

## Institute of Education and Social Studies

### Courses for international students for the academic year 2020/2021

<b>KPG/YTCE Current Trends in Czech Education</b>			
<b>Number of ECTS credits:</b>	5	<b>Course completion:</b>	exam
<b>Completion requirements:</b>	75 % attendance	<b>Lecturer:</b>	Alena Jůvová Eva Dvořáková Kaněčková
<b>Semester in which the course is taught:</b>		winter/summer	
<b>Description:</b> Introduction: series of lectures for students of pedagogy.  The current situation of the Czech educational system. Educational outcomes in international comparison (PISA, TIMS, PIRLS ect.). Actual problems and trends – inclusion, multidisciplinary, ISC into schools, 21st century skills, entrepreneurial education etc. Gender aspects in Czech educational system and in a global perspective. The relationships between school and parents, school and community. Gifted child in the education. Alternative schools in Czech Republic. The system of non-formal education in Czech Republic. Teacher profession and preparation in Czech and in an international perspective.			
Language: English			

<b>KPG/YLEGI Legislation in Educational System in Czech Schools</b>			
<b>Number of ECTS credits:</b>	5	<b>Course completion:</b>	exam
<b>Completion requirements:</b>	70 % attendance	<b>Lecturer:</b>	Zdenka Nováková
<b>Semester in which the course is taught:</b>		winter/summer	
<b>Description:</b> This course discusses the legislative regulation of Czech education system, focus on educational programs, education system of schools and school facilities and the effect of teaching staff including prerequisites performance of teachers such as legal capacity, professional qualification, integrity, medical fitness and knowledge of Czech language.			
Language: English			

<b>KPG/YPSEN Productive School Environment</b>			
<b>Number of ECTS credits:</b>	4	<b>Course completion:</b>	exam
<b>Completion requirements:</b>	70 % attendance	<b>Lecturer:</b>	Iva Koribská
<b>Semester in which the course is taught:</b>		winter/summer	
<b>Description:</b> The aim of the course is to introduce the main factors influencing an educational environment. Students will be able to define and name the types of educational reality, describe the internal and external factors of educational environment. Moreover, students will be able to characterise key school climate dimensions and school atmosphere.			
Language: English			

<b>KPG/YALTE Alternative schools</b>			
<b>Number of ECTS credits:</b>	4	<b>Course completion:</b>	exam
<b>Completion requirements:</b>	70 % attendance	<b>Lecturer:</b>	Markéta Šemberová
<b>Semester in which the course is taught:</b>		winter/summer	
<b>Description:</b>			
Students know the most famous alternative school systems and understand them as a source of inspiration for the reform of traditional schools. They will be able to compare the principles of the alternative school systems and acquire alternative approaches in teaching, develop the ability to apply them in practice.			
Language: English			

<b>KPG/YSMAN School Management</b>			
<b>Number of ECTS credits:</b>	4	<b>Course completion:</b>	colloquium
<b>Completion requirements:</b>	70 % attendance	<b>Lecturer:</b>	Danping Peng
<b>Semester in which the course is taught:</b>		winter/summer	
<b>Description:</b>			
The aims of the course are: 1. have a general knowledge about management and school management, 2. know basic theories of school management and historical context of their origins, 3. understand cultural aspects of intercultural school management as well as the necessity of effective communication, 4. have a knowledge of professional development and different roles of teachers and school leaders, 5. improve his/her intercultural competence and understanding of how to cope with basic school management.			
Language: English			

<b>KPG/YCOMP Comparative pedagogy</b>			
<b>Number of ECTS credits:</b>	4	<b>Course completion:</b>	exam
<b>Completion requirements:</b>	70 % attendance	<b>Lecturer:</b>	Jiří Kropáč
<b>Semester in which the course is taught:</b>		winter/summer	
<b>Description:</b>			
After completing the course, students will be able to characterize the school systems in selected countries, describe current trends in education. They will discuss the problems and perspectives of primary, secondary and tertiary education in selected countries. Administration and management of education. European and global dimension of education.			
Language: English			

<b>KPG/YGEHP General Theory of Education (Historical and philosophical approaches to present theories of education)</b>			
<b>Number of ECTS credits:</b>	6	<b>Course completion:</b>	exam
<b>Completion requirements:</b>	70 % attendance	<b>Lecturer:</b>	Štefan Chudý Pavel Neumeister
<b>Semester in which the course is taught:</b>		winter/summer	
<b>Description:</b>			
<p>The subject presents the most important problems associated with educational processes in the society in the context of the historical development of philosophical and pedagogical views. It focuses on the historical and contemporary conceptions of education. Following topics will be discussed: historical changes of conceptions of subject, object, goals, instruments and conditions of education, and possible sources for the study of the history of education.</p> <p>Language: English/Čiřejkárske nářečie (Tekovská podoblasť) – will be simultaneously translated into English</p>			

<b>KPG/YTECH Education technologies</b>			
<b>Number of ECTS credits:</b>	5	<b>Course completion:</b>	exam
<b>Completion requirements:</b>	70 % attendance	<b>Lecturer:</b>	Jiří Kropáč
<b>Semester in which the course is taught:</b>		winter/summer	
<b>Description:</b>			
<p>Students are introduced to education technologies, which contribute to improving educational communication, management, control and regulation of the teaching learning processes. The content of discipline: means teaching (didactic means), technical teaching means, system of material didactic means, categorization of material didactic means, teaching aids and their classification, didactic techniques and its classification, functions of technical teaching means, modernization of the teaching process, modern didactic techniques, interactive whiteboard, projector, interactive screen, visualiser, tablet (tablet PC), laptop.</p> <p>Language: English</p>			

