

University: Catholic University in Ružomberok	
Faculty: Faculty of Pedagogy	
Course code: New course	Course title: <i>Theoretical and Methodological Foundations of the Theory and Didactics of Physical and Sports Education</i>
Type, scope and method of educational activities:	Full-time form
Type:	Lecture
Extent:	Semester: 12/0
Total workload:	150
Independent student work:	138
Contact hours:	12
Method of study:	On-site
Credits: 6	
Recommended semester of study: 1.	
Level of study: 3.	
Prerequisites: -	
Course requirements and methods of assessment of acquired knowledge, skills and competences: During the semester, students prepare and complete a seminar paper, which they present based on the analysis of at least 25 selected foreign publications related to the dissertation topic. Assessment is carried out according to the grading scale: A (100–93%), B (92–85%), C (84–77%), D (76–69%), E (68–60%), Fx (59%–0%). Credits are awarded to a student who achieves at least 60 out of 100 points for fulfilling the prescribed requirements. a) Continuous assessment: presentation of theoretical foundations at the seminar: 0–40 points, b) Final assessment: seminar paper: 0–60 points. Course assessment: A (100%-93%), B (92%-85%), C (84%-77%), D (76%-69%), E (68%-60%), Fx (59%- 0%).	
Course objective: The student is able to: 1. define, describe, identify, and recognize the basic concepts of physical and sports education, 2. explain, determine, and summarize the philosophical, sociological, and methodological aspects, 3. search for, delimit, and organize the obtained information from the addressed area of the issue. Learning outcomes: After completing the course, the student will acquire the following knowledge, skills, and competences: - knowledge necessary for constructing a basic model of the issue, - knowledge enabling the student to analyze the assigned task, - knowledge required for selecting appropriate theoretical and methodological foundations for solving tasks in physical education and sports practice.	
Course syllabus: 1. Theoretical and methodological foundations of the theory and didactics of physical and sports education 2. Theoretical foundations of the theory of physical education 3. Methodological foundations of the theory of physical education 4. Theoretical foundations of the didactics of physical education 5. Methodological foundations of the didactics of physical education 6. Theoretical foundations of the theory of sports education	

7. Methodological foundations of the theory of sports education
8. Theoretical foundations of the didactics of sports education
9. Methodological foundations of the didactics of sports education
10. Basic concepts in physical education with an emphasis on analyzing interrelations within the addressed problem area, applying and presenting the acquired knowledge of the problem.
11. Basic concepts in physical education with an emphasis on synthesizing interrelations within the addressed problem area, applying and presenting the acquired knowledge of the problem.
12. Basic concepts and principles in sports education with an emphasis on analyzing interrelations within the addressed problem area, applying and presenting the acquired knowledge of the problem.
13. Basic concepts and principles in sports education with an emphasis on synthesizing interrelations within the addressed problem area, applying and presenting the acquired knowledge of the problem.

Language required for course completion: Slovak

Recommended literature:

ARMOUR, K. (2011). *Sport Pedagogy: An Introduction for Teaching and Coaching*. Harlow: Pearson Education.

FILKORN, V. 1988. *Povaha súčasnej vedy a jej metódy*. 1. vyd. Bratislava : Veda, 1998. 377 s. ISBN 80224056647.

KAMPMILLER, T. a kol. 2015. *Základy metodológie výskumu v telesnej výchove a športe*. Bratislava : FTVŠ UK. 2015. 192 s. ISBN 978-80-89257-27-0.

KASA, J. - ŠVEC, Š. et. al. 2006. *Štruktúra poznatkovej bázy vied o športe*. Bratislava : FTVŠ UK, 2006. 266 s. ISBN 978-80-89197-65-1.

KERLINGER, F. N.: *Základy výzkumu chování*. Praha : ACADEMIA, ČSAV, 1972. 705 s.

KIRK, D. (2010). *Physical Education Futures*. London: Routledge.

LAWSON, H. A. (2019). *Redesigning Physical Education: An Equity Agenda*. New York: Routledge.

MEŠKO, D. a kol. 2005. *Akademická príručka*. [2. upravené vydanie]. Martin : Osveta, 2005. 494 s. ISBN 80-8063-200-6.

SILVERMAN, D. 2005. *Ako robiť kvalitatívny výskum*. Bratislava : IKAR, PEGAS, 2005. 327 s. ISBN 80-551-09047-4.

SKALKOVÁ, J. a kol. 1983. *Úvod do metodológie a metód výskumu*. Praha : SPN, 1983. 208 s. č. 46-00-22/1.

SÝKORA, F. a kol. 1995. *Telesná výchova a šport. Terminologický a výkladový slovník*. Bratislava : F.R.G., s.r.o., 1995. 402 s. ISBN 8085508265.

ZRUBÁK, A. - LABUDOVA, J. a kol. 1998. *Vedy o športe*. Bratislava : UK, 1998. 126 s. ISBN 80-88901-20-0.

Notes:

Contact hours: 12 hours, analysis of foreign publications: 50 hours, preparation for theoretical presentation: 30 hours, seminar paper: 58 hours. Throughout the entire period, the student consults all matters related to the subject with their supervisor as needed, as well as with persons who contribute to developing, supporting, and shaping the overall profile of the final output and knowledge.

Course evaluation:

Total number of assessed students:

A	B	C	D	E	FX
0 %	0 %	0 %	0 %	0 %	0 %

Lecturer: Prof. Mgr. Martin Zvonař, Ph.D.

Date of last revision: 01. 09. 2025

Approved by: Prof. Mgr. Martin Zvonař, Ph.D.

