

# CONTENS

1. Biblical Sciences 1.....	2
2. Biblical Sciences 2.....	6
3. Catechetics.....	16
4. Didactics of Catechetics 1.....	12
5. Didactics of Catechetics 2.....	14
6. Master's Thesis Seminar.....	9
7. Master's Thesis and Defence.....	18
8. Pedagogical practice IV.....	21
9. Pedagogical practice V.....	25
10. Pedagogical practice VI.....	29
11. Perspectives on catechetics education.....	41
12. Seminar of Catechetical Didactics.....	44
13. Seminar of Dogmatics.....	46
14. Seminar of Ethics.....	48
15. Seminar of Practical Teaching 1.....	33
16. Seminar of Practical Teaching 2.....	36
17. Seminar of Practical Teaching 3.....	39
18. State Examination.....	50

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ BV1/22	<b>Name:</b> Biblical Sciences 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). During the semester he/she must take and pass 2 written tests in Old Testament Theology. Those who pass both written tests do not take the oral examination on the Old Testament. Students will take an oral exam in the New Testament Theology sub-discipline at the end of the semester. For the sub-discipline of Dogmatics, students must submit a written paper by the end of the semester. Assessment of written tests, written assignments, and oral examination responses are assessed in accordance with the Regulations of Study (See Article 10. Review of Study and Assessment of Learning Outcomes of the Regulations of Study Outcomes). Student workload: 4 credits = 100-120 hours 39 hours of attendance at contact classes; 21 hours of study of recommended literature, preparation for the written test and preparation of assignments given in class; 40-60 hours of self-study.	
<b>Results of education:</b> <b>Knowledge:</b> This course provides a history of the discipline, an overview of Christian attitudes toward the Old Testament, and provides a summary view of the Pentateuch. Upon completion of the course, the student will have an overview of the theological content of the books of the Torah and the central concepts of the Old Testament. By completing the course, the student will gain a thorough understanding of the content of the New Testament, the circumstances surrounding the creation of each of the books of the New Testament, the background of New Testament contemporary history, and the religions of the time, which will ensure a proper understanding of the New Testament message. The student will gain an overview of the basic issues, major dogmatic theses, and creedal statements of Christian doctrine based on biblical teaching. <b>Skills:</b> The student will be able to integrate these into New Testament and systematic theological contexts. The student will be able to argue regarding the known content of theological reflection on faith in light of the semester's topic.	

Upon completion of the course, the student will be able to apply previously acquired knowledge through a comprehensive interpretation of the history of ideas (theology).

Through the study of systematic theology and the comparing and contrasting of various theological positions, students will develop their comparative skills, their willingness to think independently, and their ability to present their doctrinal arguments on a biblical basis.

Competencies:

By successfully completing this course, the student will develop a framework within which to evaluate the ethical actions of contemporary society.

By explaining each major biblical story and describing the development of important theological concepts, students make creative use of what they have already learned.

They also master the professional methods of a scholarly approach to the foundations of Christian doctrine, as well as the biblical stance needed to clarify controversial issues of faith.

### **Brief syllabus:**

Sub-discipline: Old Testament Theology 1

1. Basic terms.
2. A short overview of the scientific discipline.
3. Tenak, Septuagint (LXX).
4. Christian attitudes to the Old Testament.
5. Genesis - God's names and attributes, creation of the world and man.
6. Genesis - Theological anthropology and sin.
7. I. Test.
8. Patriarchs. The concept of the chosen people.
9. Exodus. Covenant Theology.
10. The Ten Commandments.
11. Leviticus. Numbers.
12. Deuteronomy.
13. The figure of Moses. II. The test in the probationary period.

Sub-discipline: New Testament Theology 1

At the beginning of the course, the student should become familiar with the division and content of the various books in the order of the New Testament canon. As additional background knowledge, the content of the New Testament is set in a broader context by outlining the historical events of the period and the background of contemporary Judaism and Hellenistic religions. This will be followed by placing the origins of each book in the broader context already outlined, and a summary of the main results of New Testament scholarship. The highlight of the semester, however, is a focus on the New Testament message itself as revealed in the preaching of Jesus.

Sub-discipline: Dogmatics 1

1. The only consolation of the Christian man (Heid. Catech. 1-2)
2. Understanding creation and sin, the righteousness of God (Gen 1-3, HC 3-11, Conf. Helv. Post. 7-8)
3. The general creeds of the Christian Church: Apostles' Creed, Nicene-Constantinopolitan Creed; content of the faith (HC 20-24, CHP 11)
4. Scripture as the Word of God; the Gospel and the Law (CHP 1:12-13)
5. The Trinity of God (Holy Trinity) (Mt 28:18-20; CHP 3, HC 25)
6. The person and work of God the Father; providence and creation (HK 26-28, CHP 6)
7. The Son as the only Mediator; the Word made flesh and the witness of the Word (Jn 1:1-14; HK 12-19, CHP 11)
8. Jesus Christ (birth, baptism (anointing), and temptation); the offices of Christ (Lk 2:10-12; Mt 3 and 4; HK 29-31)

9. The threefold office of the Christian man; Christ is Lord, whom we worship as God (Jn 20:30-3; Acts 7:59-60; Acts 11:19-26; HK 32-36)
10. The suffering and death of Jesus (Lk 19:28-48; Jn 13:1-20; Mk 14:27-72; Jn 18:28-40; Mt 27:16-24; Jn 19:1-22; Lk 23:32-43; Jn 19:23-37; HK 37-40)
11. Jesus' burial and resurrection (Jn 19:38-42; Mt 27:62-66; Mt 28:1-20; Jn 20:1-31; Lk 24:13-35; HK 41-45)
12. The Ascension of Jesus (Acts 1:1-14; HK 46-51)
13. The return of Christ, the Last Judgment; the true meaning of Advent (Mt 25:31-46; Rev 22:17-21; HK 52)

**Literature:**

- Bándy, Gy.: Az Ószövetség teológiája . SJE Komárom, 2010.
- Karasszon, I.: Az ószövetség teológia történetéhez. KGRE Budapest, 2020.
- von Rad, G.: Ószövetség teológiája I. kötet. - Izráel történeti hagyományainak teológiája. Osiris Kiadó, Budapest, 2007.
- Westermann, C.: Az Ószövetség teológiájának vázlatja. Budapest, 1993.
- Nandrásky, K.: Teológia Starej zmluvy. Bratislava: Cirkevné nakladateľstvo, 1976.
- Bándy, J.: Teológia Starej zmluvy. UK Bratislava, 2003.
- Rendtorff, R.: Theologie des Alten Testaments, Band 1. Neukirchen – Vluyn : Neukirchener Verlag, 1999.
- R. Bultmann, Az Újszövetség teológiája, Budapest: Osiris, 2003, ISBN 963 389 464
- L. Goppelt, Az Újszövetség teológiája I-II, Budapest: Zsinati Iroda, 1992, ISBN 3494003386, ISBN 9789633005156
- J. Gnilka, Az Újszövetség teológiája, Budapest: Szent István Társulat, 2007, ISBN 9789633618417
- E. Schweizer, Teológiai bevezetés az Újszövetségbe, Budapest: Kálvin János Kiadó, 2004, ISBN 96333009772
- Heidelbergi Káté (Kolozsvár: Erdélyi Református Egyházkerület, 2003) <http://mezopanitiref.ro/images/docs/heidelbergi-ka-te.pdf>
- A Második Helvét Hitvallás <http://regi.reformatus.hu/egyhaziunk/mutat/6218/>
- McGrath, Alister, Bevezetés a keresztyény teológiába (Budapest: Osiris, 1995)
- Tavaszy Sándor, Református keresztyén dogmatika (Kolozsvár: Erdélyi Református Egyházkerület, 2006)
- Török István, Dogmatika (Kolozsvár: Protestáns Teológiai Intézet, 2006) [http://doulos.hu/torok\\_istvan.pdf](http://doulos.hu/torok_istvan.pdf)

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines: Old Testament Theology 1  
New Testament Theology 1  
Dogmatics 1

**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. ThDr. István Karasszon, PhD., Dr. habil. Viktor Kókai Nagy, PhD.

**Date of last update:** 04.05.2022

**Approved by:** prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ BV2/22	<b>Name:</b> Biblical Sciences 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). During the semester he/she must take and pass 2 written tests in Old Testament Theology. Those who pass both written tests do not take the oral examination on the Old Testament. Students will take an oral exam in the New Testament Theology sub-discipline at the end of the semester. In the sub-discipline of Ethics, students must write a midterm test and turn in written assignments. Students will also take an oral exam at the end of the semester. The prerequisite for passing the Ethics 1 sub-discipline is the achievement of at least 60 points, i.e. 60% of the total. The assessment of written tests, written assignments and answers in the oral examination are assessed in accordance with the Study Regulations (See Article 10. Control of study and assessment of learning outcomes of the Study Regulations results). Student workload: 4 credits = 100-120 hours 39 hours attendance at contact classes; 21 hours study of recommended literature, preparation for the written test and preparation of assignments given in class; 40-60 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> This course provides a comprehensive theological perspective on the central themes of the books of Neviim and Ketuvim. Upon completion of the course, the student has an overview of the theological content of the books of Neviim and Ketuvim, and is able to place them in a New Testament and systematic-theological context. By completing the course, the student will have a thorough knowledge of the content of the New Testament, the circumstances of the composition of the various books of the New Testament, the background of New Testament contemporary history, and the religions of the time, which will ensure a proper understanding of the New Testament message. After completing the course, the student will have an overview of the ethical attitudes that play a decisive role in the formation of one's own identity, in the formation of the right attitude towards the world around him and in the creation of the prerequisites for the progressive development of society. <b>Skills:</b>	

The student will be able to argue regarding the known content of theological reflection on faith in the light of the topic of the semester.

