal : Author of review	
Results of education: Student's review in scientific journals EDI. The publication has to be affiliated to the JSU and has to be registered in the system of the JSU Library.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 10	

a	n
100.0	0.0

Teacher:	
Date of last update: 31.03.2025	
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ PUB7/20	**Name:** Publication 7.
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: 1., 2.., 3., 4.., 5., 6..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: U3 - artistic output of a publication from a journal : Article I1 - other output of a publication as a whole : publications that cannot be classified in category V, O, P, U or D I2 - other output of a publication as part of a publication or proceedings : parts that cannot be classified in category V, O, P, U or D I3 - other output of a publication from a journal : articles that cannot be classified in category V, O, P, U or D	
Results of education: Any other type of publication. The publication has to be affiliated to the JSU and has to be registered in the system of the JSU Library.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 2	

a	n
100.0	0.0

Teacher:
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ PVC1/20	**Name:** Teaching Activity 1.
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: 1.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Student would assist at his/her peer's teaching acivity.	
Results of education: The graduate of the course is able to lead a lesson.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 10	

a	n
100.0	0.0

Teacher:
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ PVC2/20	**Name:** Pedagogical Activity 2.
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: 2.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Student would assist at his/her peer's teaching acivity.	
Results of education: The graduate of the course is able to lead a lesson.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 9	

a	n
100.0	0.0

Teacher:
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ PVC3/20	**Name:** Pedagogical Activity 3.
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.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Student would assist at his/her peer's teaching acivity.	
Results of education: The graduate of the course is able to lead a lesson.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 9	

a	n
100.0	0.0

Teacher:
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ PVC4/20	**Name:** Teaching Activity 4.
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: 4.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Student would assist at his/her peer's teaching acivity.	
Results of education: The graduate of the course is able to lead a lesson.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 9	

a	n
100.0	0.0

Teacher:
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ PVC5/20	**Name:** Teaching Activity 5.
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: 5.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Student would assist at his/her peer's teaching acivity.	
Results of education: The graduate of the course is able to lead a lesson.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 3	

a	n
100.0	0.0

Teacher:
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ PVC6/20	**Name:** Teaching Activity 6.
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: 6.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Student would assist at his/her peer's teaching acivity.	
Results of education: The graduate of the course is able to lead a lesson.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 1	

a	n
100.0	0.0

Teacher:
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ PVRD/20	**Name:** Project – leader of a national scientific project
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: 1., 2.., 3., 4.., 5., 6..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Project - lead researcher of a domestic scientific project.	
Results of education: Student will be the leader of a home based international scientific research team.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 3	

a	n
100.0	0.0

Teacher:	
Date of last update: 31.03.2025	
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ PVRZ/20	**Name:** Project – leader of an abroad scientific projec
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: 10	
Recommended semester/trimester of study: 1., 2.., 3., 4.., 5., 6..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Project - lead researcher of a foreign scientific project.	
Results of education: Student will be the leader of an international scientific research team.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 31.03.2025	
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ REDA/20	**Name:** Editorial work – individual or in a team
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: 5	
Recommended semester/trimester of study: 1., 2.., 3., 4.., 5., 6..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Editorial work individually or in a team.	
Results of education: The student actively participates in professional editorial work, performs editorial or compilation activities individually or in cooperation.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 1	

a	n
100.0	0.0

Teacher:
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ SME/20	**Name:** Aspects of education management
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: 5	
Recommended semester/trimester of study: 3.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The student prepares a chapter of his / her study for the dissertation exam, or a chapter for his / her dissertation, with a min. of 1/2 author's sheet, for which he / she can get 70 points. The chapter will be analytical or comparative, focusing on a selected aspect of education policy, with an emphasis on the topic of the dissertation. The student makes a presentation on the given topic, which will be successfully defend. The student receives 30 points for the presentation. Criteria for the evaluation of an analytical or comparative scientific study (70 points): review the relevant international papers related to the topic of the dissertation (20 points), the cultural-historical and social contexts of the global educational policy tendencies related to the topic of the dissertation and their historical-cultural background (20 points), review and evaluation of the application possibilities of international global trends in context of the relations between Slovakia and the topic of the dissertation (20 points), suitability, correctness, relevance of the applied literature sources (10 points). The student prepares a presentation which he / she successfully defends. Evaluation criteria of the presentation (30 points): presentation and communication skills (10 points), reasoning, justification, answering questions in the extended concept of the project and the phenomenon analyzed (20 points). Total student load 5 credits 150 hours 13 hours active class participation 68 hours chapter preparation 69 hours presentation preparation Evaluation: A – 90-100%, B – 80 -89%, C – 70 -79%, D – 60 - 69%, E – 50 -59%	
Results of education: Knowledge the student understands the cultural-historical and political contexts of current global trends in education policy and their historical and cultural background, the student is able to identify changes in the education system in terms of legal standards and European trends, the student will be able to explain the importance of regulation in the operation of education. Abilities The student will be able to evaluate ongoing reforms in education policy in the world and in Slovakia to anticipate their potential impact on the education system.	

Attitude
the student can express a critical opinion on the reforms of the EU school system,
the student adheres to the ethics of pedagogical research.
Autonomy and responsibility
the student will be able to analyze existing statistical reports on European education systems,
the student will be able to critically review the application possibilities of international global trends in education policy in Slovakia,
- the student will be able to prepare analytical or comparative scientific study focusing on a selected aspect of education policy that he / she successfully defends.

Brief syllabus:

Education policy. Global trends in education. European Union and national school systems. Stages in forming European education policy. Macro-, meso- and micro-level problems and ways of the political agenda, political cycle. Education and other subsystems of society. Structural and cohesion policy and their impact. The division of powers, the situation of the state, public administration bodies, local government bodies, citizens. Criteria and norms, standards, indicators and benchmarking, statistical characteristics of education systems. The relationship between education and the labor market.