University: Catholic University in Ružomberok	
Faculty: Faculty of Pedagogy	
Course code: New course	Course title: <i>Statistics of the Theory and Didactics of Physical and Sports Education</i>
Type, scope and method of educational activities:	<i>Full-time form</i>
Type:	<i>Exercise</i>
Extent:	<i>Semester: 0/12</i>
Total workload:	<i>150</i>
Independent student work:	<i>138</i>
Contact hours:	<i>12</i>
Method of study:	<i>On-site</i>
Credits: 6	
Recommended semester of study: 1.	
Level of study: 3.	
Prerequisites: -	
Course requirements and methods of assessment of acquired knowledge, skills and competences: <i>During the semester, the student presents the procedure of a designated statistical test in the IBM SPSS Statistics program, with a minimum achievement of 50 points. As part of the final assessment, the student takes a written test, with a minimum required score of 13 points. Assessment is carried out according to the grading scale: A (100%–93%), B (92%–85%), C (84%–77%), D (76%–69%), E (68%–60%), Fx (59%–0%).</i> <i>Credits are awarded to a student who achieves at least 60 out of 100 points for fulfilling the prescribed requirements.</i> <i>a) Continuous assessment: presentation of the procedure of a selected statistical test: 50 points,</i> <i>b) Final assessment: written test: 50 points.</i> Course assessment: <i>A (100%–93%), B (92%–85%), C (84%–77%), D (76%–69%), E (68%–60%), Fx (59%– 0%).</i>	
Course objective: <i>The student:</i> <i>1. understands data evaluation through exploratory, inferential, and substantive analysis,</i> <i>2. masters basic statistical procedures in the IBM SPSS Statistics program,</i> <i>3. is able to apply statistical procedures and methods within various research designs in physical and sports education.</i> Learning outcomes: <i>After completing the course, the student will acquire the following knowledge, skills, and competences:</i> <i>- knowledge necessary for selecting, constructing, and applying a statistical procedure for basic research on the addressed issue,</i> <i>- knowledge and experience enabling the student to analyze the assigned task,</i> <i>- knowledge required for selecting appropriate methodological and statistical foundations for solving tasks in physical education and sports practice.</i>	
Course syllabus: <i>1. Introduction to statistical analysis</i> <i>2. Characteristics of statistics. Basic statistical concepts</i> <i>3. Types of variable scales</i> <i>4. Types of sampling</i> <i>5. Working with the IBM SPSS Statistics program</i>	

6. *Exploratory data analysis. Basic descriptive characteristics of statistical variables. Inferential data analysis*
7. *Parameter estimation of the population*
8. *Statistical hypothesis testing*
9. *Effect size and practical significance*
10. *Testing the normality of data distribution*
11. *Parametric and nonparametric tests*
12. *One-sample significance tests. Two-sample significance tests. Multiple-sample significance tests*
13. *Analysis of dependencies*

Language required for course completion: Slovak

Recommended literature:

BROŽÁNI, J. 2019. *Základy štatistiky : vysokoškolské skriptá pre študentov vedného odboru „Vedy o športe“*, Nitra : Univerzita Konštantína Filozofa, 2019. 104 s. ISBN 978-80-558-1441-4.

CORDER, G. W. – FOREMAN, D. I. 2009. *Nonparametric Statistics for Non-Statisticians: A Step-by-Step Approach*. New Jersey : John Wiley & Sons, 2009. 267 s. ISBN 978-1-118-16588-1.

HENDL, J. 2009. *Přehled statistických metod: analýza a metaanalýza dat*. Praha: Portál, 2009. 695 s. ISBN 978-80-7367-482-3.

HINTON, P. H. – McMURRAY, I. – BROWNLOW, CH. 2014. *SPSS Explained*. Londýn, New York : Routledge, Taylor & Francis Group, 2014. 386 s. ISBN 9780415616027.

PIVOVARNÍČEK, P. 2021. *Štatistické vyhodnocovacie metódy vo vedách o športe pomocou softvéru SPSS*. Bratislava : VEDA, vydavateľstvo Slovenskej akadémie vied & Praha : Nakladatelství Academia, Středisko společných činností AV ČR, v.v.i., 2021. 225 s. ISBN 978-80-200-3295-9 & ISBN 978-80-224-1889-4.

THOMAS, J.R. – NELSON, J.K. – SILVERMAN, S. J. 2015. *Research Methods in Physical Activity*. Champaign : Human Kinetics, 2015. 479 s. ISBN 978-1-4504-7044-5.

The latest book and periodical literature in the field of statistics in sports sciences

Notes:

Total student workload: 150 hours.

Contact hours: 12 hours, work in the IBM SPSS Statistics program: 88 hours, preparation and presentation of the procedure of a selected statistical test: 30 hours, final test: 20 hours. Throughout the entire period, the student consults all matters related to the subject with their supervisor as needed, as well as with persons who contribute to developing, supporting, and shaping the overall profile of the final output and knowledge.

Course evaluation:

Total number of assessed students:

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>0 %</i>	<i>0 %</i>	<i>0 %</i>	<i>0 %</i>	<i>0 %</i>	<i>0 %</i>

Lecturers: Prof. Mgr. Martin Zvonař, Ph.D., Mgr. Luboslav Šiška, PhD.

Date of last revision: 01. 09. 2025

Approved by: Prof. Mgr. Martin Zvonař, Ph.D.

University: Catholic University in Ružomberok	
Faculty: Faculty of Pedagogy	
Course code: New course	Course title: Methodology of the Theory and Didactics of Physical and Sports Education
Type, scope and method of educational activities:	Full-time form
Type:	Lecture
Extent:	Semester: 12/0
Total workload:	200
Independent student work:	188
Contact hours:	12
Method of study:	On-site
Credits: 8	
Recommended semester of study: 2.	
Level of study: 3.	
Prerequisites: -	
Course requirements and methods of assessment of acquired knowledge, skills and competences: During the semester, the student prepares a presentation of the written elaboration of the research methodology for the addressed issue: aim, hypotheses, tasks, and established methodological procedures of the dissertation research. At the end of the semester, they take the oral part of the dissertation examination. Assessment is carried out according to the grading scale: A (100%–93%), B (92%–85%), C (84%–77%), D (76%–69%), E (68%–60%), Fx (59%–0%). Credits are awarded to a student who achieves at least 60 out of 100 points for fulfilling the prescribed requirements. a) Continuous assessment: ongoing monitoring of the completion of assigned tasks in the preparation of the research methodology. b) Final assessment: written elaboration of the research methodology: 0–60 points; presentation of the research methodology: 0–40 points. Course assessment: A (100%-93%), B (92%-85%), C (84%-77%), D (76%-69%), E (68%-60%), Fx (59%- 0%).	
Course objective: 1. search for, process, and analyze information from various sources, 2. generate the essence of a scientific question, identify, 3. address and formulate a hypothesis of a scientific work, plan, organize, and manage scientific research. Learning outcomes: After completing the course, the student will acquire the following knowledge, skills, and competences: - ability to work methodologically with information sources, - mastery of the methodology of a scientific problem, - ability to scientifically address issues of physical and sports education with an overlap into pedagogical practice.	
Course syllabus: 1. Methodology of physical and sports education 2. Primary determinants of methodological procedures of the addressed issue in terms of approaches 3. Primary determinants of methodological procedures of the addressed issue in terms of methods 4. Primary determinants of methodological procedures of the addressed issue in terms of principles 5. Primary determinants of methodological procedures of the addressed issue in terms of techniques	

