

**FOREIGN LANGUAGE ELECTIVE COURSES OFFERED IN THE ACADEMIC YEAR 2023/2024
FOR THE 1ST CYCLE OF STUDIES
VÝBEROVÉ PREDMETY V CUDZOM JAZYKU PONÚKANÉ V AKADEMICKOM ROKU 2023/2024
PRE 1. STUPEŇ ŠTÚDIA**

Kód	Názov predmetu	Semester	Počet hodín priamej výučby					Kredity*	Záťaž študenta v hodinách	Vyučujúci
			P – Prednášky	S – Semináre	C – Cvičenia	T – terénne cvičenia (h/tyž)	Op – Odborná			
KATEDRA PEDAGOGIKY A ANDRAGOGIKY										
1d-GELS-511	Global Encounters in Local Settings	2., 4., 6.,	0	2	0	0	0	5	90	prof. PaedDr. Dana Hanesová, PhD. PaedDr. Mária Rošteková, PhD. Mgr. Anna Slatinská, PhD.
1d-GELS1-511	Global Encounters in Local Settings1	1., 3., 5.,	0	2	0	0	0	5	90	prof. PaedDr. Dana Hanesová, PhD. PaedDr. Mária Rošteková, PhD. Mgr. Anna Slatinská, PhD.
1d-EE1-511	Eurolingua English 1	1., 3., 5.,	0	2	0	0	0	3	90	prof. PaedDr. Dana Hanesová, PhD.
1d-EE2-511	Eurolingua English 2	2., 4., 6.,	0	2	0	0	0	3	90	prof. PaedDr. Dana Hanesová, PhD.
1d-EE3-511	Eurolingua English 3	1., 3., 5.,	0	2	0	0	0	3	90	prof. PaedDr. Dana Hanesová, PhD.
1d-EE4-511	Eurolingua English 4	2., 4., 6.,	0	2	0	0	0	3	90	prof. PaedDr. Dana Hanesová, PhD.
1d-EFP1-521	English for Professionals 1	1., 3., 5.,	0	2	0	0	0	3	90	prof. PaedDr. Dana Hanesová, PhD.
1d-EFP2-521	English for Professionals 2	2., 4., 6.,	0	2	0	0	0	3	90	prof. PaedDr. Dana Hanesová, PhD.
KATEDRA SOCIÁLNEJ PRÁCE										
1d-CCS-513 1e-CSS-513	Civil society and non-profit organizations in democratic societies	1. 3. 5.	1	1	0	0	30	3	90	doc. PhDr. Alžbeta Brozmanová Gregorová, PhD.
1d-DEP-513 1e-DEP -513	Digital empowerment and participation	1. 2. 3. 4. 5. 6.	0	0	2	0	0	2	60	doc. PhDr. Alžbeta Brozmanová Gregorová, PhD., Mgr. Zuzana Heinzová, PhD.
1d-GSP-513 1e-GSP-513	Global Social Problems	2. 4. 6.	1	1	0	0	0	3	90	prof. PaedDr. Peter Jusko, PhD.
1d-YWO-513 1d-YWO-513	Youth Work	1. 3. 5.	1	1	0	0	30	3	90	prof. PaedDr. Peter Jusko, PhD.
KATEDRA TEOLÓGIE A KATECHETIKY										
1d-PEP-613 1e-PEP-613	Continuance Evangelistic Practice 1	2. 4. 6.	0	0	0	2	0	3	90	doc. PaedDr. Viktória Šoltéssová, PhD.

1d-PER-613 1e-PER-613	Continuance Evangelistic Practice 2	2. 4. 6.	0	2	0	0	0	3	90	doc. PaedDr. Viktória Šoltésová, PhD.
1d-MPR-613 1e-MPR-613	Mission in Roma Communities	1. 3. 5.	0	2	0	0	0	3	90	doc. PaedDr. Viktória Šoltésová, PhD.
1d-PZD-613 1e-PZD-613	Pastoral Care for Seriously Ill and Dying Children	1. 3. 5.	1	1	0	0	0	3	90	doc. PaedDr. Viktória Šoltésová, PhD.
1d-PVD-613 1e-PVD-613	Pastoral leadership of Children	2. 4. 6.	1	1	0	0	0	3	90	doc. PaedDr. Viktória Šoltésová, PhD.
1d-PRM-613 1e-PRM-613	Roma missions Intership 1	2. 4. 6.	0	2	0	0	0	3	90	doc. PaedDr. Viktória Šoltésová, PhD.
1d-PRN-613 1e-PRN-613	Roma missions Intership 2	2. 4. 6.	0	2	0	0	0	3	90	doc. PaedDr. Viktória Šoltésová, PhD.
1d-BUP-613 1e-BUP-613	The Bible, Art and Popular Culture	2. 4.					0	3	90	Patterson, Todd, M.Div., Ph.D.
1d-TNE-613 1e-TNE-613	Theological German	1. 3.	0	2	0	0	0	3	90	doc. PaedDr. Viktória Šoltésová, PhD.

Note: All courses are under the offer of the PF UMB Dean's Office in AIS2
Poznámka: Všetky predmety sú pod ponukou dekanátu PF UMB v AIS2

COURSE DESCRIPTION

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Education	
Code: 1d-GELS-511	Course name: Global Encounters in Local Settings
Type, extent and method of instruction: Course type: C - elective course Recommended number of periods: 0-2-0-0-0 <i>P 0 hod./týž., S 2 hod./týž., C 0 hod./týž., T 0 hod./sem., Op 0 hod./sem.</i> Method of study: combined	
Number of credits: 5	
Recommended semester: 2.,4., 6.	
Level: I., II., III.	
Prerequisites: 0	
Course completion conditions: <i>The learning process and outcomes will be monitored and evaluated through continuous reflection connected with planning, realization and evaluation of the practical activity.</i> a) continuous assessment: <i>- Planning a group project, engagement in the project, critical reflection journal entries, group report (maximum 60 points). During the semester, the student shall participate in activities, write a reflective journal.</i> b) final assessment: <i>At the end of the semester the group of students will prepare and present a final report and participate in a joint evaluation of activities (maximum 40 points).</i> <i>The students have to obtain minimum 65% in each component of the continuous assessment to get the credits. To obtain the assessment A he/she must obtain at least 94 points, for B at least 87 points, for C rating of 80 points, for D at least 73 points and for E at least 65 points. The student will not be granted the credits until the student has met the minimum requirement in each component of the assessment.</i>	
Learning objectives: <i>The intention of the course is to develop students' generic (transferable) skills like teamwork, project management, interacting with community, reflection as academic practice, build their cultural and interpersonal competencies; to induce understanding of some aspects of intercultural communication so that students will gain awareness of intercultural competence and insights into other global topics depending on their specialization - through methods of cooperative and service learning.</i> <i>Participation in this will contribute to development of student's generic/transversal skills, namely the following:</i> <ul style="list-style-type: none"> - <i>Plurilingual and Intercultural competence (working in international teams)</i> - <i>Problem solving and Team-work</i> - <i>Interpersonal and other Social competences</i> - <i>Improved social interaction and communication skills-Increased willingness to take risks and seek challenges</i> - <i>Leadership development skills</i> - <i>Time management and Planning</i> - <i>Critical and reflective thinking</i> - <i>Active citizenship</i> <i>These objectives will be achieved through cooperative activities carried out in international teams by Slovak and foreign UMB students (Erasmus+ and other projects). The succes of these team activities are only feasible based on the interaction of the different languages and cultures that the participating students represent.</i>	
Brief outline of the course: <i>Course description: Practical course designed to combine foreign and domestic students so that they can collaborate on developing their interpersonal, intercultural and language competences by participating in real life tasks. Students will work in teams on tasks connected with their study field and involving direct or indirect service to meet the needs of a specific community/institution/organization.</i> Course structure: <ul style="list-style-type: none"> - <i>Introductory explanatory/instructional meeting</i> - <i>Collaborative activities in foreign languages:</i> <ul style="list-style-type: none"> a) <i>selection of a task/own design,</i> b) <i>detailed planning,</i> c) <i>participating/leading/implementing the activity,</i> d) <i>continuous self-reflection (writing a reflective journal, group discussions)</i> - <i>Preparing a report and/ or presentation</i> - <i>Final evaluation session</i> 	
Recommended literature: <i>Brozmanová-Gregorová, A. et al.: Experiences with implementation of service-learning at Matej Bel University in Banská Bystrica. In: <i>European researcher : international multidisciplinary bilingual scientific journal</i>, vol. 77, no. 6-2 (2014). Sochi : Academic publishing house Researcher, 2014, s. 1182 – 1188</i> <i>Brozmanová-Gregorová, A., Bariaková Z., Heinzová, Z., Kompán, J., Kubealaková, M., Nemcová, L., Rovňanová, L. Service learning –inovatívna stratégia vo vysokoškolskom vzdelávaní. <i>Edukácia</i>, 2015, 1/1, s. 44-54.</i> <i>Bajžíková, K. (Ed.) 2015. Active Citizen Guide. Bratislava : PDCS, o. z. 2015.</i>	

Tužinská, H., Voľanská, L. (Ed.) 2016. Slovakia: In *different? As Told by Foreigners*. Bratislava : Centre for Research of Ethnicity and Culture, 2016.

Periodicals and newspapers (e.g. *The Slovak Spectator*)

Publications according to student's own choice based on the studied program.

Optional

Bank J. A. & Banks, C. A. (Eds.). (2010). *Multicultural Education: Issues and perspectives* (7th ed.). New York, NY: John Wiley.

[Barrett, M., Byram, M., Lázár, I., Mompoin, Gaillard, P., & Philippou, S. \(2014\)](#). *Developing intercultural competence through education*. Strasbourg: Council of Europe Publishing.

European Centre for Clinical Research Training. (2018). *Intercultural communication skills*. Retrieved from <http://www.eccrt.com/courses/intercultural-communication-skills>.

Sun, Y. (2014). *What is intercultural communicative competence?* 15.12.2014. Retrieved from blog.tesol.org/what-is-intercultural-communicative-competence/.

Wessel, A. (2015). *Peer Learning Strategies in the Classroom*. *Journal on Best Teaching Practices*, vol. 2, Issue 1,

Zelenková, A., Hanesová, D. (2021). *Internationalization of Higher education*. Tribune: Brno, 2021.