Upon completion of the course, the student will be able to apply previously acquired knowledge through a comprehensive interpretation of the history of ideas (theology).

The student will gain the ability to identify general issues in theological ethics.

Competencies:

By successfully completing the course, the student will develop a framework within which to evaluate the ethical actions of contemporary society.

By explaining each major biblical story and describing the development of important theological concepts, students make creative use of what they have already learned.

The student will be able to argue regarding the familiar content of theological reflection on faith from

in light of the semester's topic.

The student will be able to interpret the contextuality of social situation and moral movement; the student will be able to reflect on ethical issues.

### **Brief syllabus:**

Sub-discipline: Old Testament Theology 1

1. Historical Perspective Neviim risonim.
2. The theology of the Book of Joshua and Judges.
3. Theology of Books I-II. Samuel.
4. The Theology of the Books of I.-II Kings.
5. The Theology of Books I.-II. Chronicles.
6. The mission of Ezra and Nehemiah.
7. I. Test.
8. Theology of the Book of Psalms.
9. Megillot.
10. The theology of wisdom literature.
11. Daniel and the Apocalyptic.
12. Theological profile of the three prophetic collections-Isaiah, Jeremiah, Ezekiel.
13. the theology of the Twelve Prophets - II. test in the probationary period.

Sub-discipline: New Testament Theology 1.

The student will become familiar with the division and content of the various books in the order of the New Testament canon. As additional background knowledge, the content of the New Testament is set in a broader context by outlining the historical events of the period and the background of contemporary Judaism and Hellenistic religions. This will be followed by placing the origins of each book in the broader context already outlined, and a summary of the main results of New Testament scholarship. The crown jewel of the semester, however, is a focus on the New Testament message itself as revealed in Paul's theology, the confession of faith of the Johannine circle, and the witness of early Catholicism. The influence of these events on later Christian theology is also an important topic of study.

Sub-discipline: Ethics

Week 1: Introduction and course objectives.

Week 2: Decalogue, a guide to freedom

Week 3: Preamble

Week 4: The 1st Commandment and its modern aspects

Week 5: The 2nd Commandment and its modern aspects

Week 6: The 3rd Commandment and its modern aspects

Week 7: Week 4: The Commandment and its Modern Aspects

Week 8: The 5th commandment and its modern aspects, major issues in social ethics

Week 9: The 6th commandment and its modern aspects  
 Week 10: The 7th commandment and its modern aspects  
 Week 11: The 8th commandment and its modern aspects  
 Week 12: The 9th commandment and its modern aspects  
 Week 13: The 10th commandment and its modern aspects, major issues in sexual ethics

**Literature:**

Bándy, Gy.: Az Ószövetség teológiája . SJE Komárom, 2010.  
 Karasszon, I.: Az ószövetség teológia történetéhez. KGRE Budapest, 2020.  
 von Rad, G.: Ószövetség teológiája II. kötet. - Izráel prófetai hagyományainak teológiája. Osiris Kiadó, Budapest, 2007.  
 Westermann, C.: Az Ószövetség teológiájának vázlata. Budapest, 1993.  
 Nandrásky, K.: Teológia Starej zmluvy. Bratislava: Cirkevné nakladateľstvo, 1976.  
 Bándy, J.: Teológia Starej zmluvy. UK Bratislava, 2003.  
 Rendtorff, R.: Theologie des Alten Testaments, Band 1. Neukirchen – Vluyn : Neukirchener Verlag, 1999.  
 R. Bultmann, Az Újszövetség teológiája, Budapest: Osiris, 2003, ISBN 963 389 464  
 L. Goppelt, Az Újszövetség teológiája I-II, Budapest: Zsinati Iroda, 1992, ISBN 3494003386, ISBN 9789633005156  
 J. Gnlika, Az Újszövetség teológiája, Budapest: Szent István Társulat, 2007, ISBN 9789633618417  
 E. Schweizer, Teológiai bevezetés az Újszövetségbe, Budapest: Kálvin János Kiadó, 2004, ISBN 96333009772  
 Szűcs, F.: Teológiai Etika. Budapest, Református Zsinati Iroda, 1993  
 Lochman, J.: A szabadság útjelzői. Budapest, Kálvin Kiadó, 1993  
 Kaiser, B.: Keresztyén etika. Komárom, SJE, 2018  
 Bonhoeffer, D.: Ethik. Gütersloh: Chr. Kaiser Verlag, 1998 Bonhoeffer, D.: Etika. Szentendre Tillinger Péter 1999  
 Peschke, K. H.: Krěšťanská etika. Praha: Vyšehrad, 1999 ISBN 8070213310 Sebestyén, J.: Református Etika. Budapest, Gödöllő: Iránytű Kiadó, 1993 Török, I.: Etika. Kolozsvár: Egyetemi Fokú Protestáns Teológiai Intézet, 1997

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines: Old Testament Theology 2  
 New Testament Theology 2  
 Ethics 1

**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. ThDr. István Karasszon, PhD., Dr. habil. Viktor Kókai Nagy, PhD., Mgr. Katarína Pólya, PhD.

**Date of last update:** 04.05.2022

**Approved by:** prof. ThDr. István Karasszon, PhD.



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ DS/22	<b>Name:</b> Master's Thesis Seminar
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Submission of a selected bibliography on the topic of the thesis, proposal of the research concept and preparation of a part (approx. 15 pages) of the thesis. Attendance at the seminar is compulsory. Students will write a part of the thesis and submit a selection bibliography. Students will hand in the part of the thesis and the bibliography in printed form to the instructor on the due date. If the student fails to submit the thesis even within 7 days of the due date, no credit will be awarded. The scope of the thesis will be determined by the instructor; the formatting will be determined by Rector's Directive No. 2/2021. The thesis must follow the technique and ethics of citation. The following are assessed in the thesis: The student's analytical-synthetic thought processes, expression of own opinion supported by theoretical knowledge, setting the problems and objectives of the thesis, the way of processing, structure of the thesis - logical continuity and balance of the individual parts, work with literature and information sources (selection of the way of their use), observance of basic standards for formal editing of the thesis, observance of citation standards, aesthetic and linguistic aspects of the thesis. Percentage representation of individual tasks in the student's overall assessment. Work in seminars: 20%. Seminar work: 80 %. The student must complete each assignment at a minimum of 50%.	
<b>Results of education:</b> Knowledge: The student can: - state and explain the general requirements for the production of a thesis, describe and characterize the content structure of the thesis and its individual parts (introduction, main body of the text, appendices),	

- explain the concepts of phenomenon, fact, list and describe the types of research on pedagogical phenomena,
- characterise in more detail the basic methods of data collection in the thesis and the ways of processing them,
- list the basic requirements for the author of a professional text, characterize and describe the model, features of a professional text and its formal construction,
- list and explain the formal requirements for a thesis,
- define the term abstract, describe the structure of an abstract, characterise the features of a good abstract, list the most common mistakes in abstract writing, distinguish an abstract from an annotation, abstract, summary, overview,
- explain the concepts of citation, quotation, citation, paraphrase, compendium, plagiarism, distinguish citation from paraphrase, illustrate various citation and referencing techniques with examples,
- define and interpret in their own words basic concepts and themes in the field of the chosen topic,
- recognise the basic terms of the thesis,
- clarify the terms used in the thesis,
- create (elaborate) a theoretical thesis with all the necessary formalities,
- analyse and justify the conclusions of the thesis,
- critically analyse the acquired knowledge, review it and use it in theory.

#### Skills:

The student will be able to:

- write a project of own thesis,
- Explain the methodological rules of the bachelor's thesis,
- define the problem and the aim of the thesis, formulate possible hypotheses,
- plan a timetable for the final thesis, including its content,
- work with professional literature (primary and secondary sources, search for information in book databases),
- on the basis of the acquired knowledge, create a text with logical and precise formulation of ideas, create a quality abstract, write an introduction, conclusion to the article, to the final thesis, respecting the established requirements,
- present knowledge in the field, manage its complexity and form judgements,
- apply knowledge of ethics and citation techniques in the production of a professional text,
- correctly use the various methods of citation and referencing, recording bibliographic references,
- in practical terms, to produce (process) a final thesis with all the necessary formalities,
- analyse, synthesise and compare knowledge and propose solutions on the basis of this,
- draw conclusions and recommendations for practice on the basis of critical analysis,
- critically analyse the acquired knowledge, review it and use it in practice,
- present, discuss and justify their knowledge in terms of the intended objectives of the thesis,
- present the outputs of the activity to the whole study group and to the tutor and justify their relevance and practical application,
- complete the final thesis and prepare for its public defence,
- classify the weaknesses and strengths of the thesis topic as well as the thesis itself,
- critically evaluate the need for and possibilities of applying methods and approaches in the chosen thesis and creatively propose possibilities of their application,
- independently and actively acquire new knowledge in the chosen field using the acquired skills,
- apply theoretical knowledge to educational practice.

#### Competences:

**Student**

- The student will be aware of the need and importance of observing academic ethics and etiquette for his/her student life as well as for his/her future teaching life,
- behave in accordance with the rules of social behaviour,
- learns the basics of social protocol, knows how to dress and dress properly for a state examination,
- observes the ethics of citation,
- expresses his/her beliefs and opinions directly and honestly, but at the same time recognises that the other party is also entitled to his/her own opinion,
- accepts the consequences and accepts responsibility for their actions.