6. Primary characteristics of the didactics of physical education in terms of the theory of developing motor abilities in the specified areas
7. Primary characteristics of the didactics of sports education in terms of the theory of developing strength abilities in the specified areas
8. Primary characteristics of the didactics of sports education in terms of the theory of developing speed abilities in the specified areas
9. Primary characteristics of the didactics of sports education in terms of the theory of developing endurance abilities in the specified areas
10. Characteristics of the principles of sports education in team sports
11. Characteristics of the principles of sports education in individual sports
12. Characteristics of the principles of sports education in indoor sports
13. Characteristics of the principles of sports education in outdoor sports

Language required for course completion: Slovak

Recommended literature:

ARMOUR, K., and MACDONALD, D. (2012). *Research Methods in Physical Education and Youth Sport*. London: Routledge. ISBN 978-0-415-61885-4.

GAVORA a kol.: <http://www.e-metodologia.fedu.uniba.sk/>

HARDMAN, K., and GREEN, K. (2011). *Contemporary Issues in Physical Education: International Perspectives*. Aachen: Meyer & Meyer Sport. ISBN 978-1-84126-721-0.

HASTIE, P. A. (2012). *Sport Education: International Perspectives*. London: Routledge. ISBN 978-0-415-78160-2.

KAMPMILLER, T. a kol.: *Základy metodológie výskumu v telesnej výchove a športe*. Bratislava : FTVŠ UK. 2015. 192 s. ISBN 978-80-89257-27-0.

KERLINGER, F. N.: *Základy výzkumu chování*. Praha : ACADEMIA, ČSAV, 1972. 705 s.

MEŠKO, D. a kol.: *Akademická príručka. [2. upravené vydanie]*. Martin : Osveta, 2005. 494 s. ISBN 80-8063-200-6.

SILVERMAN, D.: *Ako robiť kvalitatívny výskum*. Bratislava : IKAR, PEGAS, 2005. 327 s. ISBN 80-551-09047-4.

SKALKOVÁ, J. a kol.: *Úvod do metodológie a metód výskumu*. Praha : SPN, 1983. 208 s. č. 46-00-22/1.

SÝKORA, F. a kol.: *Telesná výchova a šport. Terminologický a výkladový slovník*. Bratislava : F.R.G., s.r.o., 1995. 402 s. ISBN 8085508265.

ZRUBÁK, A. – LABUDOVÁ, J. a kol.: *Vedy o športe*. Bratislava : UK, 1998. 126 s. ISBN 80-88901-20-0.

Notes:

Total student workload: 200 hours.

Contact hours: 12 hours, preparation of the written part of the research methodology: 90 hours, preparation and presentation of the research methodology for the addressed issue: 80 hours, control consultation with the supervisor: 18 hours. Throughout the entire period, the student consults all matters related to the subject with their supervisor as needed, as well as with persons who contribute to developing, supporting, and shaping the overall profile of the final output and knowledge.

Course evaluation:

Total number of assessed students:

A	B	C	D	E	FX
0 %	0 %	0 %	0 %	0 %	0 %

Lecturers: Prof. Mgr. Martin Zvonař, Ph.D., Prof. PaedDr. Elena Bendíková, PhD., PaedDr. Peter Krška, PhD., Asoc. Prof. PaedDr. Peter Mačura, PhD., Mgr. Ľuboslav Šiška, PhD.

Date of last revision: 01. 09. 2025

Approved by: Prof. Mgr. Martin Zvonař, Ph.D.

University: Catholic University in Ružomberok	
Faculty: Faculty of Pedagogy	
Course code: New course	Course title: <i>Pedagogical Diagnostics of the Theory and Didactics of Physical and Sports Education</i>
Type, scope and method of educational activities:	<i>Full-time form</i>
Type:	<i>Lecture</i>
Extent:	<i>Semester: 12/0</i>
Total workload:	<i>150</i>
Independent student work:	<i>138</i>
Contact hours:	<i>12</i>
Method of study:	<i>On-site</i>
Credits: 6	
Recommended semester of study: 2.	
Level of study: 3.	
Prerequisites: -	
Course requirements and methods of assessment of acquired knowledge, skills and competences: <i>During the semester, the student prepares a presentation of the pedagogical diagnostics of the addressed issue and practically verifies its application in practice for the needs of the dissertation project in relation to the research through the established methodological procedures of the dissertation research. Assessment is carried out according to the grading scale: A (100%–93%), B (92%–85%), C (84%–77%), D (76%–69%), E (68%–60%), Fx (59%–0%).</i> <i>Credits are awarded to a student who achieves at least 60 out of 100 points for fulfilling the prescribed requirements.</i> <i>a) Continuous assessment: verification of the selected methodology in practice for research purposes and presentation of pedagogical diagnostics (40 points)</i> <i>b) Final assessment: test (60 points)</i> Course assessment: <i>A (100%-93%), B (92%-85%), C (84%-77%), D (76%-69%), E (68%-60%), Fx (59%- 0%).</i>	
Course objective: <i>1. search for, process, and analyze information in the field of pedagogical diagnostics</i> <i>2. generate the essence of diagnostics in relation to statistics,</i> <i>3. plan, organize, and manage a survey (scientific research).</i> Learning outcomes: <i>After completing the course, the student will acquire the following knowledge, skills, and competences:</i> <i>- mastery of the methodology of pedagogical diagnostics,</i> <i>- ability to scientifically address issues of physical and sports education with an overlap into pedagogical practice.</i>	
Course syllabus: <i>1. Pedagogical diagnostics of physical education</i> <i>2. Pedagogical diagnostics of sports education</i> <i>3. Pedagogical diagnostics – aim in scientific research</i> <i>4. Pedagogical diagnostics – tasks in scientific research</i> <i>5. Pedagogical diagnostics – significance in scientific research</i> <i>6. Diagnostics of obtaining qualitative data</i> <i>7. Diagnostics of obtaining quantitative data</i>	