Literature:

AMBRUS ATTILA JÓZSEFNÉ, Katalin. Past into the future: a history of education in the digital age = Múlt a jövőben: neveléstörténet a digitális korban. Civil Szemle. Vol. 17, no. spec. issue 1 (2020), p. 23-35. ISSN 1786-3341. WoS.
HORN, K. P., NÉMETH, A., PUKÁNSZKY, B. TENORTH, H. E. (2001, Hrsg.): Erziehungswissenschaft in Mitteleuropa. Osiris Kiadó, Budapest.
LES, T. 2017. The research potential of educational theory: On the specific characteristics of the issues of education. Educational Philosophy and Theory, 2017. Vol. 49, no. 14, 1428–1440https://doi.org/10.1080/00131857.2017.1313716.
https://www.researchgate.net/publication/342130444_The_role_of_philosophical_analysis_in_contemporary_educational_research
NÉMETH, A. PUKÁNSZKY, B. 1998. Paradigmen in der Geschichte der ungarischen Pädagogik. PAEDAGOGICA HISTORICA: 34 Suppl. 1 pp. 275-292 ISSN 0030-9230 1477-674X Scopus: 85020942238, DOI: 10.1080/00309230.1998.11434889
NÉMETH, A. 2015. A neveléstudomány nemzetközi modelljei és tudományos irányzatai. Magyar Pedagógia, 115, 3. P.255-293. ISSN 0025-0260
NÉMETH, A. 2005. A magyar pedagógia tudománytörténete. Budapest: Gondolat Kiadó. ISBN 963 9567 85 X
NÉMETH, A. 2006. The relationship between educational science at the universities and educational movements influenced by „new education“ outside academia. In: Hofstetter R.und Schneuwly, B. (ed.): Passion, Fusion, Tension. New Education and Educational sciences. Peter Lang Publisher, Bern. 169–190.
NÉMETH, A. 2015. Főbb tudományelméleti irányzatok, kutatási eredményeik és hatásuk nemzetközi és hazai neveléstudománytudománytörténeti kutatásokra. In: Németh A. et. al. (szerk.): Neveléstudomány és tudományos elit a 20. század második felében. Gondolat Kiadó, Budapest, 9-82. ISBN 978 963 693 655 6
NÉMETH, A. BIRO, ZS. 2016. A magyar neveléstudomány diszciplína jellemzőinek és kognitív tartalmainak változásai a 20. század második felében. In: Németh, A. et. al. (szerk.): Neveléstudomány és pedagógiai kommunikáció a szocializmus időszakában. Gondolat Kiadó, Budapest, pp. 7 – 118. ISBN 978 963 693 716 4

NÉMETH, A. GARAI, I. 2019. Disciplinary Changes in the Hungarian Pädagogik from the second half of the 19th century to the collapse of Stalinist-type dictatorship. In: Kudláčová, B., Rajský, A. (eds.): Education and "Pädagogik"– Philosophical and Historical Reflections. Berlin, et. al. Peter Lang, VEDA, pp. 210-229.
PHILLIPS, D. C., & SIEGEL, H. (2013). Philosophy of education. In Stanford encyclopedia of philosophy. Retrieved from http://plato.stanford.edu/entries/education-philosophy. [accessed Feb 11 2021].
CHENG, Y.C. (2020) Education Reform Phenomenon: A Typology of Multiple Dilemmas. In: Fan G., Popkewitz T. (eds) Handbook of Education Policy Studies. Springer, Singapore. https://doi.org/10.1007/978-981-13-8347-2_5. https://link.springer.com/chapter/10.1007/978-981-13-8347-2_5.
HALÁSZ, G. Oktatási rendszerek elmélete – szöveggyűjtemény. Budapest: Okker. ISBN 963 731 554 3
HALÁSZ, G. 2007. Tényekre alapozott oktatáspolitika (evidence based education policy) In: Emberi erőforrás-kutatások. Debreceni Egyetem Humán Tudományok Doktori Iskola http://www.oktatasikerekasztal.hu/hattertanulmanyok/09/halasz_tenyekre_alapozott.pdf
HORVÁTHOVÁ, K. 2015. Oktatásmenedzsment. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-136-1
HORVÁTHOVÁ, K., HARGAŠ, M., BRŤKOVÁ, M. 2006. Historicko-pedagogický vývoj novodobého školstva na Slovensku. Bratislava: Sapientia, s.r.o. ISBN 80-89229-03-4
HORVÁTHOVÁ, K. 2010. Kontrola a hodnotenie v školskom manažmente. Bratislava: Wolters Kluwer. ISBN 978-80-8078-329-7
HORVÁTHOVÁ, K. 2019. A felsőoktatás előtt álló kihívások a pályaorientáció megközelítéséből. In: A köz- és felsőoktatás előtt álló kihívások a 21. században Kelet-Közép-Európában az oktatási reformok tükrében. Berghauer-Olasz Emőke, Gávriljuk Ilona, Hutterer Éva. Ungvár: RIK-U. P. 135-157. ISBN 978-617-7692-33-0
KEDDIE, A. (2015). School autonomy, accountability and collaboration: a critical review, Journal of Educational Administration and History, 47:1, 1-17, DOI: 10.1080/00220620.2015.974146
Trends in European education during the last decade. Dostupné na: https://ec.europa.eu/eurostat/web/products-statistics-in-focus/-/ks-sf-11-054?redirect=%2Feurostat%2Fweb%2Feducation-and-training%2Fpublications
Sustainable development in the European Union — Monitoring report on progress towards the SDGs in an EU context. Dostupné na: https://ec.europa.eu/eurostat/web/products-statistical-books/-/ks-02-20-202?redirect=%2Feurostat%2Fweb%2Feducation-and-training%2Fpublications
Structural Indicators for Monitoring Education and Training Systems in Europe 2020. Overview of major reforms since 2015 Eurydice Background Report. Dostupné na: file:///C:/Users/user/Downloads/ECAR20001ENN.en.pdf
The structure of the European education systems 2020/21. European Comission. Dostupné na: file:///C:/Users/user/Downloads/ECAL20001ENN.en.pdf

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

Notes:

Evaluation of subjects
Total number of evaluated students: 5

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

Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD.,
Date of last update: 31.03.2025
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ SPV/20	**Name:** The system of educational science and its paradigms
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: 8	
Recommended semester/trimester of study: 1.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The doctoral candidate can receive 100 points for the following activities: - An oral examination from the theoretical topics of the course (max 60 points) - A written paper at the end of the semester, in the form of a study with footnotes and bibliography, with a focus of a self-selected sub-topic of the cours in the length 150,000 n (max. 40 points). - To successfully complete the course, a minimum of 50 points (50 %) must be achieved. Total student workload: 8 credits 240 hours 26 hours class attendance 107 study 107 preparation for the exam Evaluation: 100-90 point - A, 89-80 point - B, 79-70 point - C, 69-60 point - D, 59-50 point - E, 49-0 point - Fx.	
Results of education: The aim of the course is to help students understand the processes of how modern educational sciences developed and to give them a lead to interpret the different models of pedagogy from a professional point of view within epistemological paradigms. Knowledge The doctoral candidate knows - the basic terms of the theory of knowledge and the science of education - the term of scientific paradigm and paradigm shifts - the most important currents in international educational science, their main directions and personalities, - the characteristics of the different paradigms and models of educational science. Skills The doctoral candidate is able to - to see the history of the development of educational science in its processes; - place these processes in an international context Settings The doctoral candidate is prepared to - to discover, in the course of his research, the historical components in the contemporary theories of educational science and school practice and to see these processes in their historical continuity. Autonomy: The doctoral candidate should - pursue his/her research autonomously and creatively;	

- continuously strive to exploit the various opportunities for knowledge acquisition, research and publication that open up new avenues for professional development.

Brief syllabus:

Thematic elements: the basic forms of human thinking and sharing knowledge: narrative and conceptual paradigmatic thinking. The development of modern sciences – the main trends of epistemological research: analytical, sociological, phenomenological and hermeneutic, scientific thinking and paradigm (science history – knowledge sociology, the concept of paradigm). Rivaling epistemological paradigms, methodological approaches. The modern university and the processes of the development of sciences, main historical regional trends and the major regional models of pedagogy, current significant pedagogical concepts, post-modern and pedagogy.

Literature:

ABRUS ATTILA JÓZSEFNÉ, Katalin. Past into the future: a history of education in the digital age = Múlt a jövőben: neveléstörténet a digitális korban. Civil Szemle. Vol. 17, no. spec. issue 1 (2020), p. 23-35. ISSN 1786-3341. WoS.

HORN, K. P., NÉMETH, A., PUKÁNSZKY, B. TENORTH, H. E. (2001, Hrsg.): Erziehungswissenschaft in Mitteleuropa. Osiris Kiadó, Budapest.

LES, T. 2017. The research potential of educational theory: On the specific characteristics of the issues of education. Educational Philosophy and Theory, 2017. Vol. 49, no. 14, 1428–1440https://doi.org/10.1080/00131857.2017.1313716.

https://www.researchgate.net/publication/342130444_The_role_of_philosophical_analysis_in_contemporary_educational_research

NÉMETH, A. PUKÁNSZKY, B. 1998. Paradigmen in der Geschichte der ungarischen Pädagogik. PAEDAGOGICA HISTORICA: 34 Suppl. 1 pp. 275-292 ISSN 0030-9230 1477-674X Scopus: 85020942238, DOI: 10.1080/00309230.1998.11434889

NÉMETH, A. 2015. A neveléstudomány nemzetközi modelljei és tudományos irányzatai. Magyar Pedagógia, 115, 3. P.255-293. ISSN 0025-0260

NÉMETH, A. 2005. A magyar pedagógia tudománytörténete. Budapest: Gondolat Kiadó. ISBN 963 9567 85 X

NÉMETH, A. 2006. The relationship between educational science at the universities and educational movements influenced by „new education“ outside academia. In: Hofstetter R.und Schneuwly, B. (ed.): Passion, Fusion, Tension. New Education and Educational sciences. Peter Lang Publisher, Bern. 169–190.

NÉMETH, A. 2015. Főbb tudományelméleti irányzatok, kutatási eredményeik és hatásuk nemzetközi és hazai neveléstudománytudománytörténeti kutatásokra. In: Németh A. et. al. (szerk.): Neveléstudomány és tudományos elit a 20. század második felében. Gondolat Kiadó, Budapest, 9-82. ISBN 978 963 693 655 6

NÉMETH, A. BIRO, ZS. 2016. A magyar neveléstudomány diszciplína jellemzőinek és kognitív tartalmainak változásai a 20. század második felében. In: Németh, A. et. al. (szerk.): Neveléstudomány és pedagógiai kommunikáció a szocializmus időszakában. Gondolat Kiadó, Budapest, pp. 7 – 118. ISBN 978 963 693 716 4

NÉMETH, A. GARAI, I. 2019. Disciplinary Changes in the Hungarian Pädagogik from the second half of the 19th century to the collapse of Stalinist-type dictatorship. In: Kudláčová, B., Rajský, A. (eds.): Education and “Pädagogik”– Philosophical and Historical Reflections. Berlin, et. al. Peter Lang, VEDA, pp. 210-229.

PHILLIPS, D. C., & SIEGEL, H. (2013). Philosophy of education. In Stanford encyclopedia of philosophy. Retrieved from http://plato.stanford.edu/entries/education-philosophy. [accessed Feb 11 2021].

