

Course descriptions

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COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-034/24	Course title: Preschool education
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 2 per level/semester: 14 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 1., 15.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KPg/A-moPE-034/15	
Course requirements: To successfully complete the course, students will participate in seminars, complete partial assignments, and pass a colloquial exam (oral examination). Ongoing assessment: - Presentation of current topics in preschool education - student discussion contribution (max. 20 points) - Creation of an educational material for preschool-aged children based on the instructor's assignment (max. 30 points) - Excursion/visit to a preschool facility (max. 20 points). Final assessment: - Colloquial exam / oral examination (max. 30 points) TOTAL: max. 100 points To successfully pass the course, a minimum success threshold of 60% is required. GRADING: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less) The course instructor will accept max. 2 absences with proven documents. Violation of academic ethics will cause annulment of the points obtained in the evaluation item. The exact date and wording of the partial assignments will be announced in the MS Teams application when they are entered at the beginning of the semester. Assignments will be entered via "Assigned tasks" in the MS Teams application. The assignments submitted by the student will be included in the student's portfolio. Exam dates will be published via the AIS2 system in the last week at the latest teaching part of the semester. Scale of assessment (preliminary/final): 70/30	
Learning outcomes: After successfully completing the course, the student will have knowledge about the specifics of the preschool-aged child's personality, its development, and how to foster it. The student will be able to construct arguments and critically evaluate the current state of childhood and children's lives within the family and institutional settings. The student will also gain a basic understanding of selected preschool education concepts and the origins of institutional preschool education. They will be able to identify alternative preschool education institutions.	

Class syllabus:

1. Interpretation of concepts in preschool education. The position of preschool education within the system of sciences.
2. Learning theories and teaching concepts applicable in the process of teaching preschool-aged children.
3. The origin and development of preschool education in Slovakia and in an international context.
4. The preschool education curriculum in Slovakia. Curricular documents - state educational program; school educational program. Legislative framework and pedagogical documentation.
5. Institutions and facilities for preschool-aged children in Slovakia. Kindergartens. Corporate facilities. Community facilities. Community schools. Forest kindergartens. Centers for families with preschool-aged children.
6. The preschool-aged child as an active participant in preschool facilities. The child and their uniqueness. Childhood.
7. Characteristics of cognitive, socio-emotional, perceptual-motor development of preschool-aged children and how to foster it. Assessing preschool-aged children.
8. Children's play and toys in the life of preschool-aged children. Educational toys. Children's play as a fundamental form of activity and a means of learning. Pedagogical guidance of children's play, the role of the teacher in children's play.
9. Children's interpretation of the world. Children's drawing. Inquiry activities in kindergarten.
10. The uniqueness of 2-year-old and 5-year-old children. The 2-year-old child in the education system. The 5-year-old child in preschool education. School readiness and preparedness. Deferral of compulsory school attendance.
11. The teacher in preschool facilities and their role. The teacher vs. the guide of children.
12. The school and family of a preschooler. Mutual cooperation. The triad of relationships: school - family - society.

Recommended literature:

- Kolláriková, Z., & Pupala, B. (2010). Předškolní a primární pedagogika/ Predškolská a elementárna pedagogika. Praha: Portál.
- Mikulcová, M., & Wiegerová, A. (2024). Community education as an innovation to education of children and pupils in education in Slovakia. International Technology, Education and Development. Valencia.
- Opravilová, E. (2016). Předškolní pedagogika. Praha: Grada.
- Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. Konsolidované znenie [online]. Bratislava: MŠVVŠ SR, 2022 [cit. 2024-06-05]. Dostupné na: <https://www.minedu.sk/data/att/96d/24534.b6f65c.pdf>
- Wiegerová, A., & Gavora, P. (2015). Conceptualisation of the child and childhood by future pre-school teachers. Pedagogika 65(5), 502 – 515.
- Wiegerová, A., & Gavora, P. (2014). Proč chci být učitelkou mateřské školy? pohled kvalitativního výzkumu. Pedagogická orientace, 24(4), 510-534.