8. Methods of obtaining qualitative data
9. Methods of obtaining quantitative data
10. The teacher and pedagogical diagnostics
11. The coach and pedagogical diagnostics
12. Diagnostics in the physical education process
13. Diagnostic tests in the physical education process

Language required for course completion: Slovak

Recommended literature:

BENDÍKOVÁ, E. 2011. *Oporný a pohybový systém, jeho funkcia, diagnostika a prevencia*

FARMER, R., SUNDBERG, N. D. 1986, Boredom proneness – The development and correlates of a new scale [Electronic version]. *Journal of Personality Assessment*, 50(1), s. 4-17.

GAVORA, P. a kol. 2010, *Elektronická učebnica pedagogického výskumu*. [online]. Bratislava: Univerzita Komenského, 2010. Dostupné na: <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978–80–223–2951–4.

HAY, P., and PENNEY, D. (2012). *Assessment in Physical Education: A Sociocultural Perspective*. Abingdon; New York: Routledge. ISBN 978-0-415-60272-3.

CHRÁSKA, M. 1988, *Didaktické testy v práci učiteľa*. Olomouc, 1988.

KOMPOLT, P. – TIMKOVÁ, B. 2010, *Pedagogická diagnostika a akčný výskum*. Vydavateľstvo UK, Bratislava, 2010, ISBN 978-80-223-2787-9

MILLER, D. (2020). *Measurement by the Physical Educator: Why and How*. 8th ed. New York: McGraw-Hill Education. ISBN 978-1-260-56292-2.

porúch. Banská Bystrica: FHV UMB, 2011, 132 s.

TANNENBERGEROVÁ, M. *Pedagogická diagnostika súčasného učiteľa a jej metódy*. [online]. Dostupné na: <http://ferovaskola.cz/data/diagnostika.pdf>

VIŠŇOVSKÝ, L. – KAČÁNI, V. a kol. 2000, *Základy školskej pedagogiky*. IRIS, Bratislava, 2000, ISBN 80-89018-25-4.

WILLIAMS, S. M., and LACY, A. C. (2018). *Measurement and Evaluation in Physical Education and Exercise Science*. 8th ed. Abingdon: Routledge. ISBN 978-1-138-23234-1.

Notes:

Total student workload: 150 hours.

Contact hours: 12 hours, implementation and preparation of the presentation of pedagogical diagnostics for research purposes: 80 hours, preparation for the test: 58 hours. Throughout the entire period, the student consults all matters related to the subject with their supervisor as needed, as well as with persons who contribute to developing, supporting, and shaping the overall profile of the final output and knowledge.

Course evaluation:

Total number of assessed students:

A	B	C	D	E	FX
0 %	0 %	0 %	0 %	0 %	0 %

Lecturers: Prof. Mgr. Martin Zvonař, Ph.D., PaedDr. Peter Krška, Ph.D., Mgr. Ľuboslav Šiška, Ph.D.

Date of last revision: 01. 09. 2025

Approved by: Prof. Mgr. Martin Zvonař, Ph.D.

University: Catholic University in Ružomberok	
Faculty: Faculty of Pedagogy	
Course code: New course	Course title: <i>Project-Based Education in the Practice of the Theory and Didactics of Physical and Sports Education</i>
Type, scope and method of educational activities:	<i>Full-time form</i>
Type:	<i>Exercise</i>
Extent:	<i>Semester: 0/12</i>
Total workload:	<i>175</i>
Independent student work:	<i>163</i>
Contact hours:	<i>12</i>
Method of study:	<i>On-site</i>
Credits: 7	
Recommended semester of study: 2.	
Level of study: 3.	
Prerequisites: -	
Course requirements and methods of assessment of acquired knowledge, skills and competences: <i>During the semester, the student prepares a practical workshop, discussed and approved by the supervisor, which is then implemented into pedagogical practice by inviting pupils from primary or secondary schools willing to participate in the project with the consent of the school as well as legal guardians and in accordance with GDPR. The student demonstrates basic managerial skills and competences and the ability to lead a micro-team. Assessment is carried out according to the grading scale: A (100%–93%), B (92%–85%), C (84%–77%), D (76%–69%), E (68%–60%), Fx (59%–0%). Credits are awarded to a student who achieves at least 60 out of 100 points for fulfilling the prescribed requirements.</i> <i>a) Continuous assessment: none.</i> <i>b) Final assessment: practical presentation of the workshop with primary or secondary school pupils (e.g., in a movement studio): 60–100 points.</i>	
Course assessment: <i>A (100%-93%), B (92%-85%), C (84%-77%), D (76%-69%), E (68%-60%), Fx (59%- 0%).</i>	
Course objective: <i>1. Prepare a workshop plan using an analytical-synthetic approach,</i> <i>2. Present theoretical knowledge and practical skills in planning, organizing, and managing workshops as a form of research,</i> <i>3. Address situations and draw conclusions, including the formulation of recommendations for educational practice.</i>	
Learning outcomes: <i>After completing the course, the student will acquire the following knowledge, skills, and competencies:</i> <i>- can define and characterize issues related to the educational process with professional and scientific overlap,</i> <i>- can lead a micro-team and collaborate in research, development, and educational activities,</i> <i>- professionally and scientifically address issues of physical education and sports education with an extension to pedagogical practice, taking responsibility for the quality of their own work.</i>	
Course syllabus:	

1. Projecting in pedagogical practice – significance.
2. Projecting in pedagogical practice – aim.
3. Projecting in pedagogical practice – tasks.
4. Projecting in pedagogical practice – stages.
5. Workshops and movement programs.
6. Health promotion through physical activity.
7. Prevention through physical activity.
8. Managerial basics of a leader.
9. Communication skills.
10. Pedagogical aspects of a leader.
11. Psychological aspects of a leader.
12. Social aspects of a leader.
13. Pedagogical, psychological and social aspects of workshops.

