

COURSE INFORMATION SHEET

University: Catholic University in Ružomberok	
Faculty: Faculty of Education	
Course code: KPED/Uz-BE101A/22	Course title: Prosocial education
Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: hours per semester: 4s / 4s Teaching method: on-site	
Credits: 4	Working load: 100 hours
Recommended semester/trimester: 6.	
Level of study: I.	
Prerequisites:	
Requirements for passing the course: During the semester, the student demonstrates theoretical knowledge about prosocial behavior, primarily by direct application, within the assigned tasks and exercises. In the interactive twelve-hour training, he has the opportunity not only to acquire new, but also to strengthen already acquired social-emotional skills, which he needs for his didactic practice. Final assessment: cumulative percentage gain on practical skills (100%). Subject evaluation: A – 100%-93% B – 92%-85% C – 84%-77% D – 76%-69% E – 68%-60% Fx – 59%- 0%	
Learning outcomes of the course: The aim of the subject is to provide basic theoretical knowledge and practical skills for ensuring modern prosocial and socio-emotional education in kindergartens, primary and secondary schools. Education results (knowledge, skills and competences): - - The student will be able to define prosocial factors that enter into the interactions between teacher - child/student - family - and the wider support community. - - He will master the methodology of the comprehensive "Safe School" concept. - - He will have an overview of all levels and forms of prosocial education and direct social-emotional support of the school community based on the principles of Kids Skills, cooperative management of positive change, multidisciplinary, the PBIS system, etc. - - Can identify, self-present and support basic and advanced self-skills, also guide or strengthen the entire educational community in their lifelong training. - - He will be able to flexibly use social-emotional concepts and transform them into lifelong competences in the entire educational process where he directly works. - - Will be able to effectively solve problems and conflicts with a solution-oriented approach. - - Will be able to design, manage and evaluate a targeted well-being concept/program in kindergartens, primary and secondary schools while respecting diverse individuals and their differences.	

Verification of the level of acquired knowledge, skills and competences:

Verification of the degree of acquisition of the relevant knowledge, skills and competencies of the student is carried out on the basis of a comparison of the specific competence profile of the student with the profile of the practitioner. As assessment methods, we use: reflection, valid standards and continuous assessment by the teacher

Course contents:

1. Introduction to the issue;
 2. Factors of prosocial education;
 3. Self-esteem, self-evaluation;
 4. Communication: Appreciative Inquiry;
 5. Uniqueness, creativity and initiative;
 6. Expression and perception of feelings: empathy, assertiveness;
 7. Prosocial patterns: desired, real and unrealistic;
 8. Cooperation, co-creation, positive assessment styles;
- Social-emotional learning, skills and education in educational practice
1. Module 1 – What is a safe school (well-being)?;
 2. Module 2 – Self-management;
 3. Module 3 – Kids Skills;
 4. Module 4 – Resilience;
 5. Module 5 – Relationship skills;
 6. Module 5 – Self-evaluation;
 7. Module 6 – Inclusive legislation.

Recommended or required literature:

- ADAMS, Mark, 2016. Coaching Psychology in Schools. New York: Routledge, Taylor & Francis Group. 77 s. ISBN 978-1-138-77601-2.
- GERGEN, K. J. 2009. Relational Being. New York: Oxford University Press.
- BEDNAŘÍK, Aleš, 2004. Životné zručnosti a ako ich rozvíjať. 1. vyd. Bratislava: Nadácia pre deti Slovenska. 231 s. ISBN 80-969209-5-2.
- BRÉDA, Jiří, ČAPEK, Robert, DANDOVÁ, Eva a kol. 2017. Třídní učitel jako kouč. Praha: Raabe s.r.o. 113 s. ISBN 978-80-7496-293-6.
- FURMAN, Ben, 2010. Kids 'Skills: Stories of playful and practical solution- finding with children. Bendigo: St. Luke's Innovative Resources. 123 s. ISBN 978-192094543-5.
- JABLONSKÝ, T., Podmanický, I., Brestovanský Martin et al. 2014. Prosociálnosť a etická výchova: skúsenosti a perspektívy. - [1. vyd.]. - Trnava : Typi Universitatis Tyrnaviensis, - 300 s. - ISBN 978-80-8082-804-2.
- JABLONSKÝ, T. 2008. Rozvíjanie prosociálnosti a kooperácie u detí ako predpoklad budovania pozitívnych medziľudských vzťahov. In: Mládež a hodnoty 2007. Olomouc: CMTF UP, s. 73-79. ISBN 978-80-244-2142-1.
- JABLONSKÝ, T. 2001. Analýza fáz výchovného pôsobenia na hodine etickej výchovy. In: ACTA Facultatis Pedagogicae Universitas Tyrnaviensis, séria D – vedy o výchove a vzdelávaní. Trnava: Trnavská univerzita, s. 25-29. ISBN 80-89074-12-X.
- JABLONSKY, T., Kolibová D. - Matúšová S. 2012. European Values and Cultural Heritage - a New Challenge for Primary and Secondary School Education. 1st. edition. Debrecen : University of Debrecen, - 221 s. - ISBN 978-963-08-4634-9.
- JABLONSKÝ, T.– Matúšová, S. – Kolibová, D. 2012. Učiteľ a európske hodnoty : teoreticko-odborná príručka k poňatiu európskych hodnôt a kultúrneho dedičstva v kontinuálnom vzdelávaní pedagogických zamestnancov 1. vyd. - Ružomberok : Verbum – vydavateľstvo Katolíckej univerzity v Ružomberku, - 142 s. - ISBN 978-80-8084-943-6.
- OKÁLOVÁ, Oľga, 2021: Bezpečná škola. Inštitút dialogických praxí, Ružomberok.
- KRČAHOVÁ, Eva, ŠESTÁKOVÁ, Soňa, 2013. Tvorba individuálnych výchovno-vzdelávacích plánov pre žiakov so špeciálnymi výchovno-vzdelávacími potrebami. 1. vydanie. Bratislava: MPC Bratislava. 44 s. ISBN 978-80-8052-511-8.

Language of instruction:**Notes:****Course evaluation:**

Assessed students in total: 2

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

Name of lecturer(s): prof. PaedDr. Tomáš Jablonský, PhD., PaedDr. Mária Karasová, PhD.
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Supervisor(s): People responsible for the delivery, development and quality of the study programme: prof. ThDr. Rastislav Adamko, PhD., prof. PhDr. Ingrid Emmerová, PhD., PhDr. ThLic. Martin Taraj, PhD.