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

Hungarian or Slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 11

A	B	C	D	E	FX
90.91	9.09	0.0	0.0	0.0	0.0

Teacher: doc. dr. univ. Agáta Csehiová, PhD., prof. Krisztián Józsa, DSc., Dr. habil. Aranka Híves-Varga, PhD., Dr. habil. Erika Kopp, PhD.,

Date of last update: 31.03.2025

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ SVOC/20	**Name:** Active participant at the Scientific Student Conference
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: 5	
Recommended semester/trimester of study: 1., 2.., 3., 4.., 5., 6..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Participation in the Student Scientific Professional Conference with competitive work.	
Results of education: Student will be actively involved in the Scientific Student Conference.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 4	

a	n
100.0	0.0

Teacher:	
Date of last update: 31.03.2025	
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ SVP1/20	**Name:** Study / research Stay 1.
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: 1.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The student participates in a domestic or foreign study trip or research trip.	
Results of education: The student is able to complete a long-term study stay, preferably at a foreign university / partner / research institution.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 5	

a	n
100.0	0.0

Teacher:	
Date of last update: 31.03.2025	
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ SVP2/20	**Name:** Study / research Stay 2.
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: 2.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The student participates in a domestic or foreign study trip or research trip.	
Results of education: The condition for completing the course is a long-term stay of the student, preferably at a foreign university / partner / research institution.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 5	

a	n
100.0	0.0

Teacher:	
Date of last update: 31.03.2025	
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ SVP3/20	**Name:** Study / research Stay 3.
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.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The student participates in a domestic or foreign study trip or research trip.	
Results of education: The condition for completing the course is a long-term stay of the student, preferably at a foreign university / partner / research institution.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 2	

a	n
100.0	0.0

Teacher:	
Date of last update: 31.03.2025	
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ SVP4/20	**Name:** Study / research Stay 4.
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: 4.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The student participates in a domestic or foreign study trip or research trip.	
Results of education: The condition for completing the course is a long-term stay of the student, preferably at a foreign university / partner / research institution.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 2	

a	n
100.0	0.0

Teacher:	
Date of last update: 31.03.2025	
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ SVP5/20	**Name:** Study / research Stay 5.
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: 5.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The student participates in a domestic or foreign study trip or research trip.	
Results of education: The condition for completing the course is a long-term stay of the student, preferably at a foreign university / partner / research institution.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 31.03.2025	
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ SVP6/20	**Name:** Study / research Stay 6.
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: 6.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The student participates in a domestic or foreign study trip or research trip.	
Results of education: The condition for completing the course is a long-term stay of the student, preferably at a foreign university / partner / research institution.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 31.03.2025	
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ TPI/20	**Name:** Scientific writing and pedagogical interpretation

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: 5

Recommended semester/trimester of study: 3.

Level of study: III.

Prerequisites: KPP/PEDd/MPV/20

Conditions for passing the subject:
The student prepares a chapter of his/her dissertation in 20 pages in written form. The quality and standard of the prepared work must meet the criteria and requirements that apply to this type of scientific work. It is also a criterion to respect the structure, content, methodological and formal requirements specified for scientific works as well as the prescribed international scientific rules and technical standards. For submitting a work that meets the requirements the student can earn 60 points. Criteria for evaluating the written chapter: - processing, compilation, analysis and evaluation of relevant domestic and international literature sources related to the topic of the dissertation (30 points), - the correctness, validity, authenticity and reliability of the use and processing of pedagogical and scientific resources and literature (30 points). The student presents his/her topic, for which he / she can achieve 40 points. Criteria for evaluating the presentation (40 points): - quality, content and originality of the presentation (20 points), - communication skills - answers to the questions asked, argumentation in the examined topic (20 points). Total student load 5 credits 150 hours 13 hours active class participation 68 hours chapter preparation 69 hours presentation preparation Grading scale: A – 90-100%, B – 80 -89%, C – 70 -79%, D – 60 - 69%, E – 50 -59%.

Results of education:
Students will get an overview of the rules of scientific writing, word processing, textology, as well as the importance of applying the prescribed international scientific requirements and technical standards for writing scientific dissertations and studies. During the seminars, students will deepen their scientific and pedagogical competencies and develop their abilities and skills in presentation and pedagogical interpretation.
Knowledge
- the student has a comprehensive knowledge of the methodological, content and formal issues of pedagogical research,
- knows and can apply the language of scientific works, the specifics of scientific writing,
- has sufficient theoretical knowledge and stock of knowledge to develop the topic of the dissertation, to explain the researched problem,
- is familiar with quantitative and qualitative approaches to the research of educational phenomena and processes,

- knows the latest results of the research of educational phenomena and processes both domestically and internationally.
Skills
- the student is able to professionally process, analyse and evaluate scientific and pedagogical literature, sources, data,
- is able to plan and develop his / her own research project,
- is able to formulate and compile his / her own professional, educational study,
- is able to apply relevant approaches and methods for the evaluation of quantitative and qualitative research analysis.
- is able to synthesize the acquired theoretical knowledge and practical experience,
- is able to formulate critical analyses, reflections, conclusions and possible recommendations,
- is able to present and interpret research and scientific results.
Attitude
- the student takes social, scientific and ethical aspects into account when formulating research objectives,
- applies the ethical principles of the scientific fields in the course and implementation of the research.
Autonomy and responsibility
- the student is adequately prepared and committed to do professional, educational and scientific work responsibly,
- is prepared to participate in various professional, scientific and public forums, to act and to present and interpret his / her work, results and experiences,
- prepared to reflect on his/her pedagogical work and to effectively evaluate and reconsider the quality of his work.

Brief syllabus:
Rules, criteria, ethical issues and principles of academic writing, scientific works, dissertations.
Language, stylization and rhetorical aspects of professional texts, scientific studies and publications.
Conceptualization and operationalization of educational studies and dissertations.
The structure, structure and content of the educational science diary.
Research planning:
- choice of topic,
- exploring, studying and processing literature,
- research strategies,
- choice of sample.
Research methods, tools:
- field research,
- educational history research,
- document and content analysis,
- observation,
- questioning,
- sociometry.
Quantitative research analyses, evaluations.
Qualitative research analyses.
Presentation of educational studies, works, research results.
The research project as well as pedagogical and scientific interpretation of educational studies and works, forms and methods of communication.