Language required for course completion: Slovak

Recommended literature:

CIMBOLÁKOVÁ, I., MELICHER, R. 2023. Manažment a marketing v športe, vybrané kapitoly. <https://www.unibook.upjs.sk/manazment-a-marketing-v-sporte.pdf>

FIEPS Europe: <https://www.fieps europe.com/>

FIEPS Journals:

MARKHAM, T. (2012). *Project-Based Learning: Design and Coaching Guide*. Scottsdale, AZ: Heart IQ Press. ISBN 978-1-61623-361-7.

PROJEKT: KTO VIE, NECH UČÍ: Bendíková, E. vzdelávací materiál: <https://www.ku.sk/fakulty-katolickej-univerzity/pedagogicka-fakulta/veda-a-vyskum/publikacna-cinnost/kto-vie-nech-uci-vzdelavaci-material-iv.html>

QUAY, J., and PETERS, J. (2012). *Creative Physical Education: Integrating Curriculum Through Innovative PE Projects*. Champaign, IL: Human Kinetics. ISBN 978-1-4504-2105-8.

RESEARCH IN KINESIOLOGY: <https://fieps.mk/journals/>

RESEARCH IN PHYSICAL EDUCATION, Sport and Health: <https://fieps.mk/journals/>

ŠPORTOVÝ EDUKÁTOR: <http://www.ktvs.pf.ukf.sk/index.php/veda-a-vyskum/projekty-na-katedre/2-uncategorised/35-sportovy-edukator>

WARREN, A. M. (2016). *Project-Based Learning Across the Disciplines: Plan, Manage, and Assess Through +1 Pedagogy*. Thousand Oaks, CA: Corwin. ISBN 978-1-5063-3379-3.

WORLD LEISURE JOURNAL: <https://www.worldleisure.org/journal/>

WORLD LEISURE ORGANIZATION: <https://www.worldleisure.org/youth-ambassadors/>

Notes:

Total student workload: 175 hours,

Contact hours 12 hours, preparation and implementation of a practical movement workshop focusing on linking theoretical knowledge and practical skills of the student with an emphasis on health prevention and support of health-oriented fitness in the school population 163 hours.

Throughout the entire period, the student consults all matters related to the subject with their supervisor if necessary, as well as with persons who develop, support, and shape the overall profile of the student's final output and knowledge.

Course evaluation:

Total number of assessed students:

A	B	C	D	E	FX
0 %	0 %	0 %	0 %	0 %	0 %

Lecturers: Prof. PaedDr. Elena Bendíková, PhD., Asoc. Prof. PaedDr. Robert Rozim, PhD.

Date of last revision: 01. 09. 2025

Approved by: Prof. Mgr. Martin Zvonař, Ph.D.

University: Catholic University in Ružomberok	
Faculty: Faculty of Pedagogy	
Course code: New course	Course title: <i>Pedagogical Communication in the Theory and Didactics of Physical and Sports Education</i>
Type, scope and method of educational activities:	Full-time form
Type:	Lecture
Extent:	Semester: 12/0
Total workload:	150
Independent student work:	138
Contact hours:	12
Method of study:	On-site
Credits: 6.	
Recommended semester of study: 3.	
Level of study: 3.	
Prerequisites: -	
Course requirements and methods of assessment of acquired knowledge, skills and competences: The student must meet the set practical requirements for the final evaluation of the course. The maximum number of points obtained for the final evaluation represents 100%. It corresponds to the grading scale: A (100%-93%), B (92%-85%), C (84%-77%), D (76%-69%), E (68%-60%), Fx (59%-0%). Credits will be awarded to the student who has obtained at least 60% of all points in the course. Credits will be awarded to the student who has obtained at least 60 points out of 100 for meeting the specified conditions. a) Continuous assessment: none. b) Final assessment: Presentation of the addressed issue in terms of communication skills in a foreign language (English): 60-100 points.	
Course assessment: A (100%-93%), B (92%-85%), C (84%-77%), D (76%-69%), E (68%-60%), Fx (59%- 0%).	
Course objective: - acquire communication knowledge from the addressed issue, - expand communication insights, - transform them into communication literacy.	
Learning outcomes: After completing the course, the student will acquire the following knowledge, skills, and competences: • Will acquire knowledge and competences in the field of communication skills as a means of individual identity, • Will evaluate themselves and others in the field of communication knowledge in physical education and sports education, • Will apply knowledge in professional and pedagogical practice.	
Course syllabus: 1. Communication, function, objectives, forms, and factors of communication. 2. Pedagogical communication. 3. Structure and types of communication. 4. Verbal communication. 5. Nonverbal communication. 6. Emotional intelligence, emotions in communication. 7. Aggressiveness – types, levels. 8. Empathy.	

9. Assertive communication, assertive rights and techniques.
10. Feedback in communication, receiving feedback.
11. Criticism and its significance, principles of performance analysis.
12. Conflict and confrontation, typical forms of reacting during conflict.
13. Basic procedures for conflict resolution, coaching, practical exercises for developing communication skills.