**Brief syllabus:**

1. Formal regulations of theses in UJS guidelines.
2. Brief description of the thesis.
3. The significance of the thesis.
4. Selection of the thesis topic.
5. Preparation of a selected bibliography for the thesis.
6. Tasks and objectives of the thesis.
7. Method of selecting appropriate citation.
8. Choice of thesis methodology.
9. Thesis content. Conception and strategy of processing of individual parts - chapters.
10. Work with book and journal literature.
11. Use of the Internet and online publications
12. Preparing and conducting research.
13. Preparation for thesis defence.

**Literature:**

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

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

Smernica rektora č. 2/2021 o úprave, registrácii, sprístupnení a archivácii záverečných, rigorózných a habilitačných prác na Univerzite J. Selyeho. 2021. Komárno: UJS

KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004.

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

Hungarian language, Slovak language

**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:**

**Date of last update:** 04.05.2022

**Approved by:** prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ KA1/22	<b>Name:</b> Didactics of Catechetics 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). The course ends with an oral examination. In order to pass the course, the student must obtain at least 50 % of the marks at the end of the semester. Continuously prepared written assignments represent 30% of the total for passing the course. The evaluation of written assignments and the answers to the oral examination are evaluated in accordance with the study regulations (see Article 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 5 credits = 125-150 hours 39 hours attendance at contact classes; 31 hours study of recommended literature, preparation for written test and preparation of assignments given in class; 55-80 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student is familiar with the key dogmatic, ecclesiastical themes of teaching religion in schools. The lectures seek - on the basis of catechetical literature - answers, solutions, illustrations to serious and problematic questions that, according to experience, arise in teaching. The student knows the theoretical foundations of catechetical practice and knows the substance of religious education in detail and reliably. <b>Skills:</b> The student will be able to navigate the topics covered in the course taught this semester; recognize the role, place, and importance of these topics in school catechesis. It will also enable him/her to teach and deliver the essence of specific, difficult and complex ecclesiological and dogmatic issues in a way that is adapted to the abilities of the child and adolescent. The student will be able to apply and utilize his/her skills in the process of teaching religion. <b>Competencies:</b> The student will learn to apply theoretical, abstract issues to practice, be able to teach them competently, and be accountable to students in a responsible pedagogical activity.	
<b>Brief syllabus:</b> Lecture:	

<p>1. 1,  2. Advent and Christmas,  3. Lent,  4. Palm Sunday and Good Friday,  5. Easter,  6. Ascension, Holy Week, other feasts of the Church year,  7. Creation. Creation of Man. Providentia.,  8. Anthropological questions. Sin. Original sin.,  9. Evil, Satan, Temptation.,  10. Ten Commandments I.,  11. Ten Commandments II.,  12. God's punishment and forgiveness.,  13. The commandment of love. Good works.</p> <p>Seminar:  The main didactic issues of teaching religion in schools and congregations. Didactics and teaching of religion. Characteristic features of teaching religion.</p>
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<p><b>Literature:</b>  Fekete, Károly: A Heidelbergi Káté magyarázata. Budapest. kálvin Kiadó 2013 ISBN 9789635582266  Szénási, Sándor: Megtaláltuk a Messiást. Konfirmációi olvasókönyv. Budapest, 1992  Molnár, Miklós: Te taníts engem! Budapest, 1996 ISBN 978 963 558 089 7  Varga Imre: Református keresztyén kis káté. Szlovákiai Református Keresztyén Egyház 2008  A katolikus egyház katekizmusának kompendiuma / Dr. Diós István. - 1. vyd. - Vatikán : Libreria Editrice Vaticana, 2005. - 245 s. - ISBN 963 361 784 7.  Tamminen, K. – Vesa, L. – Pyysiäinen, M.: Hogyan tanítsunk hittant?: Vallásdidaktika. Budapest: Teológiai Irodalmi Egyesület, 1998  Németh Dávid: Vallásdidaktika, A hit- és erkölcsstan tanítása az 5-12. osztályban, Károli Gáspár Református Egyetem . L'Harmattan Kiadó, Budapest 2017, ISBN 978-963-414-203-4, ISSN 2063-3297</p>
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<p><b>Language, knowledge of which is necessary to complete a course:</b>  Hungarian language, Slovak language</p>
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<p><b>Notes:</b></p>
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<p><b>Evaluation of subjects</b>  Total number of evaluated students: 0</p>					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

<p><b>Teacher:</b> Mgr. Zsolt Görözdi, ThD., ThDr. Lilla Szénási, PhD.</p>
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<p><b>Date of last update:</b> 04.05.2022</p>
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<p><b>Approved by:</b> prof. ThDr. István Karasszon, PhD.</p>
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## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ KA2/22	<b>Name:</b> Didactics of Catechetics 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). The course ends with an oral examination. In order to pass the course, the student must obtain at least 50 % of the marks at the end of the semester. Continuously prepared written assignments represent 30% of the total for passing the course. The evaluation of written assignments and the answers to the oral examination are evaluated in accordance with the study regulations (see Article 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 5 credits = 125-150 hours 39 hours attendance at contact classes; 31 hours study of recommended literature, preparation for written test and preparation of assignments given in class; 55-70 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student is familiar with the key dogmatic, ecclesiastical themes of teaching religion in schools. In the lectures we look -based on catechetical literature- for answers, solutions, illustrations to serious and problematic questions that, according to experience, arise in teaching. <b>Skills:</b> The student will be able to navigate the topics covered in the course taught this semester; recognize the role, place, and importance of these topics in catechesis in schools. It will also enable him/her to teach and deliver the essence of specific, difficult and complex ecclesiastical and dogmatic issues in a way that is adapted to the abilities of the child and adolescent. <b>Competencies:</b> The student will learn to apply theoretical, abstract issues to practice, be able to teach them competently, and be accountable to students in a responsible pedagogical activity. The graduate has a responsible attitude, is able to take a responsible stance and can make independent decisions on issues related to the subject.	
<b>Brief syllabus:</b> Lecture: 1, Christological issues.	

<p>2, Jesus Christ. God and man. Messiah.  3, Satisfaction. Redemption.  4, Sacrifice. Christ's Passion.  5, Forgiveness of sins. Salvation.  6, Death. Heaven. Hell.  7, Resurrection. Salvation.  8, The Last Judgment, the parousia.  9, The Church.  0, Sacraments. Holy Baptism.  11, The Lord's Supper.  12, Faith. Creed. Confirmation.  13, Prayer.  Seminar topics:  Atonement. Redemption. Jesus Christ. God and man. Messiah. Christ's Passion. Redemption. Forgiveness of sins. Salvation. Death. Heaven. Hell. Faith. Creed. Resurrection. The Last Judgment. The Church. Sacraments. Holy Baptism. The Lord's Supper. Confirmation. Prayer . The Lord's Prayer.</p>												
<p><b>Literature:</b>  Fekete, Károly: A Heidelbergi Káté magyarázata. Budapest. kálvin Kiadó 2013 ISBN 9789635582266  Szénási, Sándor: Megtaláltuk a Messiást. Konfirmációi olvasókönyv. Budapest, 1992 Molnár, Miklós: Te taníts engem! Budapest, 1996 ISBN 978 963 558 089 7  Varga Imre: Református keresztyén kis káté. Szlovákiai Református Keresztyén Egyház 2008  A katolikus egyház katekizmusának kompendiuma / Dr. Diós István. - 1. vyd. - Vatikán : Libreria Editrice Vaticana, 2005. - 245 s. - ISBN 963 361 784 7.</p>												
<p><b>Language, knowledge of which is necessary to complete a course:</b>  Hungarian language, Slovak language</p>												
<p><b>Notes:</b></p>												
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 0</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>	A	B	C	D	E	FX	0.0	0.0	0.0	0.0	0.0	0.0
A	B	C	D	E	FX							
0.0	0.0	0.0	0.0	0.0	0.0							
<p><b>Teacher:</b> Mgr. Zsolt Görözdi, ThD., ThDr. Lilla Szénási, PhD.</p>												
<p><b>Date of last update:</b> 04.05.2022</p>												
<p><b>Approved by:</b> prof. ThDr. István Karasszon, PhD.</p>												

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ KA3/22	<b>Name:</b> Catechetics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 / 1 <b>For the study period:</b> 13 / 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). The course ends with an oral examination. In order to pass the course, the student must obtain at least 50 % of the marks at the end of the semester. Continuously prepared written assignments represent 30% of the total for passing the course. The evaluation of written assignments and the answers to the oral examination are evaluated in accordance with the study regulations (see Article 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 5 credits = 125-150 hours 39 hours attendance at contact classes; 31 hours study of recommended literature, preparation for written test and preparation of assignments given in class; 55-80 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> Course Goal: To gain insight into the biblical world, to learn how to work selectively with highly specialized sources and to develop one's own way of researching a given topic; to teach students to evaluate theologically, catechetically, and pedagogically; to process biblical pericopes of various genres and topics. The student is also introduced to key dogmatic, ecclesiastical themes in the teaching of religion in schools <b>Skills:</b> The student will learn to work competently with the material on which much catechetical work is based. The student learns to interpret the biblical text; to locate the kerygma of the text and the individual pericopes; to interpret the text and to prepare teaching material on this basis. It will have the ability to find answers, solutions and illustrations to problematic questions that arise during the course of teaching, based on lectures and catechetical literature. <b>Competences:</b> Individual work with a source teaches the student humility, diligence. teaches the student to work independently with a source as complex and challenging as the Bible. This work teaches him to be more responsible both in his catechetical work and in the teaching process itself.	