Language of instruction: English (B1-B2)

Assessment:

A	B	C	D	E	FX
0,00	0,00	0,00	0,00	0,00	0,00

Notes: Student's workload: 150 lessons: seminars: 26 lessons, project work: 100 lessons, reflection and final assessment 24 lessons

Teachers/main providers:

prof. PaedDr. Dana Hanesová, PhD. - PF UMB; PaedDr. Mária Rošteková, PhD. – FPVZV; Mgr. Anna Slatinská, PhD. – FF UMB

Date of last modification: 17.3.2023

Guarantor's signature: RVSK PF UMB

COURSE DESCRIPTION

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Education	
Code: 1d-GELS1-511	Course name: Global Encounters in Local Settings I
Type, extent and method of instruction: Course type: C - elective course Recommended number of periods: 0-2-0-0 <i>P 0 hod./týž., S 2 hod./týž., C 0 hod./týž., T 0 hod./sem., Op 0 hod./sem.</i> Method of study: combined	
Number of credits: 5	
Recommended semester: 1.,3., 5.	
Level: I., II., III.	
Prerequisites: 0	
Course completion conditions: <i>The learning process and outcomes will be monitored and evaluated through continuous reflection connected with planning, realization and evaluation of the practical activity.</i> a) continuous assessment: <i>- Planning a group project, engagement in the project, critical reflection journal entries, group report (maximum 60 points). During the semester, the student shall participate in activities, write a reflective journal.</i> b) final assessment: <i>At the end of the semester the group of students will prepare and present a final report and participate in a joint evaluation of activities (maximum 40 points).</i> <i>The students have to obtain minimum 65% in each component of the continuous assessment to get the credits. To obtain the assessment A he/she must obtain at least 94 points, for B at least 87 points, for C rating of 80 points, for D at least 73 points and for E at least 65 points. The student will not be granted the credits until the student has met the minimum requirement in each component of the assessment.</i>	
Learning objectives: <i>The intention of the course is to develop students' generic (transferable) skills like teamwork, project management, interacting with community, reflection as academic practice, build their cultural and interpersonal competencies; to induce understanding of some aspects of intercultural communication so that students will gain awareness of intercultural competence and insights into other global topics depending on their specialization - through methods of cooperative and service learning.</i> <i>Participation in this will contribute to development of student's generic/transversal skills, namely the following:</i> <ul style="list-style-type: none"> - <i>Plurilingual and Intercultural competence (working in international teams)</i> - <i>Problem solving and Team-work</i> - <i>Interpersonal and other Social competences</i> - <i>Improved social interaction and communication skills-Increased willingness to take risks and seek challenges</i> - <i>Leadership development skills</i> - <i>Time management and Planning</i> - <i>Critical and reflective thinking</i> - <i>Active citizenship</i> <i>These objectives will be achieved through cooperative activities carried out in international teams by Slovak and foreign UMB students (Erasmus+ and other projects). The succes of these team activities are only feasible based on the interaction of the different languages and cultures that the participating students represent.</i>	
Brief outline of the course: <i>Course description: Practical course designed to combine foreign and domestic students so that they can collaborate on developing their interpersonal, intercultural and language competences by participating in real life tasks. Students will work in teams on tasks connected with their study field and involving direct or indirect service to meet the needs of a specific community/institution/organization.</i> <i>Course structure:</i> <ul style="list-style-type: none"> - <i>Introductory explanatory/instructional meeting</i> - <i>Collaborative activities in foreign languages:</i> <ul style="list-style-type: none"> a) <i>selection of a task/own design,</i> b) <i>detailed planning,</i> c) <i>participating/leading/implementing the activity,</i> d) <i>continuous self-reflection (writing a reflective journal, group discussions)</i> - <i>Preparing a report and/ or presentation</i> - <i>Final evaluation session</i> 	
Recommended literature: <i>Brozmanová-Gregorová, A. et al.: Experiences with implementation of service-learning at Matej Bel University in Banská Bystrica. In: <i>European researcher : international multidisciplinary bilingual scientific journal</i>, vol. 77, no. 6-2 (2014). Sochi : Academic publishing house Researcher, 2014, s. 1182 – 1188</i> <i>Brozmanová-Gregorová, A., Bariaková Z., Heinzová, Z., Kompán, J., Kubealaková, M., Nemcová, L., Rovňanová, L. Service learning –inovatívna stratégia vo vysokoškolskom vzdelávaní. Edukácia, 2015, 1/1, s. 44-54.</i> <i>Bajžíková, K. (Ed.) 2015. Active Citizen Guide. Bratislava : PDCS, o. z. 2015.</i>	

Tužinská, H., Voľanská, L. (Ed.) 2016. Slovakia: In *different? As Told by Foreigners*. Bratislava : Centre for Research of Ethnicity and Culture, 2016.

Periodicals and newspapers (e.g. *The Slovak Spectator*)

Publications according to student's own choice based on the studied program.

Optional

Bank J. A. & Banks, C. A. (Eds.). (2010). *Multicultural Education: Issues and perspectives (7th ed.)*. New York, NY: John Wiley.

[Barrett, M., Byram, M., Lázár, I., Mompoin, Gaillard, P., & Philippou, S. \(2014\)](#). *Developing intercultural competence through education*. Strasbourg: Council of Europe Publishing.

European Centre for Clinical Research Training. (2018). *Intercultural communication skills*. Retrieved from <http://www.eccrt.com/courses/intercultural-communication-skills>.

Sun, Y. (2014). *What is intercultural communicative competence?* 15.12.2014. Retrieved from blog.tesol.org/what-is-intercultural-communicative-competence/.

Wessel, A. (2015). *Peer Learning Strategies in the Classroom*. *Journal on Best Teaching Practices*, vol. 2, Issue 1,

Zelenková, A., Hanesová, D. (2021). *Internationalization of Higher education*. Tribune: Brno, 2021.

Language of instruction: English (B1-B2)

Assessment:

A	B	C	D	E	FX
0,00	0,00	0,00	0,00	0,00	0,00

Notes: Student's workload: 150 lessons: seminars: 26 lessons, project work: 100 lessons, reflection and final assessment 24 lessons

Teachers/main providers:

prof. PaedDr. Dana Hanesová, PhD. - PF UMB; PaedDr. Mária Rošteková, PhD. – FPVZV; Mgr. Anna Slatinská, PhD. – FF UMB

Date of last modification: 20.6.2022

Guarantor's signature: RVSK PF UMB

COURSE DESCRIPTION

University: Matej Bel University in Banská Bystrica					
Faculty: Faculty of Education					
Code: 1d-EE1-511			Course name: Eurolingua English 1		
Type, extent and method of instruction:					
Course type: C – elective					
Recommended number of periods: 0-2-0-0-0					
<i>P 0 hod./týž., S 2 hod./týž., C 0 hod./týž., T 0 hod./sem., Op 0 hod./sem.</i>					
Method of study: combined					
Form of study: daily programs					
Number of credits: 3					
Recommended semester: 1.,3., 5.					
Level: I., II.					
Prerequisites: 0					
Course completion conditions:					
a) continuous assessment: Active participation in 70% seminars during the term based on pre-prepared home assignments - 40 points (at least 20 points). 2 presentations - 60 points (at least 45 points).					
b) final assessment: On the basis of the continuous assessment. The assessment is the sum of points achieved in each part of the assessment. During the semester the student actively participates in exercises based on the home self-study (40 – 20 points) and he/she has successfully completed 3 continuous tests (60 – 45 points). To obtain the assessment A he/she must obtain at least 94 points, for B at least 87 points, for C rating of 80 points, for D at least 73 points and for E at least 65 points. The student will not be granted the credits until the student has met the minimum requirement in each component of the assessment.					
Learning objectives:					
1. Acquires new English vocabulary (about 300 words).					
2. Acquires new idioms and speech functions (about 40).					
3. Develops the skill of monological and interactive speaking for 6 new topics according to his/her own choice – synergy of teacher and students)					
4. Develops the skill of monological and interactive listening for 6 new topics according to his/her own choice – synergy of teacher and students)					
5. Develops the skill of reading for 6 new topics according to his/her own choice – synergy of teacher and students)					
6. Develops the skill of writing for 6 new topics according to his/her own choice – synergy of teacher and students)					
7. Acquires 6 new complex grammatical structures.					
8. Is apply to apply the above-mentioned knowledge and skills in authentic situations simulated during instruction process.					
9. Can reflect his/her own learning of a foreign language and acquire at least 5 new strategies of learning.					
Brief outline of the course:					
Developing all four communication skills in English, always in a meaningful authentic context of the real-life topic of the students (according to the identified needs analysis, which will take place at the beginning of the semester). Introduction to principles and speech functions (eg interaction with a friend, family member, colleague), acquisition of lexical units related to selected topics. Metacognitive approach - learning to learn English. Basic grammatical phenomena included in textbooks chosen by the teacher and students (eg past tense regular and irregular verbs - including question, negative, modal verbs and their use as well as use in idioms and speech functions - eg finding out instructions for orientation in the city, shopping, adjectives, polite orders/offers etc.)					
Recommended literature:					
Any set of English teaching materials for A2-B1 (studentsbook, workbook, vocabulary, recordings, for example: Eurolingua English 2., or New Laser B1, or New Headway B1, or Destination B1, or Beyond B1 (2014), or Optimise B1 (2017)					
Alternatives – sets of materials (own choice, e.g. DELLAR, H., WALKLEY, A Outcomes; DELLAR, H., WALKLEY, A. Innovations; HARMER, J., LETHABY C. et al, JOHANNSEN, K. MILNER, M., CHASE, R. World English; STEMPLESKI, S., DOUGLAS, N., MORGAN, J. World Link.					
Referential books (grammar references etc)					
Language of instruction: English (B1)					
Assessment:					
A	B	C	D	E	FX
0,00	0,00	0,00	0,00	0,00	0,00
Notes: Student's workload: 90 lessons: seminars: 26 lessons; seminar preparations and project work: 40 lessons; reflection and final assessment 24 lessons					
Teachers/main providers: prof. PaedDr. Dana Hanesová, PhD.					
Date of last modification: 17.3.2023					
Guarantor's signature: RVSK PF UMB					