Literature:

BABBIE, E, KENDE, G. 2008. A társadalomtudományi kutatás gyakorlata. Balassi Kiadó: Budapest. ISBN 978-963-506-764-0
BÁTHORY, Z. 1980. A tantervfejlesztés és a tantervi értékelés kutatásmetodikai kérdései. Budapest: OPI Tudományos Bizottság. ISBN 963 681 082 6
CSEHIOVÁ, A. 2020. The Transfer Effect of Musical Activities in Terms of Abilities and Personality Development - About the Results of a Music-Pedagogical Study. In: Ad Alta. Journal for interdisciplinary research. Vol. 10, Issue 02 (10/02), 2020, P. 46-50. ISSN 1804-7890, ISSN 2464-6733 (Online) (DOI number for your academic records: doi.org/10.33543/1002) WOS CC. http://www.magnanimitas.cz/ADALTA/1002/papers/A_csehi.pdf
CSEHIOVÁ, A., KANCZNÉ NAGY, K., TÓTH-BAKOS, A. 2020. Experience Education to Alleviate Fears of Educator Candidates in their University Studies. In: AD ALTA [textový dokument (print)] [elektronický dokument]: journal of interdisciplinary research = recenzovaný mezioborový vědecký časopis. Hradec Králové (Česko): Magnanimitas akademické sdružení. ISSN 1804-7890. ISSN (online) 2464-6733. Roč. 10, č. 2 (2020), s. 170-175 [tlačená forma] [online] WOS CC. http://www.magnanimitas.cz/ADALTA/1002/papers/A_kanczne.pdf
FALUS, I. – OLLÉ, J. 2010. Az empirikus kutatások gyakorlata – Adatfeldolgozás és statisztikai elemzés. Budapest: Nemzeti Tankönyvkiadó. ISBN 978 963 19 6011 2
GALLO, C. 2010. Steve Jobs a prezentáció mestere: Hogyan legyünk őrülten hatásos előadók. Budapest: HVG Kiadó. ISBN 978 963 304 023 2
GIBALDI, J. 2009. MLA Handbook for Writers of Research Papers. New York: The Modern Language Association of America. ISBN 978-1-60329-024-1
GOLNHOFER, E. 2001. Az esettanulmány. Budapest: Műszaki Könyvkiadó. ISBN 963 16 2812 4
HORVÁTHOVÁ, K., NÉMETH, A., STRÉDL, T., SZABÓOVÁ, E., TÓTH-BAKOS, A. 2015. Szlovák-magyar pedagógiai terminológiai kézikönyv = Slovensko-maďarská pedagogická terminologická príručka. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-160-6
HORVÁTHOVÁ, K., SZŐKÖL, I. 2016. A pedagógiai kommunikáció. Komárno: Selye János Egyetem TKK. ISBN 978 80 8122 175 0
https://www.scribd.com/book/377627819/A-Manual-for-Writers-of-Research-Papers-Theses-and-Dissertations-Ninth-Edition-Chicago-Style-for-Students-and-Researchers
https://www.ujs.sk/documents/Smernica.7.2011.pdf
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
KONTRA, J. 2011. A pedagógiai kutatások módszertana. Kaposvári Egyetem. Kaposvár. http://mek.oszk.hu/12600/12648/12648.pdf
MÁNDELÍKOVÁ, L. 2012. Analýza a interpretácia odborného textu. Trenčín: Trenčianska univerzita Alexandra Dubčeka. ISBN 978 80 8075 518 8
OBERUČ, J.: Metodológia pedagogického výskumu. http://files.ddttii.webnode.sk/200000235-3ef763ff18/METODOL%C3%93GIA%20PEDAGOGICK%C3%89HO%20V%C3%9DSKUMU.docx
PETLÁK, E., FENYVESIOVÁ, L. 200. Interakcia vo vyučovaní. Bratislava: Iris. ISBN 978 80 89256 31 0
SELYE J. EGYETEM: 7/2011 sz. rektori irányelv a záródolgozatok kidolgozásáról, nyilvántartásáról, közzétételéről és archiválásáról. Komárom: UJS, 2011. https://www.ujs.sk/documents/vnutorne.predpisy/SJE%20%20Z%C3%A1r%C3%B3dolgozatok%202011.pdf

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
SZABOLCS, É. 2001. Kvalitatív kutatási metodológia a pedagógiában. Kutatás-módszertani kiskönyvtár. Budapest: Műszaki Könyvkiadó. ISBN 963 16 2783 7
SZABOLCS, É., GAVORA, P., LARRY, LOESCH. 2004. Angol-magyar-szlovák pedagógiai terminológiai szótár = English-Hungarian-Slovak Educational Dictionary. Budapest: Eötvös József Könyvkiadó. ISBN 963 9316 88 1
TURABIAN, L. K. 2018. A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition: Chicago Style for Students and Researchers. Chicago: University of Chicago Press. ISBN 9780226430607
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 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: doc. dr. univ. Agáta Csehiová, PhD., PD Dr. phil. habil. Attila Mészáros,

Date of last update: 31.03.2025

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ TPM/20	**Name:** Pedagogical theory and its problem-history
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: 8	
Recommended semester/trimester of study: 2.	
Level of study: III.	
Prerequisites: KPP/PEDd/SPV/20	
Conditions for passing the subject: The doctoral student can earn 100 points for the following activities: - Semester-closing oral exam (max. 50 points); - Written work to be submitted: preparation of a report on one's own micro-research based on independent source exploration min. 15 thousand n, with footnotes and used literature (max. 50 points). Total student workload: 8 credits 240 hours 26 hours class attendance 107 study 107 preparation for the exam Evaluation: 100-90 point - A, 89-80 point - B, 79-70 point - C, 69-60 point - D, 59-50 point - E, 49-0 point - Fx.	
Results of education:	
Brief syllabus: 1. Pedagogical way of thinking and the development of educational philosophy. 2. Worldviews of the eras of educational history and their influence on education. The child and mankind view determined by the worldview(s) of the individual eras. Child perspective and childhood history. The change in child status throughout history. 3. The system of goals and effects of education; the historical change of educational ideals. 4. The stages for transmitting educational ideals and view: education outside institution and institutionalized education. The organizational and functional changes of school in the individual eras and on various geographical locations. 5. European civilization: unity and separation. The educational practice of certain eras; the spacial and temporal change of educational content and plans; cultural transmission and the contentual changes of learning throughout history. 6. Civilizational procedures of knowledge transmission; educational and learning methods, the history of helpful education. 7. Teaching aid systems, textbooks in the history of education. 8. School space. The history of the classroom and its interior design; the developmental history of demonstration. 9. History of pedagogue training and role. The evolution and differentiation of the pedagogue profession; the expectation phrased towards pedagogues throughout history. 10. History of the regulation of education. History and national tendencies of educational policy, system, administration and legislation. 11. Girl and female education in history.	