**Brief syllabus:**

Lecture:

Bible, genres, pericopes. Basic characteristics. Elementary structures. Basic concepts in the teaching of religion. Bible stories. Archstories. Historical events. Commandments. Prophetic books, prophecies. Wisdom literature in the Old Testament. Psalms. Gospels. New Testament epistles. Apocalyptic texts. Parables. Miracles.

Seminar and exercises:

What is congregational pedagogy? The young child in the family. Catechesis of preschool children in the church congregation and in kindergartens. Children aged 7-12 in the church congregation. Adolescents in the church. Psychological processes of puberty and confirmation. With teenagers in school and in the church congregation. Young adults in the church. Catechesis for parents with young children. Catechesis for middle-aged people. Questions for older people. Becoming a teacher.

**Literature:**

Baldermann, Ingo: A Biblia, a tanulás könyve. Kálvin Kiadó, 2003. ISBN 963 300 942 1

Németh Dávid: Hit és nevelés. Budapest, 2002, ISBN 963 8392 53 3

Németh Dávid: Vallásdidaktika. Budapest, L'Harmattan, 2017. ISBN978-963-414-203-4

A szentírás magyarázata Jubileumi kommentár. Budapest, A Református Zsinati Iroda Sajtóosztálya. 1968

Siba Balázs, Szabóné László Lilla, Pángyánszky Ágnes: Együtt a hit útján. Gyülekezetpedagógiai kézikönyv: Gyülekezetpedagógiai kézikönyv. Budapest: A Magyarországi Református Egyház Kálvin János Kiadója, 2019, P. 245-271. ISBN 978-963-558-421-5.

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

Hungarian language, Slovak language

**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:** Mgr. Zsolt Görözdi, ThD., ThDr. Lilla Szénási, PhD.

**Date of last update:** 04.05.2022

**Approved by:** prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ OB/22	<b>Name:</b> Master's Thesis and Defence
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 8	
<b>Recommended semester/trimester of study:</b> 3., 4..	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> <p>When preparing the thesis, the student follows the instructions of the thesis supervisor and the rector's guidelines on the preparation, registration, access and archiving of final, thesis, dissertation and habilitation theses written at Selye János University. The recommended length of the thesis is 50-70 pages (90 000 - 126 000 characters with spaces). The deadline for submission of the thesis is specified in the academic year timetable. The thesis is checked for authenticity in the central register of theses. A record of the result is drawn up. The examination of authenticity is a prerequisite for the thesis to be defended. A licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the thesis is part of the thesis submission.</p> <p>The thesis will be evaluated by the supervisor and the referee, who will prepare their evaluation on the basis of the criteria provided.</p> <p>The supervisor will mainly assess the fulfilment of the objective, the student's independence and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis.</p> <p>The assessor will focus on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its achievement, the logical structure of the thesis, the organization and organization of the chapters, the appropriateness of the methods and methodology used, and the professional quality of the thesis, the depth and quality of the treatment of the topic, the usefulness of the thesis, the applicability of its results, the work with the literature, the relevance of the sources used, and the formal features of the thesis, its spelling, style and originality.</p> <p>The examination board will assess the originality of the essay, the degree of student involvement in the solution of the scientific problem, the student's independence and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc. The committee will also assess the ability to present the results, including answers to questions on the topic, adherence to time constraints, etc.</p>	

The State Examination Board will evaluate the examination in an informal meeting and decide on the mark. The grading is a complex assessment of the quality of the thesis and its defence, taking into account the critiques and the course of the defence. The committee will evaluate the defence with an overall mark. The mark may be the same as, or better or worse than, the marks given in the examinations, depending on the course of the defence.

The grading scale is A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who does not achieve 50% will not receive credit.

The results of the oral and theoretical part of the examination will be announced by the chairman of the board in public.

### **Results of education:**

Knowledge:

- the student knows the structure of scientific publications,
- The student knows the structure of scientific publications,
- The student is able to analyse and evaluate the state of the art of the problem under study in his/her field,
- the student is able to organise and apply the theoretical knowledge acquired in teaching practice,
- the ability to select research methods and procedures appropriately and to apply them effectively.

Competences:

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

Competences:

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

### **Brief syllabus:**

The procedure for defending the thesis is as follows:

1. The student presents his/her thesis.
2. The main points of the supervisor's and opponent's criticisms are presented.
3. The student answers questions from the supervisor and the referee.
4. Professional discussion of the thesis with questions put to the student.

The presentation of the thesis should mainly include the following points:

1. a brief justification of the choice of topic, its relevance and practical utility.
2. an explanation of the objectives of the thesis and the methods used.
3. the main content of the thesis.
4. the conclusions and suggestions drawn by the student.

A copy of the thesis and its electronic presentation will be provided to the student during the presentation. The student will present the paper independently for a minimum of 10 minutes. He/she may use computer tools.

The thesis is available to the committee before and during the examination.

**Literature:**

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

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

Hungarian language, Slovak language

**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:**

**Date of last update:** 04.05.2022

**Approved by:** prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

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

- The student understands the environment, culture and organisation of primary and secondary school activities.

#### Skills:

- Can identify diverse manifestations of structural elements of personality, psychological processes of the pupil in the teaching process and in social interactions.

- Knows the specific activities of the teacher implemented during the day, in the context of teaching and in the course of teaching the subjects of his/her specialisation in primary and secondary school.

- Identifies the teaching objectives formulated by the teacher, the processes used to achieve them and the extent to which they are met.

- Can identify the teaching methods applied during the lesson.

- Describes the didactic aids, communication technologies and resources used in the teaching process and the possibilities of applying computers, interactive whiteboards, the Internet, specific teaching programmes and software, dynamic systems and interactive teaching materials and portals in the teaching of the subjects of his/her specialisation.

- Describes the processes of student assessment in the teaching process.

- Identifies teachers' teaching and communication styles and professional skills.

- Can process, evaluate, and reflect on observation results in the context of educational theory.

- The student can recognize his/her own level of competence.

- The student can identify common professional problems, investigate and formulate the theoretical and practical background necessary to solve them and address them (using practical procedures in practice).

- The student is able to recognise talented pupils, pupils with difficulties or special educational needs, disadvantaged pupils, multiply disadvantaged pupils and pupils requiring special treatment, to provide them with adequate advice regarding their entry into the labour market.

- The graduate of the course is capable of didactically correct written preparation (with all its components) for the purpose of conducting a lesson with elements of creativity, independence, individualization and alternativeness.

- He/she is able to consult his/her own written preparation with the trainee teacher in a professional manner.

- Is able to adequately prepare the conditions for, implement and evaluate a designated lesson.

- Is able to document results, professionally describe reflection and self-reflection in relation to the planned, prepared, implemented and evaluated lesson.

#### Competencies:

- Takes a position on observed phenomena based on prior theoretical knowledge.

- Undertakes self-reflection and receives feedback on own output from pupils, peers and trainee teacher.

- Presents responsibly own personal characteristics, communication style, values and professional skills.

- Provides feedback and assesses pupils' learning outcomes in accordance with the assessment principles at the appropriate level of education.

- Promotes interaction between pupils.

- Accepts the manifestations of pupil individuality in the context of the formal social group within the school classroom, the particularities of pupils' learning, specific educational needs and applies elements of differentiation in teaching.

- It implements classroom teaching, applying teaching methods, strategies, resources and aids, and information and communication technologies optimised by the disciplinary-didactic theory of its specialisation.

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

**Brief syllabus:**

Observation and evaluation of the interior and exterior of a training elementary and middle school. Learning about and working with classroom and school pedagogical documentation.

Observation of the creation of conditions, implementation and evaluation of lessons in the 2nd level of primary and secondary schools.

Professional analysis of observed lessons together with the trainee teacher.

Documenting the process and results of individual lessons observed.

Didactic procedures for the preparation of written preparations (with all its components), consultation with the trainee teacher.

Preparation of the conditions for the implementation of the lesson.

Implementation of the planned and prepared lesson with the application of innovative strategies, using adequate teaching resources of primary and secondary schools.

Evaluating the lesson with planned and selected methods and means of evaluation from own perspective, from the pupils' perspective (and with elements of self-evaluation).

Professional analysis with the trainee teacher: documenting, evaluating preparation and its use and other components of the lesson.

Preparation of a portfolio of the hospitality activity with all its components on the basis of predetermined criteria by the head of the teaching practice, with the application of autonomy and alternativeness based on current trends in didactics.

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS

Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

Hungarian language, Slovak language

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b>					
<b>Date of last update:</b> 04.05.2022					
<b>Approved by:</b> prof. ThDr. István Karasszon, PhD.					



## INFORMATION SHEET

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

- The student understands the environment, culture and organisation of primary and secondary school activities.

#### Skills:

- Can identify diverse manifestations of structural elements of personality, psychological processes of the pupil in the teaching process and in social interactions.

- Knows the specific activities of the teacher implemented during the day, in the context of teaching and in the course of teaching the subjects of his/her specialisation in primary and secondary school.

- Identifies the teaching objectives formulated by the teacher, the processes used to achieve them and the extent to which they are met.

- Can identify the teaching methods applied during the lesson.

- Describes the didactic aids, communication technologies and resources used in the teaching process and the possibilities of applying computers, interactive whiteboards, the Internet, specific teaching programmes and software, dynamic systems and interactive teaching materials and portals in the teaching of the subjects of his/her specialisation.

- Describes the processes of student assessment in the teaching process.

- Identifies teachers' teaching and communication styles and professional skills.

- Can process, evaluate, and reflect on observation results in the context of educational theory.

- The student can recognize his/her own level of competence.

- The student can identify common professional problems, investigate and formulate the theoretical and practical background necessary to solve them and address them (using practical procedures in practice).