COURSE DESCRIPTION

University: Matej Bel University in Banská Bystrica					
Faculty: Faculty of Education					
Code: 1d-EE2-511			Course name: Eurolingua English 2		
Type, extent and method of instruction:					
Course type: C – elective					
Recommended number of periods: 0-2-0-0-0					
<i>P 0 hod./týž., S 2 hod./týž., C 0 hod./týž., T 0 hod./sem., Op 0 hod./sem.</i>					
Method of study: combined					
Form of study: daily programs					
Number of credits: 3					
Recommended semester: 2.,4., 6.					
Level: I., II.					
Prerequisites: 0					
Course completion conditions:					
a) continuous assessment: Active participation in 70% seminars during the term based on pre-prepared home assignments - 40 points (at least 20 points). 2 presentations - 60 points (at least 45 points).					
b) final assessment: On the basis of the continuous assessment. The assessment is the sum of points achieved in each part of the assessment. During the semester the student actively participates in exercises based on the home self-study (40 – 20 points) and he/she has successfully completed 3 continuous tests (60 – 45 points). To obtain the assessment A he/she must obtain at least 94 points, for B at least 87 points, for C rating of 80 points, for D at least 73 points and for E at least 65 points. The student will not be granted the credits until the student has met the minimum requirement in each component of the assessment.					
Learning objectives):					
1. Acquires new English vocabulary (about 300 words).					
2. Acquires new idioms and speech functions (about 40).					
3. Develops the skill of monological and interactive speaking for 6 new topics according to his/her own choice – synergy of teacher and students)					
4. Develops the skill of monological and interactive listening for 6 new topics according to his/her own choice – synergy of teacher and students)					
5. Develops the skill of reading for 6 new topics according to his/her own choice – synergy of teacher and students)					
6. Develops the skill of writing for 6 new topics according to his/her own choice – synergy of teacher and students)					
7. Acquires 6 new complex grammatical structures.					
8. Is apply to apply the above-mentioned knowledge and skills in authentic situations simulated during instruction process.					
9. Can reflect his/her own learning of a foreign language and acquire at least 5 new strategies of learning.					
Brief outline of the course:					
Developing all four communication skills in English, always in a meaningful authentic context of the real-life topic of the students (according to the identified needs analysis, which will take place at the beginning of the semester). Introduction to speech functions (eg interaction with a friend, family member, colleague), acquisition of lexical units related to selected topics. Metacognitive approach - learning to learn English. Basic grammatical phenomena included in the textbooks selected by the teacher and students (eg negatives, gerund - form and basic use in the position of subject and subject, present simple tense - form, question, negative, distinguishing between the use of present simple and present continuous tense, etc.).					
Recommended literature:					
Any set of English teaching materials for A2-B1 (studentsbook, workbook, vocabulary, recordings, for example: Eurolingua English 2., or New Laser B1, or New Headway B1, or Destination B1, or Beyond B1 (2014), or Optimise B1 (2017)					
Alternatives – sets of materials (own choice, e.g. DELLAR, H., WALKLEY, A Outcomes; DELLAR, H., WALKLEY, A. Innovations; HARMER, J., LETHABY C. et al, JOHANNSEN, K. MILNER, M., CHASE, R. World English; STEMPLESKI, S., DOUGLAS, N., MORGAN, J. World Link.					
Referential books (grammar references etc)					
Language of instruction: English (B1)					
Assessment:					
A	B	C	D	E	FX
0,00	0,00	0,00	0,00	0,00	0,00
Notes: Student's workload: 90 lessons: seminars: 26 lessons; seminar preparations and project work: 40 lessons; reflection and final assessment 24 lessons					
Teachers/main providers: prof. PaedDr. Dana Hanesová, PhD.					
Date of last modification: 17.3.2023					
Guarantor's signature: RVSK PF UMB					

COURSE DESCRIPTION

University: Matej Bel University in Banská Bystrica					
Faculty: Faculty of Education					
Code: 1d-EE3-511			Course name: Eurolingua English 3		
Type, extent and method of instruction: Course type: C – elective Recommended number of periods: 0-2-0-0-0 <i>P 0 hod./týž., S 2 hod./týž., C 0 hod./týž., T 0 hod./sem., Op 0 hod./sem.</i> Method of study: combined Form of study: daily programs					
Number of credits: 3					
Recommended semester: 1.,3.,5.					
Level: I., II.					
Prerequisites: 0					
Course completion conditions: a) continuous assessment: Active participation in 70% seminars during the term based on pre-prepared home assignments - 40 points (at least 20 points). 2 presentations - 60 points (at least 45 points). b) final assessment: On the basis of the continuous assessment. The assessment is the sum of points achieved in each part of the assessment. During the semester the student actively participates in exercises based on the home self-study (40 – 20 points) and he/she has successfully completed 3 continuous tests (60 – 45 points). To obtain the assessment A he/she must obtain at least 94 points, for B at least 87 points, for C rating of 80 points, for D at least 73 points and for E at least 65 points. The student will not be granted the credits until the student has met the minimum requirement in each component of the assessment.					
Learning objectives): 1. Acquires new English vocabulary (about 300 words). 2. Acquires new idioms and speech functions (about 40). 3. Develops the skill of monological and interactive speaking for 6 new topics according to his/her own choice – synergy of teacher and students) 4. Develops the skill of monological and interactive listening for 6 new topics according to his/her own choice – synergy of teacher and students) 5. Develops the skill of reading for 6 new topics according to his/her own choice – synergy of teacher and students) 6. Develops the skill of writing for 6 new topics according to his/her own choice – synergy of teacher and students) 7. Acquires 6 new complex grammatical structures. 8. Is able to apply the above-mentioned knowledge and skills in authentic situations simulated during instruction process. 9. Can reflect his/her own learning of a foreign language and acquire at least 5 new strategies of learning.					
Brief outline of the course: Developing all four communication skills in English, always in a meaningful authentic context of the real-life topic of the students (according to the identified needs analysis, which will take place at the beginning of the semester). Acquiring speech functions, acquisition of lexical units related to selected topics. Metacognitive learning to learn English. Grammatical phenomena included in the textbooks chosen by the teacher and students leading to the acquisition of level B1+ (eg relative pronouns, compound sentences - subordinate, especially temporal and conditional, future tense using will, going to as well as present tense - use in specific authentic situations with exceptions, etc.).					
Recommended literature: Any set of English teaching materials for B1-B2 (studentsbook, workbook, vocabulary, recordings, for example: Eurolingua English 4., or New Laser B2, or New Headway B2, or Destination B2, or Beyond B2 (2014), or Optimise B2 (2017) Alternatives – sets of materials (own choice, e.g. DELLAR, H., WALKLEY, A Outcomes; DELLAR, H., WALKLEY, A. Innovations; HARMER, J., LETHABY C. et al, JOHANNSEN, K. MILNER, M., CHASE, R. World English; STEMPLESKI, S., DOUGLAS, N., MORGAN, J. World Link. Referential books (grammar references etc)					
Language of instruction: English (B2)					
Assessment:					
A	B	C	D	E	FX
0,00	0,00	0,00	0,00	0,00	0,00
Notes: Student's workload: 90 lessons: seminars: 26 lessons; seminar preparations and project work: 40 lessons; reflection and final assessment 24 lessons					
Teachers/main providers: prof. PaedDr. Dana Hanesová, PhD.					
Date of last modification: 17.3.2023					
Guarantor's signature: RVSK PF UMB					

COURSE DESCRIPTION

University: Matej Bel University in Banská Bystrica					
Faculty: Faculty of Education					
Code: 1d-EE4-511			Course name: Eurolingua English 4		
Type, extent and method of instruction:					
Course type: C – elective					
Recommended number of periods: 0-2-0-0-0 <i>P 0 hod./týž., S 2 hod./týž., C 0 hod./týž., T 0 hod./sem., Op 0 hod./sem.</i>					
Method of study: combined					
Form of study: daily programs					
Number of credits: 3					
Recommended semester: 2.,4.,6.					
Level: I., II.					
Prerequisites: 0					
Course completion conditions:					
a) continuous assessment: Active participation in 70% seminars during the term based on pre-prepared home assignments - 40 points (at least 20 points). 2 presentations - 60 points (at least 45 points).					
b) final assessment: On the basis of the continuous assessment. The assessment is the sum of points achieved in each part of the assessment. During the semester the student actively participates in exercises based on the home self-study (40 – 20 points) and he/she has successfully completed 3 continuous tests (60 – 45 points). To obtain the assessment A he/she must obtain at least 94 points, for B at least 87 points, for C rating of 80 points, for D at least 73 points and for E at least 65 points. The student will not be granted the credits until the student has met the minimum requirement in each component of the assessment.					
Learning objectives):					
1. Acquires new English vocabulary (about 300 words).					
2. Acquires new idioms and speech functions (about 40).					
3. Develops the skill of monological and interactive speaking for 6 new topics according to his/her own choice – synergy of teacher and students)					
4. Develops the skill of monological and interactive listening for 6 new topics according to his/her own choice – synergy of teacher and students)					
5. Develops the skill of reading for 6 new topics according to his/her own choice – synergy of teacher and students)					
6. Develops the skill of writing for 6 new topics according to his/her own choice – synergy of teacher and students)					
7. Acquires 6 new complex grammatical structures.					
8. Is able to apply the above-mentioned knowledge and skills in authentic situations simulated during instruction process.					
9. Can reflect his/her own learning of a foreign language and acquire at least 5 new strategies of learning.					
Brief outline of the course:					
Developing all four communication skills in English, always in a meaningful authentic context of the real-life topic of the students (according to the identified needs analysis, which will take place at the beginning of the semester). Acquiring speech functions, acquisition of lexical units related to selected topics. Metacognitive learning to learn English. Grammatical phenomena included in the textbooks chosen by the teacher and students leading to the acquisition of level B2 (eg relative pronouns, compound sentences - subordinate, especially temporal and conditional, future tense using will, going to as well as present tense - use in specific authentic situations with exceptions, etc.).					
Recommended literature:					
Any set of English teaching materials for B2 (students book, workbook, vocabulary, recordings, for example: Eurolingua English 4., or New Laser B2, or New Headway B2, or Destination B2, or Beyond B2 (2014), or Optimise B2 (2017)					
Alternatives – sets of materials (own choice, e.g. DELLAR, H., WALKLEY, A Outcomes; DELLAR, H., WALKLEY, A. Innovations; HARMER, J., LETHABY C. et al, JOHANNSEN, K. MILNER, M., CHASE, R. World English; STEMPLESKI, S., DOUGLAS, N., MORGAN, J. World Link.					
Referential books (grammar references etc)					
Language of instruction: English (B2)					
Assessment:					
A	B	C	D	E	FX
0,00	0,00	0,00	0,00	0,00	0,00
Notes: Student's workload: 90 lessons: seminars: 26 lessons; seminar preparations and project work: 40 lessons; reflection and final assessment 24 lessons					
Teachers/main providers: prof. PaedDr. Dana Hanesová, PhD.					
Date of last modification: 17.3.2023					
Guarantor's signature: RVSK PF UMB					