Language required for course completion: Slovak

Recommended literature:

ATKINSON, M. 2009. Koučink – věda i umení: vnitřní dynamika. Praha: Portál, 2009.
 BILLINGS, A. C., and BUTTERWORTH, M. L. (2021). *Communication and Sport: Surveying the Field*. Thousand Oaks, CA: SAGE Publications. ISBN 978-1544393148.
 BOROŠ, J. 2001. *Základy sociálnej psychológie*. Bratislava: IRIS, 2001
 ČERNÝ, V. 2011. *Reč tela*. Brno: Computer press, 2011.
 ČERNÝ, V. 2011. *Rétorika*. Brno: Computer press, 2011
 GURSKÝ, T. 2005. *Psychológia športu*. Bratislava: SZTK, 2005.
 HERÉNIOVÁ, G. et al. 2004. *Komunikačné zručnosti v práci trénera a lektora*. Bratislava: SZRTVŠ, 2004.
 JANÍKOVÁ, M. 2011. *Interakce a komunikace učitele tělesné výchovy*. Brno: Paido, 2011.
 KAČÁNI, V., BUCKOVÁ, M. 2001. *Ako zvládať konflikty*. Bratislava: IRIS, 2001.
 KLINCKOVÁ, J. 2011 *Neverbálna komunikácia*. B. Bystrica: UMB, 2011.
 ONWUMECHILI, C. (2018). *Sport Communication: An International Approach*. London: Routledge. ISBN 978-1138281868.
 PEDERSEN, P. M. (ed.) (2015). *Routledge Handbook of Sport Communication*. Abingdon: Routledge. ISBN 978-1138916951.
 SCHULZE, R., ROBERTS, R.D. 2007. *Emoční inteligence*. Praha: Portál, 2007.
 SLEPIČKA, P. 1988. *Psychologie koučování*. Praha: Olympia, 1988.
 STUHLÍKOVÁ, I. 2007 *Základy psychologie emocí*. Praha: Portál, 2007.
 ŠKVARENINOVÁ, O. 2004 *Rečová komunikácia*. Bratislava: SPN, 2004.
 VYBÍRAL, Z. 2009. *Psychologie komunikace*. Praha: Portál, 2009.

Notes:

Total student workload: 150 hours,
 Contact hours 12 hours,
 Independent student work – 138 hours.
 Preparation for practical pedagogical communication in the theory and didactics of physical and sports education in various options – 69 hours.
 Demonstration realizations of pedagogical communication in the theory and didactics of physical and sports education selected by the student – 69 hours.
 Throughout the entire period, the student, if necessary, consults all matters related to the course with their supervisor, as well as with persons who develop, support, and shape the overall profile of the student's final output and knowledge.

Course evaluation:

Total number of assessed students:

A	B	C	D	E	FX
0 %	0 %	0 %	0 %	0 %	0 %

Lecturers: Prof. Mgr. Martin Zvonař, Ph.D., Prof. PaedDr. Elena Bendíková, Ph.D., PaedDr. Peter Krška, Ph.D., Asoc. Prof. PaedDr. Peter Mačura, Ph.D., Mgr. Euboslav Šiška, Ph.D.

Date of last revision: 01. 09. 2025

Approved by: Prof. Mgr. Martin Zvonař, Ph.D.

University: Catholic University in Ružomberok	
Faculty: Faculty of Pedagogy	
Course code: New course	Course title: <i>Theory, Didactics, and Diagnostics in Recreational Physical Education and Sports</i>
Type, scope and method of educational activities:	Full-time form
Type:	Lecture
Extent:	Semester: 12/0
Total workload:	125
Independent student work:	113
Contact hours:	12
Method of study:	On-site
Credits: 5	
Recommended semester of study: 1. - 3.	
Level of study: 3.	
Prerequisites: -	
Course requirements and methods of assessment of acquired knowledge, skills and competences: For the final assessment of the course, the student must meet the established practical requirements. The student implements an exercise session by inviting a selected age group into the movement studio, focusing on health-related fitness and health promotion. The implementation includes diagnostics with a focus on somatometry and body composition. The maximum number of points obtained for the final assessment is 100%. This corresponds to the grading scale: A (100%-93%), B (92%-85%), C (84%-77%), D (76%-69%), E (68%-60%), Fx (59%-0%). Credits are awarded to the student who achieves at least 60% of all points from the course requirements. Credits are awarded to the student who achieves at least 60 points out of 100. a) Continuous assessment: none. b) Final assessment: implementation of the exercise unit: 60-100 points.	
Course assessment: A (100%-93%), B (92%-85%), C (84%-77%), D (76%-69%), E (68%-60%), Fx (59%- 0%).	
Course objective: -acquire theoretical knowledge and practical skills in the field of Recreational Physical and Sports Education,	
Learning outcomes: After completing the course, the student will acquire the following knowledge, skills, and competencies: The student is able to plan, organize, lead, and evaluate the physical education process in recreational sport with an emphasis on its health-preventive potential. At the same time, the student is able to implement projects and campaigns to promote the practice of recreational sport.	
Course syllabus: 1. Didactics of recreational physical education, terminology. 2. Didactics of recreational sport, terminology. 3. The physical education process in recreational physical education and sport. 4. Organizational forms and methods of work in recreational sport. 5. Exercise unit and its design for children, adults, seniors. 6. Movement regimes and programs for health promotion. 7. Planning the physical education process. 8. Recording the physical education process. 9. Diagnostics of the recreational athlete – somatic, functional, motor.	

10. *Creating campaigns to promote recreational sport.*
11. *Recreational sport abroad and in Slovakia.*
12. *Fitness center – excursion.*
13. *Recreational sport for individuals with health impairments.*

Language required for course completion: Slovak

Recommended literature:

FUKUDA, D. H. (2019). *Assessments for Sport and Athletic Performance*. Champaign, IL: Human Kinetics. ISBN 978-1492559887.

Hrčka, J. - Drdácká, B. 1992. *Rekreačná telesná výchova a šport*. Bratislava: SPN.

Chromík, M. a kol. 1993. *Didaktika telesnej výchovy*. Bratislava: FTVŠ UK.

Kindrachuk, K. 2006. *Recreation Program Planning Manual for Older Adults*. Venture Publishing.

Kips, M. 2005. *Didaktika*. Bratislava: Slovenská vedecká spoločnosť pre telesnú výchovu a šport.

NEUBER, N. (2025). *Didactics of Physical Education and Sport: Foundations and Models*. Wiesbaden: Springer. ISBN 978-3-658-47187-3.