Literature:

AMBRUS ATTILA JÓZSEFNÉ, Katalin. Women's Associations in the Age of Dualkm in Hungary. Civil Szemle. Vol. 16, no. 2 (2019), p. 21-30. ISSN 1786-3341. WoS.
AMBRUS ATTILA JÓZSEFNÉ, Katalin. Hölgyek napernyővel: Nők a dualizmus kori Magyarországon 1867-1914. 1. vyd. Pécs: Pro Pannonia Kiadó, 2008. 222 s. ISBN 978-963-9893-09-2.
AMBRUS ATTILA JÓZSEFNÉ, Katalin. Disputes about doctor training in the 19th century in the second half of the 20th century = Viták az orvosnők képzéséről a 19. század második felében. DOI 10.1556/650.2019.HO2634 Orvosi Hetilap : A Markusovszky Lajos Alapítvány Tudományos Folyóirata. Évf. 160, sz. 47 (2019), p. 1881-1884. ISSN 0030-6002. WoS.
GOLNHOFER, E., SZABOLCS, É. 2005. Gyermekkor: nézőpontok, narratívák. Budapest: Eötvös József Könyvkiadó. ISBN 963 7338 24 1
KÉRI, K. 2018. Leánynevelés és női művelődés az újkori Magyarországon (nemzetközi kitekintéssel és nőtörténeti alapozással) Pécs: Kronosz Kiadó. ISBN 978 963 467 037 7
KÉRI, K. 2014. National Past and Worldwide Perspective: A Comparative Approach to the Research of the History of Education. HERJ, vol. 4. Iss. 4. http://herj.lib.unideb.hu:8080/index.php?oldal=cikkadatok&folyoirat_szam=4/2014&cikk_id=897&
NÉMETH, A., PUKÁNSZKY, B. 2004. A pedagógia problématörténete. Budapest: Gondolat Kiadó. ISBN 963 9567 18 3
NÉMETH, A. 2010. Emberi idővilágok – pedagógiai megközelítések. Budapest: Gondolat Kiadó. ISBN 978 963 693 578 8
NÉMETH, A. 2012. Magyar pedagógusképzés és pedagógus szakmai tudásformák I. 1775–1945: nemzeti fejlődési trendek, nemzetközi recepciós hatások. Budapest: ELTE Eötvös Kiadó. ISBN 978 963 312 093 4
NÉMETH, András & SKIERA, Ehrenhard. Reformpedagógia és az iskola reformja. 1. vyd. Budapest: Nemzeti Tankönyvkiadó, 1999. 345 s. ISBN 963-19-0168-8.
NÉMETH, András. A magyar neveléstudomány fejlődéstörténete. 1. vyd. Budapest: Osiris Kiadó , 387 p. ISBN: 9633893348
GARAI, Imre a András NÉMETH. 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 a Andrea NAGY. Life reform and reform pedagogy in Hungary. Sodobna Pedagogika. Roč. 70, č. 1 (2019), s. 192-205. ISSN 0038-0474. WoS, SCOPUS.
NÉMETH, András a Béla István PUKÁNSZKI. Life reform efforts in the Austro-Hungarian monarchy and their impact on Hungarian cultural and pedagogical reforms. DOI 10.1080/00309230.2019.1586736 Paedagogica historica : international journal of the history of education. P. 1-18. ISSN 0030-9230. WoS, SCOPUS.
PUKÁNSZKY, B. 2001. A gyermekkor története. Budapest: Műszaki Könyvkiadó. ISBN 963 16 2782 9
PUKÁNSZKY, B. 2006. A nőnevelés évezredei. Fejezetek a lányok nevelésének történetéből. Gondolat Kiadó, Budapest. ISBN 963 9610 51 8
PUKÁNSZKY, B. 2014. A magyar iskolatörténet és pedagógusképzés paradigmái. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-096-8
SOBE, N. W. – NESS, C. (2010). Comparative History of Education. European Education, vol. 42. No. 2. pp. 57–66. https://nsobe.sites.luc.edu/Noah%20Sobe%20&%20C.%20Ness%20--%20Comparative%20History%20of%20Ed%20Brickman%202010.pdf

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

Notes:

Evaluation of subjects
Total number of evaluated students: 11

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

Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Krisztián Józsa, DSc., Dr. habil. Aranka Híves-Varga, PhD., Dr. habil. Erika Kopp, PhD., Mgr. Anita Tóth-Bakos, PhD.,

Date of last update: 31.03.2025

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ VAE/20	**Name:** Scientific Aspects of Preschool and Elementary Education

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: 7

Recommended semester/trimester of study: 1.

Level of study: III.

Prerequisites:

Conditions for passing the subject:
Students are required to submit an essay paper which focuses on early childhood education. This paper may later be incorporated into the PhD thesis. Main text of the paper should be at least 40,000 characters (without the Reference list). The paper should reference the literature of the topic. In terms of formal style and content, it should meet the requirements of an academic paper which could be submitted for publication in a peer-reviewed journal. Prior to preparing it, topic and type of the paper should be discussed with the instructor. The maximum score awarded for the paper is 70 points. An oral presentation is to be prepared about the paper which includes a defense of the paper as well. The maximum score awarded for this presentation is 30 points.
Evaluation criteria of the paper (70 points):
- justification, novelty and relevance of the topic (30 points);
- suitability, soundness and relevance of the references (20 points);
- structure, style and grammar/spelling of the paper (10 points);
- formal requirements, see APA sytlesheet (10 points).
Evaluation criteria of the presentation (30 points):
- professional justification, relevance (15 points);
- discussion, defense (10 points);
- presentation and communication skills (5 points).
Total student load: 7 credits = 210 hours - 26 hours of active class participation, - 50 hours of literature study, - 70 hours of chapter preparation, - 64 hours of presentation preparation.
Total evaluation: 100 - 90 points / A, 89 - 80 points / B, 79 - 70 points / C, 69 - 60 points / D, 59 - 50 points / E, less than 50 points / Fx