COURSE DESCRIPTION

University: Matej Bel University in Banská Bystrica					
Faculty: Faculty of Education					
Code: 1d-EFP1-521			Course name: English for Professionals 1		
Type, extent and method of instruction: Course type: C – elective Recommended number of periods: 0-2-0-0-0 <i>P 0 hod./týž., S 2 hod./týž., C 0 hod./týž., T 0 hod./sem., Op 0 hod./sem.</i> Method of study: combined					
Number of credits: 3					
Recommended semester: 1.,3.,5.					
Level: I, II.					
Prerequisites: 0					
Course completion conditions: a) continuous assessment: Active participation in 70% seminars during the term based on pre-prepared home assignments - 40 points (at least 20 points). 2 presentations - 60 points (at least 45 points). b) final assessment: On the basis of the continuous assessment. The assessment is the sum of points achieved in each part of the assessment. During the semester the student actively participates in exercises based on the home self-study (40 – 20 points) and he/she has successfully completed 3 continuous tests (60 – 45 points). To obtain the assessment A he/she must obtain at least 94 points, for B at least 87 points, for C rating of 80 points, for D at least 73 points and for E at least 65 points. The student will not be granted the credits until the student has met the minimum requirement in each component of the assessment.					
Learning objectives: Completing the subject successfully means that the student: <ul style="list-style-type: none"> - can understand, and explain the functional use of acquired specific vocabulary in the chosen scientific area (500 words and idiomatic connection). - can understand and explain the functional use of acquired specific grammatical structures, characterizing academic and professional style. - can understand and explain the functions used to assess the suitability of a specific professional-academic language teaching methods and techniques related to the studied topics in the outline. - acquires and can use functionally specific microskills of academic writing (abstract, outline, written evaluation, powerpoint presentation), of reading, interaction and monologue (presentation, contribution in discussion). 					
Brief outline of the course: Explaining the term English for Specific Purposes for several study fields. Theoretical outcomes of the theory of adult learning, analysis of educational-psychological needs of adult learners, linguistic theories. Basic goal taxonomies and aims of the subject (individual and group work). Revised Bloom's taxonomy – with tasks in the context of the study field. Development of critical thinking - the development of higher cognitive functions (across the age spectrum of learners). Graphic organizers of professional learning English. Development of creative thinking - the method of conceptual maps (T. Buzan).					
Recommended literature: Chazal, E. <i>Oxford English for Academic Purposes B2</i> . Oxford: OUP, 2012. Cholij, M. <i>Academic English Writing Skills for International Students: Reference and Workbook</i> . Publishing Platform, 2017. Cottrell, S. <i>Critical Thinking Skills</i> . New York : Palgrave McMillan, 2011. Gairns, R., Redman, S. <i>Idioms and Phrasal Verbs</i> . Oxford : OUP, 2011. Hanesová, D. <i>From Learning Facts to Learning to Think</i> . Banská Bystrica : PF UMB, 2014. Soles, D. <i>The Academic Essay : How to plan, draft, write and revise</i> . Philadelphia : Studymates, 2009.					
Language of instruction: English (B2-C1)					
Assessment:					
A	B	C	D	E	FX
0,00	0,00	0,00	0,00	0,00	0,00
Notes: Student's workload: 90 lessons: seminars: 26 lessons; seminar preparations and project work: 40 lessons; reflection and final assessment 24 lessons					
Teachers/main providers: prof. PaedDr. Dana Hanesová, PhD.					
Date of last modification: 17.3.2023					
Guarantor's signature: RVSK PF UMB					

COURSE DESCRIPTION

University: Matej Bel University in Banská Bystrica					
Faculty: Faculty of Education					
Code: 1d-EFP1-521			Course name: English for Professionals 2		
Type, extent and method of instruction: Course type: C – elective Recommended number of periods: 0-2-0-0-0 <i>P 0 hod./týž., S 2 hod./týž., C 0 hod./týž., T 0 hod./sem., Op 0 hod./sem.</i> Method of study: combined					
Number of credits: 3					
Recommended semester: 2.,4.,6.					
Level: I., II.					
Prerequisites: 0					
Course completion conditions: a) continuous assessment: Active participation in 70% seminars during the term based on pre-prepared home assignments - 40 points (at least 20 points). 2 presentations - 60 points (at least 45 points). b) final assessment: On the basis of the continuous assessment. The assessment is the sum of points achieved in each part of the assessment. During the semester the student actively participates in exercises based on the home self-study (40 – 20 points) and he/she has successfully completed 3 continuous tests (60 – 45 points). To obtain the assessment A he/she must obtain at least 94 points, for B at least 87 points, for C rating of 80 points, for D at least 73 points and for E at least 65 points. The student will not be granted the credits until the student has met the minimum requirement in each component of the assessment.					
Learning objectives: Completing the subject successfully means that the student: <ul style="list-style-type: none"> - can understand, and explain the functional use of acquired specific vocabulary in the chosen scientific area (500 words and idiomatic connection). - can understand and explain the functional use of acquired specific grammatical structures, characterizing academic and professional style. - can understand and explain the functions used to assess the suitability of a specific professional-academic language teaching methods and techniques related to the studied topics in the outline. - acquires and can use functionally specific microskills of academic writing (abstract, outline, written evaluation, powerpoint presentation), of reading, interaction and monologue (presentation, contribution in discussion). 					
Brief outline of the course: Explaining the term English for Specific Purposes for several study fields. Theoretical outcomes of the theory of adult learning, analysis of educational-psychological needs of adult learners, linguistic theories. Basic goal taxonomies and aims of the subject (individual and group work). Brainstorming - Lotus Blossom method and SCAMMPERR method (B. Eberle). The development of lateral thinking - CorRT and methods 6 thinking hats (E.DeBono). Functional application of all methods presented. Presentation of specific vocabulary focused on the topic in the field of study, prepared by any of the methods used. Group evaluation and self-evaluation of portfolios via evaluation techniques used abroad.					
Recommended literature: Chazal, E. Oxford English for Academic Purposes B2. Oxford: OUP, 2012. Cholij, M. Academic English Writing Skills for International Students: Reference and Workbook. Publishing Platform, 2017. Cottrell, S. Critical Thinking Skills. New York : Palgrave McMillan, 2011. Gairns, R., Redman, S. Idioms and Phrasal Verbs. Oxford : OUP, 2011. Hanesová, D. From Learning Facts to Learning to Think. Banská Bystrica : PF UMB, 2014. Soles, D. The Academic Essay : How to plan, draft, write and revise. Philadelphia : Studymates, 2009.					
Language of instruction: English (B2-C1)					
Assessment:					
A	B	C	D	E	FX
0,00	0,00	0,00	0,00	0,00	0,00
Notes: Student's workload: 90 lessons: seminars: 26 lessons; seminar preparations and project work: 40 lessons; reflection and final assessment 24 lessons					
Teachers/main providers: prof. PaedDr. Dana Hanesová, PhD.					
Date of last modification: 17.3.2023					
Guarantor's signature: RVSK PF UMB					

COURSE INFORMATION SHEET

University: <i>Univerzita Mateja Bela v Banskej Bystrici</i>	
Faculty: <i>Pedagogická Faculty</i>	
Subject code: <i>1d-CCS5713</i> <i>1e-CSS-513</i>	Subject name: <i>Civil society and non-profit organizations in democratic societies</i>
Type, scope and method of educational activities: Subject type (P, PV, V): V Recommended range of teaching (in hours): 1-1-0-0-30 <i>P 1 hod./týž., S 1 hod./týž., C 0 hod./týž., T 0 hod./sem., Op 30 hod./sem.</i> Study method: <i>combined</i> Study form: <i>daily, external</i>	
Number of credits: 3	
Recommended semester of study: 1., 3., 5.	
Degree: 1., 2.	
Prerequisites: <i>They are not</i>	
Conditions for passing and completing the course: <i>In the framework of this course, students have to create a portfolio containing the tasks assigned during semester. The tasks they have to work out are connected to the analysed problems during the classes. Each task is evaluated by specific number of points. The tasks are processed individually or in groups. The should also individually write academic essay in which they critically reflect the role of the civil society and non-profit organizations in democratic societies.</i> <ul style="list-style-type: none"> • <i>During the course of the semester students will work through exercises and assignments (30 points).</i> • <i>Academic essay (20 points)</i> <i>To pass the course students need to have minimum 32 points.</i>	
Learning outcomes: <i>After completing the course, the students will be able to...</i> <ol style="list-style-type: none"> 1. <i>explain the roles of the civil society and its connection with the third sector</i> 2. <i>explain the basic principles, features and functions of the third sector in the context of contemporary society and can explain them</i> 3. <i>list various types of non-governmental organisations and can assign a non-governmental organization into typology groups of organizations</i> 4. <i>explain historical development of non-profit organizations in Europe</i> 5. <i>describe basic overview of the current state of the third sector in Europe and its challenges</i> 6. <i>explain specifics of organisational management and financing of the non-governmental organisations</i> 7. <i>recognise volunteering as an important part of civil society and the third sector</i> 8. <i>critically reflect on the role of civil society in the democratic society</i> 	
Course contents: <ol style="list-style-type: none"> 1. <i>Civil society and the third sector: the basic assumptions and concepts.</i> 2. <i>The third sector and non-governmental organisations: definition, characteristics, typology of non-governmental organisations according to various criteria.</i> 3. <i>Historical examples of non-profit organizations</i> 4. <i>The third sector in the EU at present: legislation of non-governmental organisations in different national contexts</i> 5. <i>Current challenges of non-profit organizations.</i> 6. <i>Organisational management of non-profit organizations.</i> 7. <i>Financing of non-governmental organisations – specifics and principles, financial budget and sources of funding.</i> 8. <i>Volunteering as part of the third sector.</i> 	
Recommended literature: <i>Almond, A. G., & Verba, S. (1989). The Civic Culture Revisited. Newbury Park: Sage Publications.</i> <i>Badelt, C. (1990). Institutional choice and the nonprofit sector. In Anheier, H. K., & Seibel, W. (Eds.). The third sector, comparative studies of non-profit organizations, 53 – 63, Berlin, New-York: De Gruyter.</i> <i>COSTOYA, M. M. (October 2007). Toward a Typology of Civil Society Actors. Civil Society and Social Movements Programme Paper (30).</i> <i>DESSE, F. (2012). The Role and Structure of Civil Society Organizations in National and Global Governance Evolution and outlook between now and 2030. AUGUR Project.</i> <i>EDWARDS, M. (2014). Civil Society. Cambridge: Polity Press.</i> <i>EKIERT, G., & FOA, R. (January 2011). Civil Society Weakness in Post-Communist Europe: A Preliminary Assessment. Carlo Alberto Notebooks (198).</i> <i>European Commission (2007). Social Cohesion, Trust and Participation: Social Capital, Social Policy and Social Cohesion in the European Union and Candidate Countries Monitoring Report prepared by the European Observatory on the Social Situation - Social Capital Network.</i> <i>FAFCHAMPS, M. 2006. Development and social capital. The Journal of Development Studies 42 (7): 1180–98. doi: 10.1080/00220380600884126.</i>	

FUKUYAMA, F. (1999). *Social Capital and Civil Society*. Cit. 28. 07 2017. Dostupné na Internetu: *International Monetary Fund*: <https://www.imf.org/external/pubs/ft/seminar/1999/reforms/fukuyama.htm>

Kendall, J. (2003). *The Voluntary Sector. Comparative perspectives in the UK*. London, New York: Routledge.

Kramer, R. M. (1981). *Voluntary Agencies in the Welfare State*. Berkley, Los Angeles, London: University of California Press.

NEUMAYER, M., SCHNEIDER, U., MAYER, M., POSPÍŠIL, M., & MALÝ, J. (2009). *The Role of Civil Society Organizations in Different Nonprofit Regimes: Evidence from Austria and the Czech Republic A. Comparative social research. Special issue on Comparative Studies on Civil Society*.

SALAMON, L. M.; SOKOLOWSKI, S. W. (2016). *Beyond nonprofits: Re-conceptualizing the third sector*. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 2016, 27.4: 1515-1545.

Salomon, L., Sokolowski W. & Anheier, H. (2000). *Social Origins of Civil Society: An Overview*. Working Papers of the Johns Hopkins Comparative Nonprofit Sector Project, no. 38. Baltimore: The Johns Hopkins Center for Civil Society Studies

Strečanský, B. (2014). *Data sources about civil society*. In *Maecenata (Ed.), Civil Society in the 'Visegrád Four' Data and Literature in the Czech Republic, Hungary, Poland and Slovakia (Zv. 74)*. Berlin: Maecenata Institute.