Norman Van, K. A. 2010. *Exercise and Wellness for Older Adults. Practical Programming Strategies*. Champaign: Human Kinetics.

POMOHACI, M., and SOPA, I. S. (2025). *Theory and Methodology of Physical Education and Sport: Didactic Planning in Physical Education Lessons*. Saarbrücken: LAP Lambert Academic Publishing. ISBN 978-6208421243.

Šýkora, F. a kol. 1985. *Didaktika tělesné výchovy*. Praha: SPN.

Šimonek, J. 2005. *Didaktika telesnej výchovy*. Nitra: PF UKF.

Notes:

Total student workload: 125 hours, Contact hours 12 hours, independent work 113 hours focused on the preparation and organization of an exercise unit for a selected age group. Throughout the entire period, the student, if necessary, consults all matters related to the subject with their supervisor, as well as with individuals who develop, support, and shape the overall profile of the student's final output and knowledge.

Course evaluation:

Total number of assessed students:

A	B	C	D	E	FX
0 %	0 %	0 %	0 %	0 %	0 %

Lecturers: Mgr. Ľuboslav Šiška, PhD., Asoc. Prof. PaedDr. Robert Rozim, PhD.

Date of last revision: 01. 09. 2025

Approved by: Prof. Mgr. Martin Zvonař, Ph.D.

University: Catholic University in Ružomberok	
Faculty: Faculty of Pedagogy	
Course code: New course	Course title: Theory, Didactics, and Diagnostics in Health Physical Education
Type, scope and method of educational activities:	Full-time form
Type:	Lecture
Extent:	Semester: 12/0
Total workload:	125
Independent student work:	113
Contact hours:	12
Method of study:	On-site
Credits: 5	
Recommended semester of study: 1. - 3.	
Level of study: 3.	
Prerequisites: -	
Course requirements and methods of assessment of acquired knowledge, skills and competences: For the final assessment of the course, the student must meet the specified practical requirements. The student will conduct an exercise session by inviting a selected age group to the movement studio, focusing on primary diagnostics of the musculoskeletal system, functional fitness, body composition, and somatometry. Preparation of a teaching unit aimed at health promotion for a selected age group of the school population. The maximum number of points awarded for the final assessment is 100%. This corresponds to the grading scale: A (100%-93%), B (92%-85%), C (84%-77%), D (76%-69%), E (68%-60%), Fx (59%-0%). Credits will be awarded to a student who has earned at least 60% of all points required for the course. Credits will be awarded to a student who has earned at least 60 points out of 100. a) Continuous assessment: none. b) Final assessment: implementation of diagnostics and an exercise unit: 60–100 points.	
Course assessment: A (100%-93%), B (92%-85%), C (84%-77%), D (76%-69%), E (68%-60%), Fx (59%- 0%).	
Course objective: -to acquire knowledge, deepen and expand theoretical knowledge and practical skills in the field of health physical education, to gain knowledge about weaknesses of the human organism and practical skills in testing health-related fitness, as well as corrective activities for various types of weaknesses in the school population. To master the practical implementation of a health physical education lesson.	
Learning outcomes: After completing the course, the student will acquire the following knowledge, skills, and competencies: The student is able to plan, organize, lead, diagnose, and evaluate the physical education process in health physical education with an emphasis on its health-preventive potential. At the same time, the student is able to implement projects and campaigns to promote the implementation of physical activity programs for health.	
Course syllabus: 1. Health Physical Education – Goals. 2. Health Physical Education – Tasks. 3. Health Physical Education – Forms. 4. Health Physical Education – Means. 5. Health Physical Education – Health Groups.	

6. *Pupils with Specific Educational Needs.*
7. *Diagnostics in Health Physical Education.*
8. *Weaknesses and Disorders of the Musculoskeletal, Cardiovascular, Respiratory, and Metabolic Systems – Goal of Physical Activity.*
9. *Posture and Its Diagnostics.*
10. *Teaching Health Physical Education in the Context of Physical and Sports Education, Pedagogical, Psychological, and Social Aspects.*
11. *Education in Health Physical Education.*
12. *Lesson and Its Regularities.*
13. *Creation of Health and Preventive Physical Programs to Support Health-Oriented Fitness and the Health of Pupils.*

Language required for course completion: Slovak

Recommended literature:

BENDÍKOVÁ, E. 2011. *Oporný a pohybový systém, jeho funkcia, diagnostika a prevencia*
 CALE, L., and HARRIS, J. (2022). *Physical Education Pedagogies for Health*. London: Routledge. ISBN 978-1032127163.
 ČERMÁK, J. - CHVÁLOVÁ, O. - BOTLÍKOVÁ, V. - DVOŘÁKOVÁ, H. 2000. *Záda už mě nebolí*. 4. vydanie. Praha: Svojtka a Vašut, 2000. 192 s. ISBN 80-7236-117-1
 DOBEŠOVÁ, P. - DOBEŠ, M. 2006. *Základy zdravotního cvičení*. 1. vydanie. Ostrava: Domiga, 2006. 58 s. ISBN 80-902222-3-4
 HOŠKOVÁ B., a kol. 2012. *Vademecum Zdravotní tělesná výchovy (druhy oslabení)*. Praha: Karolinum, FTVS UK, 2012. 130s. ISBN 978-80-246-2137-1
 HOŠKOVÁ B., MATOUŠOVÁ M. 2007. *Kapitoly z didaktiky zdravotní tělesné výchovy pro studující*. Praha: Karolinum, FTVS UK, 2007. 135 s. ISBN 978-80-246-1392-5.
 JANDA, V. a kol. 2002. *Svalové funkční testy*. Praha: Grada Publishing, 2002. 328 s. ISBN 80-247-0722-5
 LABUDOVOÁ, J. 2011. *Integrácia zdravotne oslabených žiakov v školskej telesnej výchovy*. Bratislava: Metodické centrum. 75s. ISBN 978-80-8052-113-4
 LABUDOVOÁ, J. a kol. 2010. *Eukológia zdravotnej telesnej výchovy a športu postihnutých*. Bratislava: END, spol. s r.o., 2010. 90 s. ISBN 978-80-89324-04-0
 LEVITOVÁ, A. - HOŠKOVÁ B. 2015. *Zdravotne –kompenzační cvičení*. Praha: Grada Publishing, a.s., 2015. 112 s. ISBN 978-80-247- 4836-8
 MORROW, J. R., MOOD, D. P., ZHU, W., and KANG, M. (2022). *Measurement and Evaluation in Human Performance*. Champaign, IL: Human Kinetics. ISBN 978-1492599586.
 porúch. Banská Bystrica: FHV UMB, 2011, 132 s.
 SHARMA, M., and PETOSA, R. L. (2023). *Evaluation and Measurement in Health Promotion*. Hoboken, NJ: John Wiley & Sons. ISBN 978-1119908661.