<b>KPG/YPRER Practice of empirical research</b>			
<b>Number of ECTS credits:</b>	5	<b>Course completion:</b>	exam
<b>Completion requirements:</b>	70 % attendance	<b>Lecturer:</b>	Jiří Kropáč
<b>Semester in which the course is taught:</b>		winter/summer	
<b>Description:</b>			
<p>After completing the course, students should be able to: prepare a pilot study, draft partial study, develop a research project, carry out empirical research on teaching, including its evaluation, draw conclusions for practice and preparation of a report on research.</p> <p>Language: English</p>			

<b>KPG/YPROF Professional ethics</b>			
<b>Number of ECTS credits:</b>	4	<b>Course completion:</b>	exam
<b>Completion requirements:</b>	75 % attendance	<b>Lecturer:</b>	Adéla Antlová
<b>Semester in which the course is taught:</b>		winter/summer	
<b>Description:</b>			
Introduction into the subject. The role of values in education. Values as the aim of education. Moral development. Making decisions in education. Analysis of selected codes of ethics.			
Language: English			

<b>KPG/YDIAG Pedagogical diagnostics</b>			
<b>Number of ECTS credits:</b>	4	<b>Course completion:</b>	exam
<b>Completion requirements:</b>	70 % attendance	<b>Lecturer:</b>	Danping Peng
<b>Semester in which the course is taught:</b>		winter/summer	
<b>Description:</b>			
The importance of the pedagogical diagnostics. Methods of pedagogical diagnostics in the work of teachers: Pedagogical observation, interview, history taking, case report, portfolio, oral examination, didactic testing. Evaluation and interpretation of the process of diagnostics. Differentiation and individual approach to the pupils.			
Language: English			

<b>KPG/YLEIS Leisure education</b>			
<b>Number of ECTS credits:</b>	5	<b>Course completion:</b>	exam
<b>Completion requirements:</b>	80 % attendance	<b>Lecturer:</b>	Tomáš Čech
<b>Semester in which the course is taught:</b>		winter/summer	
<b>Description:</b>			
Students should be able to define the problematic of the leisure time, asses the leisure time of a concrete person, to explain and apply the main principles of the leisure-time education and to plan and evaluate the educational activities in the leisure time of children, youth, adults and seniors. Themes: Leisure time and leisure time education and its historical development. Specifics of leisure time of children and youth, adults and seniors. Environments of educational evaluation of leisure time. Structure and organisation of leisure time activities. The educator in leisure time. The family and leisure time.			
Language: English			

<b>KPG/YEXPE Experiential learning and experiential education</b>			
<b>Number of ECTS credits:</b>	5	<b>Course completion:</b>	exam
<b>Completion requirements:</b>	80 % attendance	<b>Lecturer:</b>	Tomáš Čech Alena Jůvová
<b>Semester in which the course is taught:</b>		winter/summer	
<b>Description:</b>			
<p>Students should be able to define basic terms and explain the principles of experiential education, based on the understanding of the principles of group dynamics to design games and other experiential activities suited to a particular group, to lead effectively feedback within range of experiential activities, to prepare a project of a experiential event.</p> <p>Themes: Terminology of the experiential education. The principles of experiential education - experiential learning, comfort zone, flow. The emergence and development of experiential education. Group dynamics. A game as an educational tool. Methods and techniques of feedback. Design, implementation and evaluation of experiential activities. Principles of experiential events dramaturgy.</p> <p>Language: English</p>			

<b>KPG/YCOSK Communication and Soft Skills</b>			
<b>Number of ECTS credits:</b>	4	<b>Course completion:</b>	exam
<b>Completion requirements:</b>	75 % attendance	<b>Lecturer:</b>	Alena Jůvová Tereza Buchtová
<b>Semester in which the course is taught:</b>		winter/summer	
<b>Description:</b>			
<p>After completing the course, students should be able to name the most important principles and rules that contribute to effective communication and the quality of interpersonal relations, characterize, identify and analyze the mistakes, shortcomings and barriers encountered in social communication and assessing people to design appropriate procedures for removing these errors, deficiencies and barriers to specify the most important principles for successful communication in the workplace, improve your style of dealing with people, lay out your own way to his self-improvement, functionally able to use the basic assertive techniques.</p> <p>Language: English</p>			

<b>KPG/YDIFF The Instruction of pupils with a different mother tongue</b>			
<b>Number of ECTS credits:</b>	4	<b>Course completion:</b>	exam
<b>Completion requirements:</b>	70 % attendance	<b>Lecturer:</b>	Jitka Plischke
<b>Semester in which the course is taught:</b>		winter/summer	
<b>Description:</b>			
<p>The course presents theoretical as well as practical findings associated with the instruction of pupils with a different mother tongue. The attention is paid to demographic and legislative relations, theoretical models of educating pupils with a different mother tongue as well as to practical experience from Czech Republic. It concentrates on the role of the teacher in such instruction, primarily the need of his high-quality training.</p> <p>Language: English</p>			

<b>KPG/YANDR Introduction into Andragogy</b>			
<b>Number of ECTS credits:</b>	4	<b>Course completion:</b>	exam
<b>Completion requirements:</b>	70 % attendance	<b>Lecturer:</b>	Iva Koribská
<b>Semester in which the course is taught:</b>		winter/summer	
<b>Description:</b>			
<p>The aim of the course is to introduce the subject of andragogy in the international context, discuss some basic characteristics and qualities of the adult learner and give the overview of the adult learning theories that can be applied in formal, non-formal and informal education. Moreover, the students will be able to describe the barriers limiting the adults in their further education from the lifelong learning perspective.</p>			
Language: English			