Vaceková, G. & Murray Svidroňová, M. (2016). *Nonprofit organizations in selected CEE countries: a journey to sustainability*. Brno: Instytut Naukowo-Wydawniczy „Spatium”, Masarykova univerzita.
<http://ernop.eu/giving-in-europe-launched-at-spring-of-philanthropy/>
<http://thirdsectorimpact.eu/the-project/>
<http://www.ciriec.ulg.ac.be/en/research/commission-es/themes-en-cours/>

Language, knowledge of which is necessary to complete the course: *English language*

Course evaluation

A	B	C	D	E	FX
0,00	0,00	0,00	0,00	0,00	0,00

Notes: - **Student time load:** 90 hours, of this: lectures: 13 hours; seminars: 13 hours, preparation portfólia úloh: 30 hours; preparation eseje: 34 hours

Teachers: lectures / consultations / seminars:

Lectures/seminars: doc. PhDr. Alžbeta Brozmanová Gregorová, PhD., výučba: *English language jazyk, konzultácie pre nekontaktnú výučbu (2 hodiny týždenne kontaktné alebo prostredníctvom Moodle kurzu pre externých študentov)*

Last modified date: 17.3. 2023

Approved: RVSK PF UMB

COURSE INFORMATION SHEET

University: <i>Univerzita Mateja Bela v Banskej Bystrici</i>					
Faculty: <i>Pedagogická</i>					
Subject code: <i>1d-DEP -513</i> <i>1e-DEP -513</i>			Subject name: <i>Digital empowerment and participation</i>		
Type, scope and method of educational activities: Subject type (P, PV, V): <i>V</i> Recommended range of teaching (in hours): <i>0-0-2-0-0</i> <i>P 0 hod./týž., S 0 hod./týž., C 2 hod./týž., T 0 hod./sem., Op 0 hod./sem.</i> Study method: <i>combined</i> Study form: <i>daily, external</i>					
Number of credits: <i>2</i>					
Recommended semester of study: <i>1.,2.,3., 4.,5., 6.</i>					
Degree: <i>1., 2.</i>					
Prerequisites: <i>They are not</i>					
Conditions for passing and completing the course: <i>The final assessment consists of preparing a portfolio of tasks the student processes during the semester on individual topics. The elaboration of the tasks which will be part of the MOOC. The course will be entirely online.</i> <i>Final evaluation: The final evaluation consists of the sum of the points obtained in the interim assessment. For the final evaluation student must obtain at least 65 points from 100.</i>					
Learning outcomes: <i>The student is equipped with the following skills:</i> <ol style="list-style-type: none"> 1. <i>Critically reflect of using the digital content</i> 2. <i>Recognize ethical dimensions of using the digital content in digital communication, collaboration and participation</i> 3. <i>Model a more mindful approach regarding of using digital media in work, study, and life</i> 4. <i>Create digital content that is both visually appealing and informative, and inclusive to different stakeholders</i> 5. <i>Apply storytelling approach and scenario-based approach</i> 6. <i>Understand the concept of digital intelligence</i> 7. <i>Recognise service-learning as a strategy to enhance digital empowerment of communities and marginalized groups</i> 					
Course contents: <ol style="list-style-type: none"> 1. <i>Critical use of digital content</i> 2. <i>Digital communication, collaboration and participation</i> 3. <i>Digital identity and wellbeing</i> 4. <i>Creative production of digital content, problem solving and innovation</i> 5. <i>Digital learning and development</i> 6. <i>Digital intelligence</i> 7. <i>Digital engagement</i> 8. <i>Digital inclusion and service-learning</i> 					
Recommended literature: <i>Peromingo, M., & Pieterston, W. (2018). The new world of work and the need for digital empowerment. Forced Migration Review, (58), 32-33. Retrieved from https://www.proquest.com/scholarly-journals/new-world-work-need-digital-empowerment/docview/2062902270/se-2</i> <i>Mäkinen, M. (2006). Digital Empowerment as a Process for Enhancing Citizens' Participation. E-Learning, 3 (3), 381-395. https://journals.sagepub.com/doi/pdf/10.2304/elea.2006.3.3.381</i> <i>Materials in the online course.</i>					
Language, knowledge of which is necessary to complete the course: <i>English language</i>					
Course evaluation					
A	B	C	D	E	FX
0,00	0,00	0,00	0,00	0,00	0,00
Notes: Student time load: <i>60 hours, of this: study the materials in the course and preparing tasks</i>					
Teachers: lectures / consultations / seminars: <i>Consultations: doc. PhDr. Alžbeta Brozmanová Gregorová, PhD., Mgr. Zuzana Heinzová, PhD. výučba: anglický jazyk</i>					
Last modified date: <i>1.5.2023</i>					
Approved: <i>RVSK PF UMB</i>					

COURSE INFORMATION SHEET

University: <i>Univerzita Mateja Bela v Banskej Bystrici</i>	
Faculty: <i>Pedagogická Faculty</i>	
Subject code: <i>1d-GSP-513</i> <i>1e-GSP-513</i>	Subject name: <i>Global Social Problems</i>
Type, scope and method of educational activities: Subject type (P, PV, V): V Recommended range of teaching (in hours): 1-1-0-0 <i>P 1 hod./týž., S 1 hod./týž., C 0 hod./týž., T 0 hod./sem., Op 0 hod./sem.</i> Study method: <i>combined</i> Study form: <i>daily, external</i>	
Number of credits: 3	
Recommended semester of study: 2., 4., 6.	
Degree: 1., 2.	
Prerequisites: <i>They are not</i>	
Conditions for passing and completing the course: <i>Ongoing evaluation:</i> 1) <i>During the semester, students will prepare a work (scientific text) on a selected risky social phenomenon, including the theoretical basis of the phenomenon and the proposal of adequate methods of social work in its solution (max. 50 points). The topic is consulted in advance with the subject teacher and is processed in groups. The scoring also includes a presentation followed by a group discussion.</i> 2) <i>Based on the processed social phenomenon, students will develop a preventive project in groups according to predetermined criteria (max. 50 points). The scoring also includes a presentation followed by a group discussion.</i> <i>Final rating:</i> <i>the final evaluation consists of the sum of the points obtained in the interim evaluation. For the final grade A the student must obtain 100-94% (excellent), for the grade B 93-87% (very good), for the grade C 86-80% (good), for the grade D 79-73% (satisfactory), for rating E 72-65% (sufficient). For 64% or less, the student receives an FX rating (insufficient).</i>	
Learning outcomes: 1. <i>The student is familiar with scientific texts and terminology of risky social phenomena in social work and their prevention and can communicate professionally on topics related to the subject matter.</i> 2. <i>The student understands the factors involved in the emergence of risky social phenomena.</i> 3. <i>The student is able to identify the entities implementing preventive activities and knows the basic legislative framework of youth work.</i> 4. <i>The student understands the concept of social prevention in the Slovak Republic, which creates a legislative and institutional framework for the implementation of social work in the field of prevention of risky behavior.</i> 5. <i>The student masters the principles of effective prevention and features of effective prevention programs with a focus on youth.</i> 6. <i>The student understands the tasks of social work in the prevention and solution of risky social phenomena in connection with the methods of social work.</i> 7. <i>The student is able to apply the acquired knowledge and skills in the design of adequate methods of social work in solving specific risky social phenomena.</i> 8. <i>The student is able to compile a concept of a preventive project (preventive program) containing all the necessary requirements.</i>	
Course contents: 1. <i>Global social problems and social politics.</i> 2. <i>Social environment and global social problem.</i> 3. <i>Unemployment as a global social problem.</i> 4. <i>Poverty as a global social problem.</i> 5. <i>Social deviations in the world.</i> 6. <i>Global terror and organized crime.</i> 7. <i>Corporate social responsibility in global view.</i> 8. <i>Social work and global social problem.</i>	
Recommended literature: <i>Barker DJ. (2004). The developmental origins of adult disease. Journal of the American College of Nutrition. 2004;23(6 Suppl):588S-95S.</i> <i>Crombie IK, Irvine L, Elliot L, Wallace H. (2005). Achieving the MDGs with Equity; Closing the health inequalities gap: An international perspective. Copenhagen: World Health Organization Regional Office for Europe. Tackling structural and social issues to reduce inequities in children's outcomes 47 15.</i> <i>Edwards P. (2006). Examining Inequality: Who really benefits from global growth? World Development. 2006;34(10):1667-95.</i> <i>Elder GH, Shanahan MJ. (2007). The life course and human development. In: Damon W, Lerner RM, editors. The handbook of child psychology 6th Edition New York: Wiley.</i>	

Marmot M, Allen J, Bell R, Goldblatt P. (2012). *Building of the global movement for health equity: from Santiago to Rio and beyond. Lancet.* 2012;379(9811):181-8.

Language, knowledge of which is necessary to complete the course: *English language*

Course evaluation

A	B	C	D	E	FX
0,00	0,00	0,00	0,00	0,00	0,00

Notes: - **Student time load:** 90 hours, of this: lectures: 13 hours; seminars: 13 hours, preparation portfólia úloh: 30 hours; preparation eseje: 34 hours

Teachers: lectures / consultations / seminars:

Lectures / seminars: prof. PaedDr. Peter Jusko, PhD., Teaching: English language, consultations for non-contact teaching (2 hours per week by contact or through a Moodle course for external students)