- The student is able to recognise talented pupils, pupils with difficulties or special educational needs, disadvantaged pupils, multiply disadvantaged pupils and pupils requiring special treatment, to provide them with adequate advice regarding their entry into the labour market.

- The graduate of the course is capable of didactically correct written preparation (with all its components) for the purpose of conducting a lesson with elements of creativity, independence, individualization and alternativeness.

- He/she is able to consult his/her own written preparation with the trainee teacher in a professional manner.

- Is able to adequately prepare the conditions for, implement and evaluate a designated lesson.

- Is able to document results, professionally describe reflection and self-reflection in relation to the planned, prepared, implemented and evaluated lesson.

#### Competencies:

- Takes a position on observed phenomena based on prior theoretical knowledge.

- Undertakes self-reflection and receives feedback on own output from pupils, peers and trainee teacher.

- Presents responsibly own personal characteristics, communication style, values and professional skills.

- Provides feedback and assesses pupils' learning outcomes in accordance with the assessment principles at the appropriate level of education.

- Promotes interaction between pupils.

- Accepts the manifestations of pupil individuality in the context of the formal social group within the school classroom, the particularities of pupils' learning, specific educational needs and applies elements of differentiation in teaching.

- It implements classroom teaching, applying teaching methods, strategies, resources and aids, and information and communication technologies optimised by the disciplinary-didactic theory of its specialisation.

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

**Brief syllabus:**

Observation and evaluation of the interior and exterior of a training elementary and middle school. Learning about and working with classroom and school pedagogical documentation.

Observation of the creation of conditions, implementation and evaluation of lessons in the 2nd level of primary and secondary schools.

Professional analysis of observed lessons together with the trainee teacher.

Documenting the process and results of individual lessons observed.

Didactic procedures for the preparation of written preparations (with all its components), consultation with the trainee teacher.

Preparation of the conditions for the implementation of the lesson.

Implementation of the planned and prepared lesson with the application of innovative strategies, using adequate teaching resources of primary and secondary schools.

Evaluating the lesson with planned and selected methods and means of evaluation from own perspective, from the pupils' perspective (and with elements of self-evaluation).

Professional analysis with the trainee teacher: documenting, evaluating preparation and its use and other components of the lesson.

Preparation of a portfolio of the hospitality activity with all its components on the basis of predetermined criteria by the head of the teaching practice, with the application of autonomy and alternativeness based on current trends in didactics.

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS

Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

hungarian language, Slovak language

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b>					
<b>Date of last update:</b> 04.05.2022					
<b>Approved by:</b> prof. ThDr. István Karasszon, PhD.					

## INFORMATION SHEET

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

- The student understands the environment, culture and organisation of primary and secondary school activities.

#### Skills:

- Can identify diverse manifestations of structural elements of personality, psychological processes of the pupil in the teaching process and in social interactions.

- Knows the specific activities of the teacher implemented during the day, in the context of teaching and in the course of teaching the subjects of his/her specialisation in primary and secondary school.

- Identifies the teaching objectives formulated by the teacher, the processes used to achieve them and the extent to which they are met.

- Can identify the teaching methods applied during the lesson.

- Describes the didactic aids, communication technologies and resources used in the teaching process and the possibilities of applying computers, interactive whiteboards, the Internet, specific teaching programmes and software, dynamic systems and interactive teaching materials and portals in the teaching of the subjects of his/her specialisation.

- Describes the processes of student assessment in the teaching process.

- Identifies teachers' teaching and communication styles and professional skills.

- Can process, evaluate, and reflect on observation results in the context of educational theory.

- The student can recognize his/her own level of competence.

- The student can identify common professional problems, investigate and formulate the theoretical and practical background necessary to solve them and address them (using practical procedures in practice).

- The student is able to recognise talented pupils, pupils with difficulties or special educational needs, disadvantaged pupils, multiply disadvantaged pupils and pupils requiring special treatment, to provide them with adequate advice regarding their entry into the labour market.

- The graduate of the course is capable of didactically correct written preparation (with all its components) for the purpose of conducting a lesson with elements of creativity, independence, individualization and alternativeness.

- He/she is able to consult his/her own written preparation with the trainee teacher in a professional manner.

- Is able to adequately prepare the conditions for, implement and evaluate a designated lesson.

- Is able to document results, professionally describe reflection and self-reflection in relation to the planned, prepared, implemented and evaluated lesson.

#### Competencies:

- Takes a position on observed phenomena based on prior theoretical knowledge.

- Undertakes self-reflection and receives feedback on own output from pupils, peers and trainee teacher.

- Presents responsibly own personal characteristics, communication style, values and professional skills.

- Provides feedback and assesses pupils' learning outcomes in accordance with the assessment principles at the appropriate level of education.

- Promotes interaction between pupils.

- Accepts the manifestations of pupil individuality in the context of the formal social group within the school classroom, the particularities of pupils' learning, specific educational needs and applies elements of differentiation in teaching.

- It implements classroom teaching, applying teaching methods, strategies, resources and aids, and information and communication technologies optimised by the disciplinary-didactic theory of its specialisation.

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

**Brief syllabus:**

Observation and evaluation of the interior and exterior of a training elementary and middle school. Learning about and working with classroom and school pedagogical documentation.

Observation of the creation of conditions, implementation and evaluation of lessons in the 2nd level of primary and secondary schools.

Professional analysis of observed lessons together with the trainee teacher.

Documenting the process and results of individual lessons observed.

Didactic procedures for the preparation of written preparations (with all its components), consultation with the trainee teacher.

Preparation of the conditions for the implementation of the lesson.

Implementation of the planned and prepared lesson with the application of innovative strategies, using adequate teaching resources of primary and secondary schools.

Evaluating the lesson with planned and selected methods and means of evaluation from own perspective, from the pupils' perspective (and with elements of self-evaluation).

Professional analysis with the trainee teacher: documenting, evaluating preparation and its use and other components of the lesson.

Preparation of a portfolio of the hospitality activity with all its components on the basis of predetermined criteria by the head of the teaching practice, with the application of autonomy and alternativeness based on current trends in didactics.

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS

Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

Hungarian language, Slovak language

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b>					
<b>Date of last update:</b> 04.05.2022					
<b>Approved by:</b> prof. ThDr. István Karasszon, PhD.					



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ PV1/22	<b>Name:</b> Seminar of Practical Teaching 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). The course ends with an oral examination. In order to pass the course, the student must obtain at least 50 % of the marks at the end of the semester. Continuously prepared written assignments represent 30% of the total for passing the course. The evaluation of written assignments and the answers to the oral examination are evaluated in accordance with the study regulations (see Article 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 3 credits = 75-90 hours 26 hours attendance at contact classes; 11 hours study of recommended literature, preparation of assignments given in class; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The graduate of the course will gain knowledge of the basic issues of poimenics, the directions and trends of the field today, and the content and methodological emphases of pastoral ministry. The student learns to apply these emphases in typical pastoral situations - especially in conversations with children and parents. The student is introduced to common life problems and pastoral situations that occur in the teacher's practice. The student acquires the ability to appropriately apply spiritual aid tools and communication practices. <b>Skills:</b> The student will be able to act appropriately in pastoral situations and solve a variety of pastoral problems. The student will be able to evaluate a given problem; choose appropriate methods of communication; guide a client, a person in need; inspire a decision; help solve a client's (student, parent) problems. <b>Competencies:</b> Graduates demonstrate responsible behaviour in interpersonal relationships and pedagogical practice; the ability to take a responsible position and make independent decisions on issues related to the subject	

**Brief syllabus:**

- 1, Poimenics - the concept, objectives, nature of the discipline. Pastoral character of catechetical activity. Biblical justification, Phenomenology of pastoral care.
- 2, Man in God's world, insights into anthropology and cosmology.
- 3, Poimenics in the present, Catechetical, Therapeutic, Educational pastoral activity, current trends.
- 4, Psychological phenomena in conversation, Personality types and their relevance to pastoral care,
- 5, The importance of the place of pastoral interview.
- 6, Elements of communication.
- 7, Methodology of conducting the interview,
- 8, The course of the pastoral interview.
- 9, Spiritual tools in pastoral conversation: Confession, Prayer, Meditation.
- 10-12, Concrete cases, situations in pastoral activity.
- 13, Model - guided conversations. Analysis of the interview.

**Seminar topics:**

Updating the didactic knowledge of the students from the Bachelor's degree (common pedagogical basis). The Old Testament as a religious education curriculum. Torah as a religious education textbook. Ketubim as a religious education curriculum. Nabii as a religious education curriculum. Religious education lesson on the Old Testament: objectives, types, nature. The Law and the Gospel. Preparation of lessons. Analysis of the different elements of a religious education lesson with an Old Testament theme. Analysis of the seminar papers of the listeners.

**Literature:**

- Gyökössy Endre. Magunkról magunknak. Budapest, A Református Zsinati Iroda Sajtóosztálya, 1984, ISBN 936 300 046 7
- Hézszer Gábor. A pásztori pszichológia gyakorlati kézikönyve. Budapest, Kálvin Kiadó, 1995. ISBN 963 30 631 7
- Clinebell, Howard.J. . Modelle beratender Seelsorge. Chr., Kaisr Verlag, München 1971. ISBN 3 459 00768 0
- Worthington, Everett: Lelkigondozói ABC. Budapest, Harmat2002. ISBN: 978-963-9148-76-5
- Ferris, Margaret: Együttérés. Semmelweiss Egyetem mentálhigiéné Intézet, Párbeszéd Alapítvány, 2004. ISBN: 963 7166 81 5
- Dani László. Hittan 10. Budapest, Református Pedagógiai Intézet. 2012. ISBN 978-963-9700-74-1
- Fordorné Ablonczy Margit. Hittan 9. Budapest, Református Pedagógiai Intézet. 2012. ISBN 978-963-9700-73-4
- Kósa Zoltánné- Lukácsné Dákos Ibolya. Hittan 5. Budapest, Református Pedagógiai Intézet. 2012. ISBN 978-963-9700-71-0
- Kustár Gábor - Kustár Zoltán . Hittan 2. Budapest, Református Pedagógiai Intézet. 2013 ISBN 978-615-5388-01-9
- Szélné Sebor Lilla. Hittan 6. Budapest, Református Pedagógiai Intézet. 2012. ISBN 978 615 5388 03 3
- Szénási Lilla. Isten tenyerén: Református hit- és erkölcstan tankönyv egyházi iskolák 1. osztályos tanulói számára. 1. vyd. Budapest: Magyarországi Református Egyház Kálvin János Kiadója, 2018. 143 s. ISBN 978-96-35583-95-9.