Languages necessary to complete the course:

Slovak, Czech

Notes:**Past grade distribution**

Total number of evaluated students: 355

A	B	C	D	E	FX
25,92	20,0	25,07	16,62	8,73	3,66

Lecturers: Mgr. Monika Mikulcová, PhD.
Last change: 15.09.2024
Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPED/A-boPE-055/26	Course title: Vocational Education in Slovakia
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 16.	
Educational level: I.	
Prerequisites:	
Course requirements: During the semester, students will be evaluated on: a) ongoing assessment: active participation in classes and discussions on each topic, individual preparation for specific topics (study of recommended professional literature and existing research on the given topics), individual work and analysis of a selected topic according to the teacher's assignment (50 points); b) final assessment: discussion and presentation of a selected topic demonstrating mastery of the subject matter at both the theoretical and practical levels (50 points). Grading scale: A (100–93%), B (92–85%), C (84–76%), D (75–68%), E (67–60%), FX (59% or less). A minimum passing grade of 60% is required to successfully complete the course. Violations of academic ethics will result in the cancellation of points earned in the relevant assessment item. Two absences with documented proof are permitted. The exact dates and topics of the midterm assessments will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Upon completion of the course, students will have acquired knowledge and understanding of vocational education and training (VET) concepts in Slovakia and abroad. Students will familiar with the objectives and functions of vocational education and will understand its role within the lifelong learning system. Students will understand vocational education in the context of the professional development of both individuals and society. Upon completion of the course, students will be able to articulate the essence of vocational education from both theoretical and practical perspectives, as applied to school and corporate environment. Students will be able to: - analyze the vocational education and training (VET) system in Slovakia; - analyze selected issues in vocational education;	

<ul style="list-style-type: none"> - discuss current challenges and issues in VET in Slovakia in both school and corporate environment; - compare vocational education in Slovakia and abroad; - apply the acquired knowledge to solve model situations in vocational education.
<p>Class syllabus:</p> <ol style="list-style-type: none"> 1. Basic terminology in the vocational education system. 2. The concept of VET in Slovakia 3. Typologies and models of VET 4. Key legislative documents 5. Qualification and curriculum frameworks for VET in Slovakia 6. Dual education – school and workplace settings 7. Key institutions and individuals involved in vocational education (main instructors/trainers, instructors/trainers, vocational training supervisor, coordinator, training instructor) 8. Partnerships and the relationship between families, schools, and companies in the dual education system 9. Evaluation of vocational education in school and workplace environment 10. The quality of vocational education in Slovakia and Europe 11. Links to the labor market in Slovakia and in the European context 12. Trends and innovations in vocational education in Slovakia and abroad 13. Benefits and limitations of VET
<p>Recommended literature:</p> <p>Bentolila, S., Cabrales, A. & M. Jansen (2023). Does Dual Vocational Education and Training Pay Off? CESifo Working Paper No. 10762. http://dx.doi.org/10.2139/ssrn.4636021</p> <p>Cedefop (2023). The future of vocational education and training in Europe – Synthesis report. Publications Office of the European Union. https://data.europa.eu/doi/10.2801/08824</p> <p>Cedefop (2015). Maximising skills for jobs and jobs for skills. The power of Partnership. https://www.cedefop.europa.eu/en/press-releases/maximising-skills-jobs-and-jobs-skills#group-details</p> <p>Gavora, P. & Wiegerová, A. (2026). Exploring the Vocational Identity of Slovak In-Company Trainers: Validation of a New Concept. International Journal for Research in Vocational Education and Training (IJRVET), 13(2), https://doi.org/10.13152/IJRVET.13.2.2</p> <p>Kemper, J., Au Yong Lyn, A., McDonald, P., & Renold, U. (2026). Labor market outcomes of formal vocational education and training: a meta-analysis. Education Economics, 34(2), 267–291. https://doi.org/10.1080/09645292.2025.2579799</p> <p>Kurucová, I., Wiegerová, A. & Medveďová, J. (2026). Míľníky duálneho vzdelávania na Slovensku. [Milestones of dual education in Slovakia]. Bratislava: APZD.</p> <p>Manuál duálneho vzdelávania. 22. vydanie. [Dual education manual. 22nd edition] (2024). Bratislava: ŠIOV. https://rzovp.sk/wp-content/uploads/2024/08/Manual-SDV-od-1.9.2024-vydanie-22.pdf</p> <p>Wiegerová, A., Kravecová, D., & Božík, R. (2024). Partnerstvá v systéme duálneho vzdelávania. [Partnerships in the dual education system]. Bratislava: APZD.</p> <p>Wiegerová, A., & Mikulcová, M. (2026). Trendy hodnotenia žiakov stredných odborných škôl. [Trends in assessment of vocational school students]. Bratislava: APZD.</p> <p>Up-to-date legislative documents on vocational education training.</p>
<p>Languages necessary to complete the course:</p> <p>english</p>
<p>Notes:</p>

Past grade distribution					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: Mgr. Zuzana Hráan, PhD., Mgr. Monika Mikulcová, PhD.					
Last change: 13.07.2026					
Approved by:					