Last modified date: 17. 3. 2023

Approved: RVSK PF UMB

COURSE INFORMATION SHEET

University: <i>Univerzita Mateja Bela v Banskej Bystrici</i>	
Faculty: <i>Pedagogická Faculty</i>	
Subject code: <i>1d-YWO-513</i> <i>1d-YWO-513</i>	Subject name: <i>Youth Work</i>
Type, scope and method of educational activities: Subject type (P, PV, V): V Recommended range of teaching (in hours): 1-1-0-0-30 <i>P 1 hod./týž., S 1 hod./týž., C 0 hod./týž., T 0 hod./sem., Op 30 hod./sem.</i> Study method: <i>combined</i> Study form: <i>daily, external</i>	
Number of credits: 3	
Recommended semester of study: 1., 3., 5.	
Degree: 1., 2.	
Prerequisites: <i>They are not</i>	
Conditions for passing and completing the course: <i>Ongoing evaluation:</i> 1) <i>During the semester, the student will develop continuous tasks (max. 20 points). During the semester, in the seminars and between the individual seminars, the students work on tasks that relate to the issues analyzed in the seminars. Each task is evaluated by a specified number of points. Tasks are processed individually and in groups.</i> 2) <i>The student prepares an analysis of the current state and practical application of social work intervention of selected issues youth with risky behavior in the form of academic (max. 30 points). Structure of the semester work: In the structure: Introduction (presentation of the main idea and its meaning; author's opinion in accordance with the topic), Core (logically structured own reasoning, supported by professional argumentation), Conclusion (summarizing the conclusions, supporting the main idea, drawing conclusions - finding a starting point from the problem).</i> 3) <i>The student will actively participate in the educational strategy of service learning linking the acquired knowledge and orientation in youth work and needs-oriented assistance (max. Number of 50 points). Service learning activity is planned in advance by the subject teacher and follows the set learning outcomes. Participation in the activity is continuously reflected and evaluated. After planning and implementing the activity for young people, the student submits a developed plan and individual self-reflection from the experience in working with young people. It will end with a meeting in order to realize the final reflection for the awareness of the experience gained from working with youth.</i> <i>Final rating:</i> <i>consists of an ongoing evaluation.</i> <i>For the final grade A the student must obtain 100-94% (excellent), for the grade B 93-87% (very good), for the grade C 86-80% (good), for the grade D 79-73% (satisfactory), for rating E 72-65% (sufficient). For 64% or less, the student receives an FX rating (insufficient).</i>	
Learning outcomes: 1. <i>The student is able to identify and describe the socio-demographic characteristics of young people, current trends in youth life and selected target groups of youth.</i> 2. <i>The student masters the required terminology in the field of social work with at-risk youth and can define the basic legislative framework and institutions dedicated to youth work.</i> 3. <i>The student is able to define and summarize the importance of European youth policy and youth work in the European Union.</i> 4. <i>The student is familiar with the current situation in youth work, classifies and analyzes the specifics, methods and techniques and professional skills for the performance of social work with youth.</i> 5. <i>The student understands the model of interventions in relation to different groups of at-risk youth.</i> 6. <i>The student designs and implements a service learning project of youth work in the field of social work.</i> 7. <i>The student assesses the effectiveness of the project and evaluates its adequacy, reflects the experience of working with youth.</i>	
Course contents: 1. <i>European youth policy and work with youth in the European Union.</i> 2. <i>Social and demographic characteristic of present youth.</i> 3. <i>Target groups of the work with youth.</i> 4. <i>Specifics of the work with youth.</i> 5. <i>Methods, techniques and approaches of the work with youth.</i> 6. <i>Professional competencies of the professional worker with youth.</i> 7. <i>Work with youth in Slovakia.</i> 8. <i>Culture and culture system.</i> 9. <i>Multicultural education.</i> 10. <i>Subcultures and contra cultures.</i> 11. <i>Main account of subcultures in society.</i> 12. <i>Subcultures in the life of youth.</i> 13. <i>Characterization of chosen subcultures.</i>	

Recommended literature:

Brozmanová Gregorová, A. et al. (2017). *Správa o potrebách detí a mládeže v meste Banská Bystrica*. Centrum dobrovoľníctva.

Jusko, P. (2009). *Sociálna práca s mládežou a sociálnopatologické javy*. Belianum.

Kulifaj, P. et al. (2016). *Základy sociálnej práce s mládežou ohrozenou extrémizmom a radikalizáciou, Mládež ulice*.

Kurčíková, K. & Šolcová, J. (2018). *Vybrané kompetencie sociálnych pracovníkov a pracovníčok pre prácu s mládežou*. Belianum.

Kurčíková, K., Galková, L. & Šolcová, J. (2019). *Hra o planétu - vysokoškolská učebnica pre globálne vzdelávanie*. Belianum.

Nemcová, L. & Šolcová, J. (2020). *Neformálne vzdelávanie detí a mládeže*. Belianum.

Nemcová, L. & Šolcová, J. et al. (2020). *Medzinárodná cena vojvodu z Edinburghu - základy mentoringového vedenia mladých ľudí v praxi*. Belianum.

Skyba, M. (2015). *Školská sociálna práca*. UNIPO.

Šavrnochová, M. & Šolcová, J. et al. (2020). *Excesívne používanie internetu u mladých ľudí zo sociálne znevýhodneného prostredia na Slovensku*. Belianum.

Zákon NR SR č. 36/2005 Z. z. o rodine Zákon NR SR č. 219/2014 Z. z. o sociálnej práci.

Zákon NR SR č. 305/2005 Z. z. o sociálno-právnej ochrane a sociálnej kuratele.

Zákon NR SR č. 448/2008 Z. z. o sociálnych službách.

Zákon NR SR č. 282/2008 Z. z. o podpore práce s mládežou.

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

Course evaluation

A	B	C	D	E	FX
0,00	0,00	0,00	0,00	0,00	0,00

Notes: - Student time load: 90 hours, of this: lectures: 13 hours; seminars: 13 hours, preparation portfólia úloh: 30 hours; preparation eseje: 34 hours

Teachers: lectures / consultations / seminars:

Lectures / seminars: prof. PaedDr. Peter Jusko, PhD., Teaching: English language, consultations for non-contact teaching (2 hours per week by contact or through a Moodle course for external students)

Last modified date: 17.3. 2023

Approved: RVSK PF UMB

COURSE DESCRIPTION

University: Matej Bel University in Banská Bystrica					
Faculty: Faculty of Education					
Code: 1d-PEP-613 Full-time study 1e-PEP-613 Part-time study			Course name: Continuance Evangelistic Practice 1		
Type, extent and method of instruction: Course type: Compulsory Recommended number of periods: Per week 0 – 0 – 0 – 2 in full-time study Per term: 0 – 0 – 0 – 26 in part-time study Method of study: combined Form of study: full-time and part-time					
Number of credits: 3					
Recommended semester/trimester: 2-4rd semester – full-time study, 2-6th semester – part-time study					
Level: first					
Prerequisites: none					
Course completion conditions: Continuous assessment: Preparation and active involvement on evangelization practice (at least 65 points). Final score: Following Consecutive assessment (at least 65 points). To obtain the assessment A he/she must obtain at least 94 points, for B at least 87 points, for C rating of 80 points, for D at least 73 points D and for E at least 65 points. The student will not be granted the credits until the student has met the minimum requirement in each component of the assessment.					
Course aims: Completing the subject successfully means that the student: 1. become familiar with practical evangelism. 2. obtain evangelistic skills and learn how to analyze different methods of evangelism.					
Brief outline of the course: Personal evangelism. Methods of personal evangelism. Public evangelism. Methods of public of evangelization. Evangelism social groups on the margins of society. Specifics of the evangelizing work with people on the margins of society.					
Recommended literature: Hitt, R. T., JUhgle, P.: <i>The Life and Witness of Nate Saint</i> . Grand Rapids: Eerdmans, 1979. Ransford, O.: <i>David Livingston: The Dark Interior</i> . New York: St. Martin's, 1978. Smith, O. J.: <i>The Cry of the World</i> . London: MMS, 1959.					
Language of instruction: English					
Notes: learner's time load: 90 lessons					
Assessment: The overall sum of assessed students: full-time study 59, part-time study 0					
A	B	C	D	E	FX
Instructor: doc. PaedDr. Viktória Šoltéssová, PhD. – practice, Slovak or English language					
Last changed: 17.3 2023					
Approved by: RVSK PF UMB					

COURSE DESCRIPTION

University: Matej Bel University in Banská Bystrica					
Faculty: Faculty of Education					
Code: 1d-PER-613 Full-time study 1e-PER-613 Part-time study			Course name: Continuance Evangelistic Practice 2		
Type, extent and method of instruction: Form: practice Course type: Elective Recommended number of periods: Per week 0 – 2 – 0 – 0 in full-time study Per term: 0 – 26 – 0 – 0 in part-time study Method of study: combined Form of study: full-time and part-time					
Number of credits: 3					
Recommended semester/trimester: 2-4rd semester - full-time study, 2-6th semester - part-time study					
Level: first					
Prerequisites: none					
Course completion conditions: Continuous assessment: Preparation and active involvement on evangelization practice (at least 65 points). Final score: Following Consecutive assessment (at least 65 points). To obtain the assessment A he/she must obtain at least 94 points, for B at least 87 points, for C rating of 80 points, for D at least 73 points D and for E at least 65 points. The student will not be granted the credits until the student has met the minimum requirement in each component of the assessment.					
Course aims: Completing the subject successfully means that the student: 1. become familiar with practical evangelism. 2. obtain evangelistic skills and learn how to analyze different methods of evangelism. (evangelization in the context of the church, evangelism of specific groups – children and youth evangelism, working with asocial groups).					
Brief outline of the course: Evangelization in the context of church – evangelization, following the vision of the church, mobilization and training church members for the various forms of evangelization. Evangelization of specific groups and its methods. Specifics of work with children and youth with asocial groups, drug addicts and people in prison. Integrating new Christians into the church structure.					
Recommended literature: Hitt, R. T., Jungle, P.: <i>The Life and Witness of Nate Saint</i> . Grand Rapids: Eerdmans, 1979. Ransford, O.: <i>David Livingston: The Dark Interior</i> . New York: St. Martin's, 1978. Smith, O. J.: <i>The Cry of the World</i> . London: MMS, 1959.					
Language of instruction: English					
Notes: learner's time load: 90 lessons					
Assessment: The overall sum of assessed students: full-time study 59, part-time study 0					
A	B	C	D	E	FX
Instructor: doc. PaedDr. Viktória Šoltéssová, PhD. – practice, Slovak or English language					
Last changed: 17.3 2023					
Approved by: RVSK PF UMB					