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

Hungarian language, Slovak language

**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
<b>Teacher:</b> Mgr. Zsolt Görözdi, ThD., ThDr. Lilla Szénási, PhD.					
<b>Date of last update:</b> 04.05.2022					
<b>Approved by:</b> prof. ThDr. István Karasszon, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ PV2/22	<b>Name:</b> Seminar of Practical Teaching 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). The course ends with an evaluation. In order to pass the course, the student must obtain at least 50 % of the marks at the end of the semester. The assessment of written assignments shall be evaluated in accordance with the Study Regulations (see Article 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 2 credits = 50-60 hours 26 hours attendance at contact classes; 8 hours study of recommended literature, preparation of presentations and seminar papers; 12-26 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student is familiar with specific areas and issues that play a significant role in the catechesis of children and youth. Central issues that graduates must deal with in their future teaching practice include, but are not limited to: elements in the life of the church and local congregations, student activity in and out of school, mission among youth, new methods in catechesis, and current issues in society. <b>Skills:</b> The student will be able to reflect on stimuli, impulses that come from society and the Church, to thematize concrete issues that make up the material of the course, arise in catechesis and concern the pupils. <b>Competences:</b> Completion of the course will teach students to work independently. It increases their responsibility in presenting the topics of the course as well as their responsibility towards the students in their future teaching practice.	
<b>Brief syllabus:</b> Seminar topics: 1, Reformed traditions and their importance in catechesis. 2, Worship and Liturgy.	

- 3, The Arts in Catechesis.
- 4, Mission among youth.
- 5, Sunday school for children.
- 6, Bible study for youth.
- 7, Catechesis and the media. Internet.
- 8, Film club.
- 9, World religions in catechesis.
- 10, The dangers of Satanism and esotericism.
- 11-12, Activity opportunities for children and youth in congregational life (diakonia, social activities, choir, theatre).
- 13, Children's performance with biblical themes.

Exercise themes:

The New Testament as a religious education curriculum. Text. Kerygma. Synoptic Gospels as a religious education curriculum. The writings of John as a religious education curriculum. The Epistles as a religious education curriculum. The Book of Revelation as a religious education text. Religious education lesson on the New Testament: aims, types, character. The Law and the Gospel. Preparation of lessons. Analysis of the different elements of a religious education lesson with a New Testament theme.

#### **Literature:**

- Görözdi, Zsolt: A konfirmáció elmélete és gyakorlata. Univerzita J. Selyeho, Komárno, 2021. Print ISBN: 978-80-8122-398-3 Online ISBN: 978-80-8122-399-0.
- Bölcsföldi András: Tizen ötlet az ifjúsági munkához. Parakletos Könyvesház. Kiskunféletgyháza. 2005. ISBN 963 86814 0 3
- Bölcsföldi András: Ifjúsági hatásvör. Parakletos Könyvesház. Kiskunféletgyháza. 2007. ISBN 978 963 87233 4 5
- Kerekes Szabolcs: Matriks beszégetések. TBL Alapítvány . ISBN978-963-87257-2-1
- Szénási Lilla: Szempontok a Z generáció katechéziséhez. Magyar Református Nevelés. Sz. 4 (2017), p. 15-29.
- Szénási Lilla: "Mert kell egy hely, egy vonzás, melyhez tartozunk" a serdülők egyházi életbe való bevonásának lehetőségeiről. In: Zborník 10. medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2018: Sekcia teologických vied. = A Selye János Egyetem 2018-as 10. Nemzetközi Tudományos Konferenciájának tanulmánykötete: Teológiai szekció Komárno: Univerzita J. Selyeho, 2018, CD-ROM, s. 20-26. ISBN 978-80-8122-254-2.
- Miklyáné Luzsányi Mónika – Szénási Lilla: Kamaszokkal az iskolában és a gyülekezetben. In: Együtt a hit útján : Gyülekezetpedagógiai kézikönyv: Gyülekezetpedagógiai kézikönyv. Siba Balázs, Szabóné László Lilla, Pángyánszky Ágnes. Budapest: A Magyarországi Református Egyház Kálvin János Kiadója, 2019, P. 245-271. ISBN 978-963-558-421-5.
- Kiss Tihamér: A gyermek erkölcsi fejlődése., Budapest, Református Pedagógiai Intézet. 2007. ISBN 978-963-9700-22-2
- Szénási Lilla: Isten tenyerén: Református hit- és erkölcsstan tankönyv egyházi iskolák 1. osztályos tanulói számára. 1. vyd. Budapest: Magyarországi Református Egyház Kálvin János Kiadója, 2018. 143 s. ISBN 978-96-35583-95-9.
- Fodorné Nagy Sarolta. A katechézis kommunikációs problémái. Budapest. Kálvin Kiadó 1996

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

Hungarian language, Slovak language

#### **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
<b>Teacher:</b> ThDr. Lilla Szénási, PhD.					
<b>Date of last update:</b> 04.05.2022					
<b>Approved by:</b> prof. ThDr. István Karasszon, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAAdm/ PV3/22	<b>Name:</b> Seminar of Practical Teaching 3
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). The course ends with an evaluation. In order to pass the course, the student must obtain at least 50 % of the marks at the end of the semester. The assessment of written assignments is evaluated in accordance with the Study Regulations (see Article 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 1 credit = 25-30 hours 26 hours attendance at contact classes; 2 hours study of recommended literature, preparation of presentations and seminar papers; 2 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> In this seminar, we thematize, analyze the different types of New Testament pericopes. The student will gain basic knowledge in sorting, evaluating, interpreting the text, also in mapping out the specifics of catechesis for different age groups. <b>Skills:</b> The student will be able to reflect on stimuli, impulses that come from society and the Church, thematizing specific issues that constitute the material of the course, arise in catechesis and concern the students. <b>Competences:</b> Completion of the course will teach students to work independently. It increases their responsibility in presenting the topics of the course as well as their responsibility towards the students in their future teaching practice.	
<b>Brief syllabus:</b> Seminar topics: Didactics and methodology of teaching ethics. The mission and goals of ethics education. The crisis of values of our time. Concept of values. Methodology of teaching and didactics of Church history curricula. Elements of historical thinking. Analysis of historical sources. Methodology of teaching and didactics of religious history curriculum.	

<p>Topics of practice: Curriculum development.</p>					
<p><b>Literature:</b> Knowledge: In this seminar, we thematize, analyze the different types of New Testament pericopes. The student will gain basic knowledge in sorting, evaluating, interpreting the text, also in mapping out the specifics of catechesis for different age groups. Skills: The student will be able to reflect on stimuli, impulses that come from society and the Church, thematizing specific issues that constitute the material of the course, arise in catechesis and concern the students. Competences: Completion of the course will teach students to work independently. It increases their responsibility in presenting the topics of the course as well as their responsibility towards the students in their future teaching practice.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b> Hungarian Language, Slovak language</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b> Total number of evaluated students: 0</p>					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<p><b>Teacher:</b> ThDr. Lilla Szénási, PhD.</p>					
<p><b>Date of last update:</b> 04.05.2022</p>					
<p><b>Approved by:</b> prof. ThDr. István Karasszon, PhD.</p>					



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ PŠK/22	<b>Name:</b> Perspectives on catechetics education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> A hallgatónak a vonatkozó tanulmányi szabályoknak megfelelően kell részt vennie az előadásokon (lásd 8. cikk. a Selye János Egyetem Tanulmányi Szabályzatának oktatási tevékenységének szervezése). A kurzus szóbeli vizsgával zárul. A tantárgy sikeres teljesítéséhez a félév végén a hallgatónak legalább 50%-os eredményt kell elérnie. A folyamatosan elkészített írásbeli feladatok a kurzus teljesítésének 30%-át teszik ki. Az Etika 1. részterület sikeres teljesítésének előfeltétele legalább 60 pont, azaz az összpontszám 60%-ának elérése. Az írásbeli feladatok és a szóbeli vizsgán adott válaszok értékelése a Tanulmányi Szabályzatnak megfelelően történik (lásd a Tanulmányi Szabályzat eredményeinek 10. cikke: A tanulmányok ellenőrzése és a tanulási eredmények értékelése). Hallgatói óraterhelés: 4 kredit = 100-120 óra 39 óra részvétel a kontaktórákon; 21 óra az ajánlott irodalom tanulmányozása, felkészülés az írásbeli vizsgára és az órán adott feladatok elkészítése; 40-60 óra önálló tanulás.	
<b>Results of education:</b> <b>Knowledge:</b> Students will gain an overview of the basic issues, major dogmatic theses, and faith statements of Christian doctrine based on biblical teaching. Upon completion of the course, the student will have an overview of the ethical attitudes that play a critical role in the formation of one's identity, in developing a right attitude toward the world around them. The course presents scientific evidence of the uniqueness of each human being and opens a new comprehensive view of the protection of human life. <b>Skills:</b> Through the study of systematic theology and the comparison and contrast of different theological positions, students will develop their comparative skills, their willingness to think independently, and their ability to present their doctrinal arguments on a biblical basis. The student will gain the ability to identify issues in bioethics. Recognition of the nature of phenomena and relationships leads the student to greater responsibility and answers many of life's questions. <b>Competencies:</b>	

The student will also master the professional methods of a scientific approach to the foundations of Christian doctrine as well as the biblical stance necessary to clarify controversial issues of faith.