Results of education:
Knowledge
- students know the main characteristics of early childhood development;
- students know the developmental process of competencies, skills, abilities and motives;
- students know the external and internal factors that affect development as well as the role of family, environment and teachers;
- students know the characteristics of differing development, the issue of individual facilitation and differentiation;
- students know the importance of intervention programs, and they can evaluate their efficiency;

- students know the most prominent diagnostic methods and instruments;
- students know the formal requirements of academic publications, the APA style.
Abilities:
- students' research skills improve;
- students' academic perspective improves in the field of education;
- students' academic writing skills improve;
- students' professional communication skills improve (oral presentation skills, argumentative skills, discussion skills).
Point of view:
- students become open to the importance of research on early childhood development;
- students understand the importance of intervention programs as well as that of individual differentiation;
- students understand and acknowledge the importance of evidence-based education;
- students follow the ethical norms of education research.
Independence and responsibility
- students can individually identify problems, ask research questions, look for answers, synthesize and analyze in the field of early childhood education;
- students can professionally argue in favor of a theoretical or practical matter in the field of early childhood education.

Brief syllabus:

Main characteristics of early childhood development. Cognitive, social, personal and gross motor competence. The development of skills and abilities and their facilitation methods. Intervention programs and their efficiency. Emotional aspects, the importance and characteristics of motivation. Family background, the role of disadvantaged background. The developmental characteristics of typically and atypically developing children. Characteristics of preschool and school education, the role of teachers. Transition from preschool to school, measuring school readiness. Diagnostic methods and their application in research and practice.

Literature:

BARRETT, K. C., JÓZSA, K., & MORGAN, G. A. (2017). New computer-based mastery motivation and executive function tasks for school readiness and school success in 3 to 8 year-old children. Hungarian Educational Research Journal, 7(2), 86#105. https://core.ac.uk/download/pdf/163100063.pdf http://herj.lib.unideb.hu/file/3/szamok/94/(2)HERJ_2017_2.pdf
HORVÁTHOVÁ, Kinga. Redundancy in the verbal communication of teachers in primary education. DOI 10.1515/jolace-2017-0030 Journal of Language and Cultural Education. Vol. 5, no. 3 (2017), p. 93-107. ISSN 1339-4584. WoS.
JÓZSA, K. & BARRETT, K. C. (2018). Affective and Social Mastery Motivation in Preschool as Predictors of Early School Success: A Longitudinal Study. Early Childhood Research Quarterly, 45(4), 81–92. https://www.sciencedirect.com/science/article/abs/pii/S088520061830067X?via%3Dihub
JÓZSA, K., & MOLNÁR, É. (2013). The relationship between mastery motivation, self-regulated learning and school success: A Hungarian and wider European perspective. In K. C. Barrett, N. A. Fox, G. A. Morgan, D. J. Fidler, & L. A. Daunhauer (Eds.), Handbook of self-regulatory processes in development: New directions and international perspectives (pp. 265–304). New York, NY: Psychology Press. ISBN 9781848726246
JÓZSA, K., (2014). A számolás fejlesztése 4–8 éves életkorban. Szeged: Mozaik Kiadó. ISBN 978-963-697 767 2
JÓZSA, K., (2006). Az olvasási képesség fejlődése és fejlesztése. Budapest: Dinasztia Könyvkiadó. ISBN 963 657 363 8

JÓZSA, K., (2007). Az elsajátítási motiváció. Budapest: Műszaki Könyvkiadó. ISBN 978-963-16-4226-1
JÓZSA, K., TÖRÖK, B., & STEVENSON, C. (2018). Preschool and Kindergarten in Hungary and the United States: A Comparison within Transnational Development Policy. International Journal of Educational Development, 62, 88–95. doi:10.1016/j.ijedudev.2018.03.001
JÓZSA, Krisztián a George A. MORGAN. Developmental changes in cognitive persistence and academic achievement between grade 4 and grade 8. DOI 10.1007/s10212-014-0211-z European Journal of Psychology of Education. Vol. 29, no. 3 (2014), p. 521-535. ISSN 0256-2928. CCC, WoS, SCOPUS. Q WoS=Q3
MESTERHÁZI, ZS. (1998). A nehezen tanuló gyermekek iskolai nevelése. ELTE Bárczi Gusztáv Gyógypedagógiai Kar, Budapest. ISBN 963 7151 12 6
MORGAN, G. A., LIAO, H.-F., NYITRAI, Á., HUANG, S.-Y., WANG, P-J., BLASCO, P., RAMAKRISHNAN, J., & JÓZSA, K. (2017). The revised Dimensions of Mastery Questionnaire (DMQ 18) for infants and preschool children with and without risks or delays in Hungary, Taiwan, and the US. Hungarian Educational Research Journal, 7(2), 48–67. http://herj.lib.unideb.hu/file/3/szamok/94/(2)HERJ_2017_2.pdf
NAGY, J. (2010). Új pedagógiai kultúra. Mozaik Kiadó, Szeged. ISBN 978 963 697 653 8
NAGY, J., JÓZSA, K., VIDÁKOVICH, T. & FAZEKASNÉ, F. M. (2016). DIFER Programcsomag: Diagnosztikus fejlődésvizsgáló és kritériumorientált fejlesztő rendszer 4–8 évesek számára. Mozaik Kiadó, Szeged. ISBN 963 697 438 1
SZŐKÖL, István. Continuous Improvement of the Teaching Process in Primary Education. DOI 10.2478/jolace-2018-0004 Journal of Language and Cultural Education. Roč. 6, č. 1 (2018), s. 53-64 [print, online]. ISSN 1339-4045. WoS
ZSOLNAI, A., & JÓZSA, K. (2003). Possibilities of criterion referenced social skill development. Journal of Early Childhood Research, 1, 181–196. https://journals.sagepub.com/doi/abs/10.1177/1476718X030012003

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

Notes:

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. Krisztián Józsa, DSc., PaedDr. Diana Borbélyová, PhD.,