COURSE DESCRIPTION

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Education	
Code: 1d-MPR-613 Full-time study 1e-MPR-613 Part-time study	Course name: Mission in Roma Communities
Type, extent and method of instruction: Form: Lecture/Seminar Course type: Elective Recommended number of periods: 13/13 Method of study: combined Form of study: full-time and part-time	
Number of credits: 3	
Recommended semester/trimester: 1., 3., 5. semester	
Level: first	
Prerequisites: none	
Course completion conditions: Continuous assessment: Active participation in seminars 50 points (at least 30 points); Presentation of the demographic analysis of selected country 50 points (at least 35 points). Final assessment: On the basis of continuous assessment: assessment is the sum of points in each part of the evaluation. During the semester, the student participates actively in seminars (50–30 points), prepare and present a demographic analysis of selected country (50–35 points). To obtain the assessment A he/she must obtain at least 94 points, for B at least 87 points, for C rating of 80 points, for D at least 73 points D and for E at least 65 points. The student will not be granted the credits until the student has met the minimum requirement in each component of the assessment.	
Course aims: Completing the subject successfully means that the student: 1. Become familiar with the basic terminology of disciplines engaged in applied anthropology, basic information about the distribution of population in different continents as religious affiliation of ethnic groups different continents, with an emphasis on Christianity. 2. acquire skills in processing demographic data for the benefit of evangelizing-missionary services of the church. 3. Obtain basic knowledge of intercultural communication and the modern the mission theology of life and thought in other cultures, in anthropology and demographic changes in the world. 4. Theoretically and practically prepared for missions abroad. 5. To obtain the ability to work independently and acquire the necessary information and statistics on the development of the world's population. 6. Learning to make good use of annual demographic data published by the United Nations. 7. In practice, the preparation for the mission in a foreign country.	
Brief outline of the course: Theological and philosophical perspective. Definition of basic anthropological and related concepts. Demographics. Global overview of the demographic and religious statistics. Communication chain. Communication in another culture. What is another culture? Cultural Page: 2 differences. Gospel and different cultures. What is a dual culture, three-fold culture, ethnocentrism, syncretism? Culture shock. The causes of culture shock. Population explosion. Migration. Mortality. Principle of Population. Ethnic linguistics. Nominalism. Factors determining growth or population decline. Patterns of change in society. Annual report of the United Nations. The primary value of demographic data. Practical use of demographic data. Population policies in developing countries. Working with materials "Operation World". Global overview of the demographic and religious statistics. Practical training for foreign missions	
Recommended literature: <i>Evangelical Missions Quarterly</i> . Wheaton: Wheaton College, 2003-2013. ISSN 0014-3359. Internetové zdroje o vybranej krajine. Johnstone, P., Mandryk, J. <i>Operation World: 21st Century Edition</i> . Carlise, UK: Paternoster Lifestyle, 2001, ISBN 1-85078-357-8. Johnstone, P. <i>Operation World</i> . Grand Rapids: Zondervan, 1993. Lingenfelter, S. G., Mayers, M. K. <i>Ministering Cross-Culturally</i> . Grand Rapids: BKH, 1986. <i>Operation World 2010/CD/</i> – http://www.operationworld.org/ Stoner, D. <i>Evangelical Churches in Slovakia</i> . Banská Bystrica: NEEFC, 1997. Stott, J. R. W. <i>Christian Mission in the Modern World</i> . Illinois: Inter Varsity Press, 1975. Šoltésová, V., Robertson. R. G. <i>Misiológia so zameraním na rómske komunity</i> . Banská Bystrica: PF UMB, 2004. 86 s. Šoltésová, V. Medzikultúrna komunikácia v katechéze rómskych detí. In <i>Teologické východiská evanjelíkálnej katechézy</i> . Zborník z Medzinárodnej vedeckej teologickej konferencie. Banská Bystrica: KETM, 2005. s.116–126.	
Language of instruction: English	
Notes: learner's time load: 120 lessons – out of it: combined study (Lectures, Seminars, Consultations): 28 selfstudy: 50 preparation of presentation and its realisation: 42	

Assessment: <i>The overall sum of assessed students: full-time study 59, part-time study 0</i>					
A	B	C	D	E	FX
Instructor: <i>doc. PaedDr. Viktória Šoltéssová, PhD. – practice, Slovak or English language</i>					
Last changed: <i>17.3 2023</i>					
Approved by: <i>RVSK PF UMB</i>					

COURSE DESCRIPTION

University: Matej Bel University in Banská Bystrica					
Faculty: Faculty of Education					
Code: 1d-PZD-613 Full-time study 1e-PZD-613 Part-time study		Course name: Pastoral Care for Seriously Ill and Dying Children			
Type, extent and method of instruction: Type of class: lectures, seminars Course type: elective Recommended number of periods: Per week: 1-1-0-0 Full-time study Per semester: 13-13-0-0 Part-time study Method of study: combined Form of study: Full-time, Part-time					
Number of credits: 3					
Recommended semester/trimester: 1.,3., 5. semester full-time study; 1., 3., 5. semester part-time study					
Level: first level					
Prerequisites: none					
Course completion conditions: Approximate evaluation: Active participation at 70 % of seminars during the semester based on home preparation and studying of recommended literature – participation in class discussions: 15 points (minimum 10 points). Home assignments with reflections and their presentation: 15 points (minimum 10 points), elaboration and presentation of a book review: 20 points (minimum 10), elaboration and presentation of a written assignment: 50 points (minimum 10). Final grade: Based on continuous assessment. Final assessment is the sum of total points gained in each part of the evaluation. During the semester the student will actively study the recommended literature. The student will also participate in class discussions (15–10 points). The student will complete short quizzes and reflections and he/she will present them in discussion form (15–10 points). The student will complete and present book evaluation (20–10 points). The student will elaborate and he/she will present a written test (50–40 points). To reach A grade the student needs 94 points in total. To reach B grade the student needs 87 points in total. To reach C grade the student needs 80 points in total. To reach D grade the student needs 73 points in total. To reach E grade the student needs 65 points in total. The credits will not be granted to the student, if he/she will not reach the minimum level of each part in evaluation.					
Course aims: Completing the subject successfully means that the student: 1. will acquire basic knowledge needed for pastoral care for terminally ill and dying children, 2. will acquire specific skills of a pastoral worker working with seriously ill and dying children, 3. will internalize the principles of pastoral approach and be able to care and support children and their families in all phases of their illness 4. will be able to apply the knowledge and skills in pastoral work with terminally ill and dying children in various contexts (family, church, hospital, etc.).					
Brief outline of the course: The personality of the accompanying person. The development of the concept of death in children (under 18 years of age). Condition of seriously ill and dying children and their personality. Psychological stages of dying of children. Specifics of coping with illness and death in children and their significant relatives. Pastoral principles. Principles of interview with the child. Support of full life of a seriously and dying child. Family support. Contexts of pastoral work (hospital, family, church community). Theological aspects of the pastoral care in the context of dying and grieving. Accompanying the bereaved.					
Recommended literature: Brádňanská, N. <i>Pastorálny postoj k smrti človeka so zameraním na zomieranie detí a dospievajúcich</i> . Bratislava: Inštitút vzdelávania ECM s.r.o., 1999. Coles, R. <i>The Spiritual Life of Children</i> . Boston, MA: Houghton Mifflin Company, 1990.. Grossoehme, D. H. <i>The Pastoral Care of Children</i> . Binghamton: The Haworth Pastoral Press, 1999. Jasenková, M., Moravčíková, M. (eds.) <i>Pastoračná starostlivosť o rodiny, ktoré strácajú dieťa</i> . Bratislava: Ústav pre vzťah štátu a cirkví, 2011. Křivohlavý, J. <i>Křesťanská péče o nemocné</i> . Praha: Advent, 1991. Křivohlavý, J., Kaczmarczyk, S. <i>Poslední úsek cesty</i> . 1.vyd., Praha: Návrat domu, 1995. KÜbler-Rossová, E. <i>O dětech a smrti</i> . Praha: Ermat, s.r.o., 2003. Lester, A. D. <i>Pastoral Care with Children in Crisis</i> . Philadelphia: The Westminster Press, 1985. Pera, H., Weinert B. <i>Nemocným nablízku. Jak pomáhat v těžkých chvílích</i> . Praha: Vyšehrad, 1996. Stonehouse, C. <i>Joining Children on the Spiritual Journey</i> . Grand Rapids, MI: Baker Books, 1998. Tripp, T. <i>Pastýřem dětského srdce</i> . Praha: Návrat domů, 2005.					
Language of instruction: English					
Course assessment: Over all number of evaluated students: 30 (Full-time), 5 (Part-time)					
A	B	C	D	E	FX

Notes: student work load: 90 hours, combined: (P-S-Consultation) 30 hours, seminar project: 30 hours, self preparation: 30 hours.

Instructor: *doc. PaedDr. Viktória Šoltésová, PhD. – lectures, seminars (Slovak), N. Bradňanská Ondrašek (English)*

Last changed: 17.3 2023

Approved by: RVSK PF UMB

COURSE DESCRIPTION

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Education	
Code: 1d-PVD-613 Full-time study 1e-PVD-613 Part-time study	Course name: Pastoral Leadership of Children
Type, extent and method of instruction: Type of class: lectures, seminars Course type: elective Recommended number of periods: Per week: 1-1-0-0 Full-time study Per semester: 13-13-0-0 Part-time study Method of study: combined Form of study: Full-time, Part-time	
Number of credits: 3	
Recommended semester/trimester: 2., 4., 6. semester	
Level: first	
Prerequisites: none	
Course completion conditions: Approximate evaluation: Active participation at 70 % of seminars during the semester based on home preparation and studying of recommended literature – participation in class discussions: 15 points (minimum 10 points). Home assignments with reflections and their presentation: 15 points (minimum 10 points), elaboration and presentation of a book review: 20 points (minimum 10), elaboration and presentation of a written assignment: 50 points (minimum 10). Final grade: Based on continuous assessment. Final assessment is the sum of total points gained in each part of the evaluation. During the semester the student will actively study the recommended literature. The student will also participate in class discussions (15–10 points). The student will complete short quizzes and reflections and he/she will present them in discussion form (15–10 points). The student will complete and present book evaluation (20–10 points). The student will elaborate and he/she will present a written test (50–40 points). To reach A grade the student needs 94 points in total. To reach B grade the student needs 87 points in total. To reach C grade the student needs 80 points in total. To reach D grade the student needs 73 points in total. To reach E grade the student needs 65 points in total. The credits will not be granted to the student, if he/she will not reach the minimum level of each part in evaluation.	
Course aims: Completing the subject successfully means that the student: 1. will acquire a holistic approach for understanding spiritual, moral, cognitive, social, emotional and biological children development, 2. will acquire basic knowledge needed for pastoral leadership of children, 3. will acquire specific skills of pastoral worker working with children, 4. will internalize the principles of pastoral approach and be able to use different methods and forms of pastoral work with children 5. will be able to apply the acquired knowledge and skills in different areas (family, church, hospitals etc.).	
Brief outline of the course: Specific characteristics of pastoral work with children (till the age of 18). The personality of pastoral worker in pastoral leadership of children. Understanding of complexity of child's personality during the process of development. Specific developmental characteristic of children in difficult situations and crises. Principles, methods and forms of pastoral work with children and support of people significantly important for them (parents, siblings, peers, fellow believers in church, etc.).	
Recommended literature: Brádňanská, N. <i>Pastorálne aspekty katechézy</i> . In Kol. prednášateľov. Teologické východiská evanjelíkálnej katechézy. Zborník prednášok z teol.konferencie konanej 8. marca 2005. Banská Bystrica: ZEC vo vyd. TRIAN, 2005. Coles, R. <i>The Spiritual Life of Children</i> . Boston, MA: Houghton Mifflin Company, 1990. Grossoehme, D. H. <i>The Pastoral Care of Children</i> . Binghamton: The Haworth Pastoral Press, 1999. Henleyová, K. <i>Citlivé vyučovanie. Potreby detí v rôznych obdobiach jejich vývoje</i> . Praha: Samuel, Biblická práce pro děti, 2002. Kol. autorov. <i>Od generácie Y ku generácii Z</i> . Banská Bystrica: ZEC a KTaK PF UMB, 2012. Kol. prednášateľov. <i>Praktické zručnosti v službe deťom</i> . Zborník z tretieho medzinárodného workshopu. Banská Bystrica: KETM PF UMB, 2004. Křivohlavý, J. <i>Křesťanská péče o nemocné</i> . Praha: Advent, 1991. Lester, A. D. <i>Pastoral Care with Children in Crisis</i> . Philadelphia: The Westminster Press, 1985. May, S., Posterski, B. et al. <i>Children Matter</i> . Grand Rapids, MI & Cambridge, UK: William B. Eerdmans Publ.Company, 2005. Stonehouse, C. <i>Joining Children on the Spiritual Journey</i> . Grand Rapids, MI: Baker Books, 1998. Tripp, T. <i>Pastýřem dětského srdce</i> . Praha: Návrat domů, 2005.	
Language of instruction: English	