The student will be able to argue regarding the known content of theological reflection on faith from in light of the topic of the semester.

The student will be able to interpret the contextuality of the situation and moral movement; the student will be able to reflect on bioethical issues.

### **Brief syllabus:**

Sub-discipline Dogmatics 2

1. The person and work of the Holy Spirit: faith-giver, comforter, advocate, witness, creator of community (Jn 3; Mk 13:11; Acts 2:1-24; HC 53)
  2. The Christian Church, the communion of saints; the Church as the body of Christ (Acts 2:32-47; 1 Cor 12:12-27; HK 54-55)
  3. Forgiveness, resurrection, eternal life (Lk 23:43; 1Cor 15; HK 56-59)
  4. Justification; faith and good works (Rom 4:1-25; Jas 2:14-26; HK 60-64)
  5. On the sacraments in general; holy baptism (Mt 28:18-20; Ac 8:26-40; Ac 10:1-11:18; HK 65-74; MHH 19-20)
  6. The Lord's Supper (Mk 14:22-26; 1Cor 11:23-26; HK 75-79; MHH 21)
  7. Repentance and conversion; gratitude (Rom 6:4-6; HK 88-91)
  8. The Ten Commandments; the first tablet: love God (Ex 20:1-11; HK 92-103)
  9. Ten Commandments; second table: Love thy neighbour (Ex 20:12-17; HK 104-115)
  10. On prayer in general (HK 116-118)
  11. The Lord's Prayer (Mt 6:9-13; HK 119-129)
  12. Christian marriage and the rules of marriage (Gen 2:18-25; 1Cor 7:1-14; MHH 29)
- The relationship between the Christian and worldly power (Mt 22:15-22; Rom 13:1-14; MHH 30)

Sub-discipline: Ethics 2

Week 1: Introduction

Week 2: Life and Death

Week 3: Health

Week 4: Illness

Week 5: Medical Science.

Week 6: Human Dignity.

Week 7: The physically or mentally handicapped person

Week 8: The human embryo and its enemies

Week 9: Gene Technology

Week 10: Transplantation

Week 11: Euthanasia

Week 12: Psychology: the idea of man and methods

Week 13: Addictive Diseases

### **Literature:**

Heidelbergi Káté (Kolozsvár: Erdélyi Református Egyházkerület, 2003)

<http://mezopanitiref.ro/images/docs/heidelbergi-ka-te.pdf>

A Második Helvét Hitvallás <http://regi.reformatus.hu/egyhazunk/mutat/6218/>

McGrath, Alister, Bevezetés a keresztény teológiába (Budapest: Osiris, 1995)

Tavaszy Sándor, Református keresztyén dogmatika (Kolozsvár: Erdélyi Református Egyházkerület, 2006)

<p>Török István, Dogmatika (Kolozsvár: Protestáns Teológiai Intézet, 2006) <a href="http://doulos.hu/torok_istvan.pdf">http://doulos.hu/torok_istvan.pdf</a></p> <p>Szűcs, F.: Teológiai Etika. Budapest, Református Zsinati Iroda, 1993</p> <p>Bioetika : Az emberi élet erkölcszociológiája / Balázs Pál. - 1. vyd. - Veszprém : VEK-Veszprémi Egyetemi Kiadó, 1995.</p> <p>Sebestyén, J.: Református Etika. Budapest, Gödöllő: Iránytű Kiadó, 1993 Török, I.: Etika. Kolozsvár: Egyetemi Fokú Protestáns Teológiai Intézet, 1997</p> <p>Az élet és az emberi méltóság védelme a római katolikus iskolai katechézisben / Sándor Író ; Bernhard Kaiser, Zsolt Görözdi. - Komárno : Univerzita J. Selyeho, 2015.</p> <p>Bioetikai kérdések a pszichiátriában és a pszichoterápiában / Kovács József. - 1. vyd. - Budapest : Medicina Könyvkiadó, 2007. - 677 s. - ISBN 978 963 226 088 4.</p>						
<p><b>Language, knowledge of which is necessary to complete a course:</b> Hungarian language, Slovak language</p>						
<p><b>Notes:</b> The course includes the following sub-disciplines: Dogmatics 2 Ethics 2 - Bioethics</p>						
<p><b>Evaluation of subjects</b> Total number of evaluated students: 0</p>						
A	B	C	D	E	FX	
0.0	0.0	0.0	0.0	0.0	0.0	
<p><b>Teacher:</b> prof. István Pásztori-Kupán, PhD., Mgr. Katarína Pólya, PhD.</p>						
<p><b>Date of last update:</b> 04.05.2022</p>						
<p><b>Approved by:</b> prof. ThDr. István Karasszon, PhD.</p>						

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ SDI/22	<b>Name:</b> Seminar of Catechetical Didactics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Art. Organization of Educational Activities of the Study Regulations of J. Selye University). Active participation in meetings (assessed). During the semester the student will submit 3 written assignments. To pass the course, the student must obtain at least 50% of the total. The course is evaluated in accordance with the study regulations (See Art. 10. Control of study and evaluation of learning outcomes of the Study Regulations results). Student workload: 1 credit = 25-30 hours 26 hours participation in contact classes; 2 hours study of recommended literature, preparation of presentations and seminar papers; 2 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student is familiar with the key themes of teaching religion in schools. The lectures seek - based on catechetical literature - answers, solutions, illustrations to serious and problematic questions that arise in teaching according to experience. <b>Skills:</b> The student will be able to navigate the topics covered in the course taught this semester; recognize the role, place, and importance of these topics in catechesis in schools. The student will be able to reflect on stimuli, impulses that come from society and the Church, thematizing the concrete issues that make up the material of the course, arise in catechesis and concern the students. It will also enable him/her to teach and give substance to specific, difficult and complex issues in a way that is adapted to the abilities of the child and adolescent. <b>Competencies:</b> Completion of the course will teach students to work independently. The student will learn to apply theoretical, abstract issues to practice, be able to teach them competently, and be accountable to students in a responsible pedagogical activity. The graduate has a responsible attitude, is able to take a responsible stance and can make independent decisions on issues related to the subject.	

**Brief syllabus:**

1. The basic nature of catechesis,
2. The contextuality of catechesis,
3. Motivational problems in catechesis,
4. Religious thinking and religious concepts,
5. Pupils' religious experiences,
6. Student presentations,
7. What are we trying to achieve in catechesis,
8. Didactic problems related to the curriculum,
9. Selection of catechetical material,
10. Presentation of students,
11. Methods of catechesis,
12. Implementation of catechesis,
13. Presentation of students

**Literature:**

Görözdi, Zsolt: A konfirmáció elmélete és gyakorlata, Univerzita J. Selyeho, Komárno, 2021. Print ISBN: 978-80-8122-398-3 Online ISBN: 978-80-8122-399-0.

Németh Dávid: Vallásdidaktika. A hit- és erkölcsstan tanítása az 5-12 osztályban, Károli Gáspár református Egyetem – L'Harmattan Kiadó, Budapest, 2017, ISBN 978-963-414-203-4, ISSN 2063-3297

Szénási Lilla: Szempontok a Z generáció katechéziséhez. Magyar Református Nevelés. Sz. 4 (2017), p. 15-29.

Szénási Lilla: "Mert kell egy hely, egy vonzás, melyhez tartozunk" a serdülők egyházi életbe való bevonásának lehetőségeiről. In: Zborník 10. medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2018: Sekcia teologických vied. = A Selye János Egyetem 2018-as 10. Nemzetközi Tudományos Konferenciájának tanulmánykötete: Teológiai szekció Komárno: Univerzita J. Selyeho, 2018, CD-ROM, s. 20-26. ISBN 978-80-8122-254-2.

Miklyáné Luzsányi Mónika – Szénási Lilla: Kamaszokkal az iskolában és a gyülekezetben. In: Együtt a hit útján : Gyülekezetpedagógiai kézikönyv: Gyülekezetpedagógiai kézikönyv. Siba Balázs, Szabóné László Lilla, Pángyánszky Ágnes. Budapest: A Magyarországi Református Egyház Kálvin János Kiadója, 2019, P. 245-271. ISBN 978-963-558-421-5.