Date of last update: 31.03.2025

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PEDd/ VOP/20	**Name:** Subject pedagogy
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: 7	
Recommended semester/trimester of study: 1.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: During the semester, PhD students must prepare the following requirements: critical review of the subject pedagogical literature in IhD Student's scientific field (50 points), selection of a frequented problem and compilation of a research plan (50 points). Total student load: 7 credits = 210 hours - 26 hours of active class participation, - 50 hours of literature study, - 70 hours of research plan preparation, - 64 hours of chapter preparation Evaluation: A – 90 -100%, B – 80 -89%, C – 70 -79%, D – 60 - 69%, E – 50 -59%.	
Results of education: The aim of the course is to enable PhD students to use the basic features, principles and conceptual structure of educational theory paradigms prevailing in actual educational research in their own research. The aim is also for PhD students to learn to place subject pedagogies in the whole system of educational science and to be able to apply general pedagogical knowledge as a starting point for such activity in their own subject pedagogical analyzes based on the familiarity with the common problems of subject pedagogies. In addition, they conduct successful research on a subject pedagogy topic related to their own disciplinary field. Knowledge The PhD student has a high level of knowledge of the various paradigms of education theory, the epistemological foundations of PhD student's field, cognitive peculiarities, logic and terminology, aims, tasks, teaching and learning strategies of PhD student's scientific field, connections between different fields of knowledge and for the integration of different disciplines and subject contents, the most researchable problems in the field of subject pedagogy, the domestic and international research results and current trends of the professional methodology. Abilities The PhD student is able to effectively integrate his / her knowledge of science, methodology, subject theory, learning theory and curriculum at a high level, self-reflection and self-correction in connection with his / her professional skills,	

plan and utilize the synergistic effects of the competencies developed during the subjects, which also generate development in other fields of education,
compile a research plan in the field of pedagogy.
Attitudes
The PhD student is at a high level
assesses the role of his / her field in the sciences,
committed to scientific methodological research in his / her own field of expertise,
open to getting to know and gaining experience.
Autonomy and responsibility
The doctoral student
is able to independently review the literature in the field of subject pedagogies,
has a high level of autonomy in the planning, implementation and evaluation of pedagogical research,
- feels responsible for the full adherence to research ethics, the use of reliable measurement methods and measuring instruments.

Brief syllabus:

1. Research on the subject pedagogies in teacher training (approach based on learning outcomes of subject pedagogies in teacher training in domestic and international comparison)
2. The place and role of subject pedagogies in the international context of teacher training
3. The relationship between subject pedagogy and practice in teacher education)
4. Examination of the professional development of subject teachers
5. Subject pedagogy action research, lesson research, research on subject pedagogical innovations
6. Reflective examination of subject pedagogical developments
7. Examining problem-based learning in a subject pedagogical context
8. Teaching and learning in a digital environment

Literature:

BERTÓK, I. 1975. A magyar és a szlovák nyelv tanításának összevető módszertana. Bratislava: SPN. ISBN 0007978
BICSKEINÉ, ZSULÁN, J. 1998. A középiskolai anyanyelvi tantárgypedagógia vázlata. Szeged: JATEPress.
CSAPÓ, B. 2003. A képességek fejlődése és iskolai fejlesztése. Budapest: Akadémiai Kiadó. ISBN 963 05 8013 6
JÓZSA, K. 2017. A számolás fejlesztése 4-8 éves életkorban: Szülőknek, óvodapedagógusoknak, tanítóknak. Szeged: Mozaik Kiadó. ISBN 978 963 697 767 2
KATONA, A., LÁDI, L., SZÉPLAKI, GY. 2002. A tanári mesterség gyakorlata: Tanárképzés és tudomány. Budapest: Nemzeti Tankönyvkiadó. ISBN 963 19 2501 3
KRISKA, GY., KARKUS, ZS. 2015. A biológia tanításának elmélete és gyakorlata. Budapest: ELTE Eötvös Kiadó. ISBN 978-963-312-217-4
MAKÁDI, M. 20098. A kompetenciaalapú pedagógia lehetőségei a tanítási-tanulási folyamatban. Szeged: Mozaik Kiadó. ISBN 978 963 697 614 9
PÓLYA, Gy. 1994. A gondolkodás iskolája. Budapest: Typotex, 1994. ISBN 963 754 48 0
RADNÓTI, K., NAHALKA, I., POÓR, I., WAGNER, É. 2002. A fizikatanítás pedagógiája. Budapest: Nemzeti Tankönyvkiadó, 2002. ISBN 963 19 2513 7
SZIVÁK, J. 2002. A pedagógusok gondolkodásának kutatási módszerei. Budapest: Műszaki Könyvkiadó. ISBN 9631629228
TÓTH, P. 2011. Egyéni különbségek szerepe a tanulásban: A tanulási stílus. Budapest: DSGI. ISBN 978-963--88946-5-6

TÓTH, P. 2019. Problémaalapú tanulás. Komárno: Univerzita J. Selyeho, 2019. ISBN 978-80-8122-337-2
TÓTH, P. 2012. Egyéni különbségek szerepe a tanulásban: Tanulási stratégiák. Budapest: DSGI. ISBN 978-963-88946-7-0
IZSÓ, Lajos a Péter TÓTH. Applying web-mining methods for analysis of student behaviour in VLE courses. Acta Polytechnica Hungarica. Vol. 5, no. 4 (2008), p. 79-92. ISSN 1785-8860. WoS, SCOPUS. IF (2015): 0,544. SNIP (2015): 1,069. 2015 [1] MARKOSKI, B. - IVANOVIĆ, Z. - RATGEBER, L. et al. Application of AdaBoost Algorithm in Basketball Player Detection. In Acta Polytechnica Hungarica. ISSN 1785-8860, 2015, vol. 10, no. 6, p. 189-207. WoS ; SCOPUS,
RUDAS, Imre J. a Péter TÓTH. Online learning, web mining and quality assurance. DOI 10.1109/ICL.2014.7017928 Proceedings of 2014 International Conference on Interactive Collaborative Learning, ICL 2014. P. 1051-1057. WoS, SCOPUS.

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

Notes:

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. Péter Tóth, PhD., Mgr. Katarína Szarka, PhD.,

Date of last update: 31.03.2025

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.