Over all number of evaluated students: 30 (Full-time), 5 (Part-time)					
A	B	C	D	E	FX
Notes: student work load: 90 hours, combined: (P-S-Consultation) 30 hours, seminar project: 30 hours, self preparation: 30 hours.					
Instructor: doc. PaedDr. Viktória Šoltéssová, PhD. – lectures, seminars (Slovak), N. Brádnianská-Ondrášek (English)					
Last changed: 17.3 2023					
Approved by: RVSK PF UMB					

COURSE DESCRIPTION

University: Matej Bel University in Banská Bystrica					
Faculty: Faculty of Education					
Code: 1d-PRM-613 Full-time study 1e-PRM-613 Part-time study			Course name: Roma missions Intership 1		
Type, extent and method of instruction: Form: practice Course type: Elective Recommended number of periods: Per week 0 – 2 – 0 – 0 in full-time study Per term: 0 – 26 – 0 – 0 in part-time study Method of study: combined Form of study: full-time and part-time					
Number of credits: 3					
Recommended semester/trimester: 2-4th semester – full-time study, 2-6th semester - part-time study					
Level: first					
Prerequisites: none					
Course completion conditions: Continuous assessment: The presentation of written seminar work; Seminar thesis "Social and spiritual analysis of the Roma family" 25 points (at least 15 points). Preparation and active involvement on evangelization practice 75 points (at least 50 points). Final score: Following Consecutive assessment (at least 65 points). To obtain the assessment A he/she must obtain at least 94 points, for B at least 87 points, for C rating of 80 points, for D at least 73 points D and for E at least 65 points. The student will not be granted the credits until the student has met the minimum requirement in each component of the assessment.					
Course aims: Completing the subject successfully means that the student will be familiar with the specifics of the Roma ethnic group as the needs and possibilities of missionary work within this population group.					
Brief outline of the course: Roma history. Attitude of the Church to work with the Roma population. Methods for missionary work among the Roma population and its specifics. Work among the Roma population in the context of state and non-state organizations.					
Recommended literature: Jurová, A. Vývoj rómskej problematiky na Slovensku po roku 1945. Bratislava: Goldpress Publ., 1993. Mann, A. B. Rómsky dejepis. Bratislava: Kalligram, 2000.					
Language of instruction: English					
Notes: learner's time load: 90 lessons, learner's time load: 90 lessons – out of it: combined study (Lectures, Seminars, Consultations): 30 hours, selfstudy: 30 hours, preparation of seminar thesis: 30 hours.					
Assessment: The overall sum of assessed students: full-time study 59, part-time study 0					
A	B	C	D	E	FX
Instructor: doc. PaedDr. Viktória Šoltéssová, PhD. – practice, Slovak or English language					
Last changed: 17.3 2023					
Approved by: RVSK PF UMB					

COURSE DESCRIPTION

University: Matej Bel University in Banská Bystrica					
Faculty: Faculty of Education					
Code: 1d-PRN-613 Full-time study 1e-PRN-613 Part-time study			Course name: Roma missions Intership 2		
Type, extent and method of instruction: Form: practice Course type: Compulsory Recommended number of periods: Per week 0–2–0–0 in full-time study Per term: 0–26–0–0 in part-time study Method of study: combined Form of study: full-time and part-time					
Number of credits: 3					
Recommended semester/trimester: 2–4th semester – full-time study, 2–6th semester – part-time study					
Level: first					
Prerequisites: none					
Course completion conditions: Continuous assessment: The presentation of written seminar work; Seminar thesis 25 points (at least 15 points). Preparation and active involvement on evangelization practice 75 points (at least 50 points). Final score: Following Consecutive assessment (at least 65 points). To obtain the assessment A he/she must obtain at least 94 points, for B at least 87 points, for C rating of 80 points, for D at least 73 points D and for E at least 65 points. The student will not be granted the credits until the student has met the minimum requirement in each component of the assessment.					
Course aims: Completing the subject successfully means that the student: 1. will increase knowledge related to mission work among the Roma population in the context of the evangelical church. 2. will gain experience in project preparation work with different age and social groups. 3. will be able to prepare programs of discipleship and integration of Roma into life and church services.					
Brief outline of the course: Mission Roma in Slovakia and its results. Evangelization of the Church and their methods of work with the Roma population. Specifics of missionary work within different age and social groups. Educational programs. Evangelism and discipleship. Integration of Roma into the life of the church.					
Recommended literature: Hanesová, D. <i>Sociálna a misijná práca s rómskou komunitou</i> . Banská Bystrica: KETM PF UMB, 2006. [CD nosič] Kováč, M., Mann, A. B. <i>Boh všetko vidí. O Del sa dikhel. Duchovný svet Rómov na Slovensku. Romano pařaviben pre Slovensko</i> . Bratislava: Chronos, 2003. Šoltésová, V., Robertson. R. G. <i>Misiológia so zameraním na rómske komunity</i> . Banská Bystrica: PF UMB, 2004. 86 s.					
Language of instruction: English					
Notes: learner's time load: 90 lessons, learner's time load: 90 lessons – out of it: combined study (Lectures, Seminars, Consultations): 30 hours, selfstudy: 30 hours, preparation of seminar thesis: 30 hours.					
Assessment: The overall sum of assessed students: full-time study 59, part-time study 0					
A	B	C	D	E	FX
Instructor: doc. PaedDr. Viktória Šoltésová, PhD. – practice, Slovak or English language					
Last changed: 17.3 2023					
Approved by: RVSK PF UMB					

COURSE DESCRIPTION

University: Matej Bel University in Banská Bystrica					
Faculty: Faculty of education					
Code: Full-time study: 1d-BUP-613 Part-time study: 1e-BUP-613			Course name: The Bible, Art and Popular Culture		
Type, extent and method of instruction: Course type: Elective Recommended number of periods: Weekly: 3 Method of study: combined Form of study: full-time and part-time					
Number of credits: 3					
Recommended semester/trimester: 2., 4.					
Level: 1.					
Prerequisites: none					
Course completion conditions: Graded assignments: Weekly readings from biblical texts 40 points (minimum 26 points), weekly reflection on art and popular culture 20 points (minimum 13), participation in class discussion 10 points (minimum 13). Final Evaluation: A final written project presented to the class on the influence of a biblical motif on a work of art or popular culture, or on a contemporary cultural phenomenon. Students must earn a minimum of 94 points to receive a grade of A, 87 points for a grade of B, 80 points for a grade of C, 73 points for a grade of D, and 65 points for a grade of E.					
Course aims: 1. The student has a basic understanding of the overarching narrative of the Bible, its main characters and influential motifs and symbols. 2. The student has a basic understanding of the literary conventions used in the Bible. 3. The student is able to identify more obvious biblical motifs that appear intertextually in art or popular culture (paintings, literature, music, social networks, etc.). 4. The student understands the potential impact of art and popular culture on the shaping of society and its grand narrative. 5. The student is gaining the ability to critically assess the impact of art and popular culture.					
Brief outline of the course: 1. Introduction to the Bible, our assumptions and perceptions of the Bible, art, grand narratives, worldview 2. The Bible and literature from the ancient Near East, Enuma Elish, Gudea Cylinders, Genesis 1, The Law Code of Hammurabi, Exodus 20–23, parallelism and textual symmetry 3. Diachronic intertextuality, typology, memes 4. Poetics according to Aristotle, mimesis, plot-structure, Genesis 2 5. The Biblical Story—the beginning, Genesis 3, Biblical motifs (God, creation, temple, imago dei, the fall, sin, life, death) 6. The Biblical Story—the middle, Noah – Genesis 6–9, Abraham – Genesis 11–24, Izrael – Exodus 24–32, David 2Sam 7, biblical motifs (return to paradise, covenant, sacrifice, grace) 7. The Biblical Story—the end, Jesus Christ – John 1:1–18, biblical motifs (saviour, suffering, love, forgiveness, redemption, righteousness) 8. The fall, redemption, John Milton – Paradise Lost, John Steinbeck – East of Eden 9. Conversion, Michelangelo Merisi da Caravaggi, The Conversion of St. Paul, David with Goliath's Head, Instant karma on YouTube 10. The Messiah, Saviour, Nathaniel Hawthorne – The Red Badge of Courage, Matrix, Harry Potter 11. Grace, revenge, justice, The Count of Monte Cristo, U2 – Grace 12. Lifting up the Humble, Humbling the Proud, Les Misérables, Westerns 13. The final battle, judgment day, The Chronicles of Narnia, Avengers					
Recommended literature: The Bible (in English or Slovak)					
Language of instruction: English and Slovak					
Course assessment:					
A	B	C	D	E	FX
Notes: student time load: 90 hours, Combined study (L, S, K): 39 hours, Self-study: 30 hours, Project preparation: 21 hours.					
Instructor: Patterson, Todd, MDiv., Ph.D. – lectures, seminars, consultation: Slovak and English languages					
Last changed: 17.3 2023					
Approved by: RVSK PF UMB					

COURSE DESCRIPTION

University: <i>Matej Bel University in Banská Bystrica</i>						
Faculty: <i>Faculty of Education</i>						
Code: <i>Full-time study: 1d-TNE-613</i> <i>Part-time study: 1e-TNE-613</i>			Course name: <i>Theological German</i>			
Type, extent and method of instruction: Course type: <i>Elective</i> Recommended number of periods: <i>13 seminars</i> Method of study: <i>present</i>						
Number of credits: 3						
Recommended semester/trimester: 1., 3.						
Level: 1.						
Prerequisites: <i>none</i>						
Course completion conditions: <i>Continuous assessment: 2 continuous vocabulary tests 20 %.</i> <i>Final assessment: Translation of the theological article, paper from the theological work 80 %.</i>						
Learning objectives: <i>Completing the subject successfully means that the student following the basic knowledge of German acquiring basic knowledge of theological terminology and German theological literature.</i>						
Brief outline of the course: <i>Expansion of vocabulary, analysis of theological terms, reading and translations of theological articles.</i>						
Recommended literature: Barth, K.: <i>Einführung in die Evangelisches Theologie</i> . Berlin: Evangelische Verlagsanstalt, 65. Barth, K.: <i>Rufe mich an</i> . Zurich: EVZ, 1965.						
Language of instruction: <i>German</i>						
Notes: <i>learner's time load: 90 hours (seminars, consultations, selfstudy)</i>						
Assessment:						
A	B	C	D	E	FX (0)	FX (1)
100	0	0	0	0	0	0
Instructor: <i>Doc. PaedDr. Viktória Šoltéssová, PhD. – practice, Slovak or English language</i>						
Last changed: <i>17.3 2023</i>						
Approved by: <i>RVSK PF UMB</i>						