Taminnen, Kalevi - Vesa, Laulikki: Hogyan tanítsunk Hittant? Vallásdidaktika, 2. javított kiadás, Budapest Magyarországi Evangélikus Egyház Sajtóosztálya, 2001, ISBN 963 7470 63 8

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

Hungarian language, Slovak language

**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:** ThDr. Lilla Szénási, PhD.

**Date of last update:** 04.05.2022

**Approved by:** prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ SDO/22	<b>Name:</b> Seminar of Dogmatics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). Regular study of literature. In addition to studying the texts assigned in individual classes, it is also possible to obtain a grade through homework based on one of the selected texts, which must be handed in by the deadline of the last contact hour. To pass the course, the student must earn a minimum of 50% of the course grade. The course is evaluated in accordance with the study regulations (See Article 10. Control of study and evaluation of learning outcomes of the Study Regulations results). Student workload: 3 credits = 75-90 hours 26 hours participation in contact classes; 11 hours study of recommended literature, preparation of assignments given in class; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> Upon completion of this course, the student will be familiar with early Christian systematic theological thought, especially its Trinitarian, Christological, redemptive, and sacramental aspects. <b>Skills:</b> Through the study of source texts, the student will acquire skills in the analysis and interpretation of texts while learning to navigate the foundations of Christian dogmatic doctrine. By comparing different views, the student will develop comparative skills, independent thinking, and the ability to argue dogmatically on biblical grounds. <b>Attitudes:</b> The student will also master the professional methods of a scholarly approach to the foundations of Christian doctrine, as well as the biblical stance and critical sense needed to clarify controversial issues.	
<b>Brief syllabus:</b> 1. Gospel center: Jesus, the Son of God, and eternal life; relevant Gospel confessions: Mt 14:33; Jn 1:50; Jn 6:69; Mt 16:16; Jn 11:27; Mt 26:63; Mk 14:61-62; Mk 15:39; Jn 20:31	

2. Jesus' deity and his redemptive role in the creeds and hymns of the early Christians: Acts 7:55-60; Acts 8:37; Acts 9:20; Gal 4:6; Phil 2:5-11; Heb 1:1; Heb 4:14; 1Jn 4:15; 1Jn 5:5; 1Jn 5:20.
3. The preaching of Christ and eternal life in today's pagan world: Acts 17
4. The theological teaching of the seven letters of Ignatius of Antioch
5. The theological teaching of the so-called Epistle of Barnabas
6. The theological teaching of the letter of Clement of Rome to the Corinthians
7. The theological teaching of the Didache
8. The Arian discussion of the divinity of Christ in the light of Arius' doctrine
9. The development and theological message of the so-called Nicene-Constantinopolitan Creed
10. The main theological issues of the Pelagian controversy
11. Comparison of Antiochian and Alexandrian salvation doctrine and Christology
12. On traditional descriptions of the Church: one, holy, universal, apostolic
13. Summary

**Literature:**

Primary source

Vanyó László, szerk., Apostoli atyák (Budapest: Szent István Társulat, 1988)

Sekundárna literatúra

Hurtado, Larry, Hogyan lett Jézus Istenné a földön?, ford. Bretz Annamária (Pannonhalma: Bencés kiadó, 2008)

Pásztori-Kupán István, Teológiai és filozófiai vonatkozások Arius hitvallásában, Studia Doctorum Theologiae Protestantis I (Kolozsvár: PTI, 2013), 147–166

Pásztori-Kupán István, Az úgynevezett Niceai–Konstantinápolyi Hitvallás dogmatörténeti háttere, Studia Doctorum Theologiae Protestantis I (Kolozsvár: PTI, 2010), 195–218

Pásztori-Kupán István, Élettapasztalatok és teológiai motívumok Augustinus és a pelagiánusok vitájában, in: Fekete Károly – Kustár Zoltán – Kovács Ábrahám, szerk., Átjárható határok.

Ünnepi kötet dr. Gaál Botond professzor 65. születésnapjára, Acta Theologica Debrecinensis, 2 (Debrecen: DRHE, 2011), 351–369

Pásztori-Kupán István, Alexandriai Kürillosz és Küroszi Theodorétosz a Jézus Krisztus megkísértéséről: Az alexandriai és az antiochiai krisztológia hasonlóságai és különbözőségei, Református Szemle 97/1 (2004), 57–81

Pásztori-Kupán István, Az egyház ismertetőjeleiről, Credo, 17/2 (2011), 15–23

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

Hungarian language, Slovak language

**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:**

**Date of last update:** 04.05.2022

**Approved by:** prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAAdm/ SET/22	<b>Name:</b> Seminar of Ethics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). Completion in the examination period - oral examination 50% An additional 50 points can be obtained for the mid-term test and submitted assignments. The condition for passing the course is to achieve at least 60 points, i.e. 60% of the total. The evaluation of written tests, written assignments and answers to the oral examination are evaluated in accordance with the Study Regulations (See Article 10. Control of study and evaluation of learning outcomes of the Study Regulations results). <b>Student workload:</b> 2 credits = 50-60 hours 26 hours attendance at contact classes; 8 hours study of recommended literature, preparation of presentations and seminar papers; 12-26 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> After completing the course, the student will know and understand the given concepts of bioethics and sexual ethics, will understand ethical concepts relevant to the practice of the profession and will have an overview of ethical attitudes that play a critical role in the formation of one's own identity, in the formation of the right attitude towards the world around him/her. <b>Skills:</b> The student will be able to critically analyze the literature, gaining the ability to identify named ethical issues. Recognition of the nature of phenomena and contexts leads the student to greater responsibility and answers many of life's questions. <b>Competencies:</b> Upon completion of the course, the student will be able to independently present, interpret and argue regarding the learned content of theological reflection on faith. The student will be able to exercise the vocation in accordance with the deontological principles of the vocation, acquiring the ability to transfer knowledge.	
<b>Brief syllabus:</b> Week 1: Bioethics topics - theoretical introduction, basic concepts	



Week 2: Ethical issues of surrogacy  
 Week 3: Ethical dilemmas related to adoption  
 Week 4: Screening of the film - Ethical Issues in Assisted Abortion  
 Week 5: Ethical issues in reproductive medicine  
 Week 6: Ethical Issues in Animal Experimentation  
 Week 7: Ethical Issues in Human Research  
 Week 8: Issues in sexual ethics - theoretical introduction, discussion of basic concepts  
 Week 9: Theological aspects of love and sexuality  
 Week 10: Woman in the male role  
 Week 11: Man in the female role  
 Week 12: Film screening - the impact of the sexual revolution on gender roles  
 Week 13: Summary

**Literature:**

Szűcs, F.: Teológiai Etika. Budapest, Református Zsinati Iroda, 1993  
 Bioetika : Az emberi élet erkölcteológiája / Balázs Pál. - 1. vyd. - Veszprém : VEK-Veszprémi Egyetemi Kiadó, 1995.  
 Sebestyén, J.: Református Etika. Budapest, Gödöllő: Iránytű Kiadó, 1993 Török, I.: Etika. Kolozsvár: Egyetemi Fokú Protestáns Teológiai Intézet, 1997  
 Az élet és az emberi méltóság védelme a római katolikus iskolai katechézisben / Sándor Író ; Bernhard Kaiser, Zsolt Görözdí. - Komárno : Univerzita J. Selyeho, 2015.  
 Bioetikai kérdések a pszichiátriában és a pszichoterápiában / Kovács József. - 1. vyd. - Budapest : Medicina Könyvkiadó, 2007. - 677 s. - ISBN 978 963 226 088 4.  
 Szexológiai dokumentumok : Válogatás prof. E. J. Haeberle munkáiból / Dr. Szilágyi Vilmos. - 1. vyd. - Budapest : Magánéleti Kultúra Alapítvány. - 170s. - ISBN 963 9410 43 8.

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

Hungarian language, Slovak language

**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:**

**Date of last update:** 04.05.2022

**Approved by:** prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ ŠS/22	<b>Name:</b> State Examination
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3., 4..	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the normal time of the normal timetable. In the oral state examination, the student will give an account of the knowledge and skills acquired in his/her field of specialisation and the interdisciplinary links with the relevant fields of specialisation. He/she demonstrates the ability to select the content of education in accordance with the required and expected educational objectives and to enrich it with school and regional characteristics. The state examination takes the form of a colloquium, in which the student's performance is assessed on a scale from A to FX. The grade counts towards the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% will receive no credit. The results of the state examination and the examination will be announced by the chairman of the board in public. <b>Student Load:</b> 3 credits = 75-90 hours 75-90 hours self-study and preparation for the state exam.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- the student has acquired knowledge in the compulsory and profile subjects of the study programme,</li> <li>- the student is able to define and interpret in his/her own words basic concepts, explain and describe basic processes, characterise and apply scientific methods of research in the areas specified in the subject's thematic plan,</li> <li>- the ability to analyse and evaluate the knowledge acquired in the subject,</li> <li>- be able to characterise the concept of teaching, to list the different types of teaching and to describe the framework for teaching and learning for 11-19 year olds.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- The student is able to present his/her expertise,</li> <li>- the student is able to transfer his/her knowledge,</li> </ul>	

<ul style="list-style-type: none"> <li>- the ability to organise and apply the theoretical knowledge acquired in practical teaching activities,</li> <li>- the student can select and apply teaching procedures appropriately,</li> <li>- the ability to guide the learner in the acquisition of knowledge, taking into account the individual needs of the learner,</li> <li>- the student has the ability to learn independently, enabling him/her to continue his/her studies.</li> </ul> <p>Competences:</p> <ul style="list-style-type: none"> <li>- the student is able to express his/her linguistic and professional culture in the oral examination,</li> <li>- the student can use the knowledge acquired in a wider context,</li> <li>- the ability to put into practice and organise the knowledge acquired,</li> <li>- the student is able to use his/her knowledge in a creative way when solving problems and to analyse the problem and organise new solutions,</li> <li>- the student is able to answer the questions of the committee to the required standard.</li> </ul>					
<p><b>Brief syllabus:</b>  Didactics of Catechetics 1-2: Catechetics  Biblical Studies 1-2: Old Testament, New Testament, Dogmatics, Ethics</p>					
<p><b>Literature:</b>  Literature indicated in the information sheets of the study programme.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b>  Hungarian language, Slovak language</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 0</p>					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<p><b>Teacher:</b></p>					
<p><b>Date of last update:</b> 04.05.2022</p>					
<p><b>Approved by:</b> prof. ThDr. István Karasszon, PhD.</p>					