Notes:

Total student workload: 125 hours, Contact hours 12 hours, independent work 113 hours focused on the preparation and organization of an exercise unit for a selected age group. Throughout the entire period, the student consults, if necessary, all matters related to the subject with their supervisor, as well as with persons who develop, support, and shape the overall profile of their final output and knowledge.

Course evaluation:

Total number of assessed students:

A	B	C	D	E	FX
0 %	0 %	0 %	0 %	0 %	0 %

Lecturer: Prof. PaedDr. Elena Bendíková, PhD.

Date of last revision: 01. 09. 2025

Approved by: Prof. Mgr. Martin Zvonař, Ph.D.

University: Catholic University in Ružomberok	
Faculty: Faculty of Pedagogy	
Course code: New course	Course title: <i>Theory, Didactics and Diagnostics in Sport</i>
Type, scope and method of educational activities:	<i>Full-time form</i>
Type:	<i>Lecture</i>
Extent:	<i>Semester: 12/0</i>
Total workload:	<i>125</i>
Independent student work:	<i>113</i>
Contact hours:	<i>12</i>
Method of study:	<i>On-site</i>
Credits: 5	
Recommended semester of study: 1. - 3.	
Level of study: 3.	
Prerequisites: -	
Course requirements and methods of assessment of acquired knowledge, skills and competences: <i>For the final assessment of the subject, the student must master the set theoretical and practical requirements. The student will conduct a teaching unit by inviting a selected age group of schoolchildren, focusing on the diagnosis of general physical performance and leading a teaching session for the chosen age group of the school population.</i> <i>The maximum number of points obtainable for the final assessment is 100%. It corresponds to the grading scale: A (100%-93%), B (92%-85%), C (84%-77%), D (76%-69%), E (68%-60%), Fx (59%-0%). Credits will be awarded to a student who has achieved at least 60% of all points for meeting the prescribed conditions.</i> <i>Credits will be awarded to a student who has earned at least 60 points out of 100.</i> <i>a) Continuous assessment: none.</i> <i>b) Final assessment: implementation of diagnostics of general physical performance and a teaching unit: 60–100 points.</i> Course assessment: <i>A (100%-93%), B (92%-85%), C (84%-77%), D (76%-69%), E (68%-60%), Fx (59%- 0%).</i>	
Course objective: <i>– acquire knowledge, deepen and broaden theoretical knowledge and practical skills in the field of the theory and didactics of sport, acquire knowledge of impairments of the human body and practical skills in testing health-oriented fitness, corrective activities for various types of impairments in the school population. Master the practical management of a Physical and Health Education lesson.</i>	
Learning outcomes: <i>After completing the course, the student will acquire the following knowledge, skills, and competencies:</i> <i>The student is able to plan, organize, lead, and evaluate the physical education process in sports educology with an emphasis on its health-preventive potential and support of health-oriented fitness.</i> <i>The student has knowledge of the issues of theory, didactics, and diagnostics in sport.</i> <i>The student understands the interrelations of theory, didactics, and diagnostics in sport and can apply them in sports practice.</i> <i>The student is able to navigate the issues of theory, didactics, and diagnostics in sport at all performance levels. The student can create theoretical training concepts related to a specific sport.</i> <i>The student innovates diagnostic procedures in sports practice and can apply them in research.</i>	
Course syllabus:	

1. Theoretical bases of sports training.
2. Current trends in sports training of children.
3. Current trends in sports training of youth.
4. Innovation of sports training in a specific sport.
5. Development of long-term models of sports training in a specific sport.
6. Diagnostics in recreational sport.
7. Diagnostics in performance sport.
8. Diagnostics in elite sport.
9. Innovative approaches to diagnostics in physical education.
10. Innovative approaches to diagnostics in sport.
11. Interpretation of results in diagnostics in physical education.
12. Interpretation of results in diagnostics in sports education.
13. Interpretation of results in diagnostics in sport.

Language required for course completion: Slovak

Recommended literature:

ARMOUR, K. (2011). *Sport Pedagogy: An Introduction for Teaching and Coaching*. London: Taylor & Francis Ltd. ISBN 978-0273732587.

HAY, P., and PENNEY, D. (2012). *Assessment in Physical Education: A Sociocultural Perspective*. Abingdon: Routledge. ISBN 978-0415602723.

KAMPMILLER, T. a kol. 2012. *Teória športu a didaktika športového tréningu*. Bratislava : ICM Agency, 2012. 353 s. ISBN 978-80-89257-48-5.

KAPOUNKOVÁ, K. - NOVOTNÝ, J. - STRUHÁR, I. - BERNACIKOVÁ, M. et al. 2019. *Zátěžová diagnostika v tělovýchovné a sportovní praxi*. Brno: Muni Press, 2019. 129 s. 978-80-210-9431-4.

LEE, M. 1995. *Coaching children in sport*. London : Epson, 1995. 311 s. ISBN 0-419-18250-0.

NEUBER, N. (2025). *Didactics of Physical Education and Sport: Foundations and Models*. Wiesbaden: Springer. ISBN 978-3658471873.

ZEMKOVÁ, E. – HAMAR, D. 2006. *Diagnostika vybraných pohybových schopností*. Bratislava : FTVŠ UK, 2006. 114 s. ISBN 80-89197-55-8.

Journal literature from domestic and foreign sources.

Notes:

Total student workload: 125 hours, contact hours 12 hours, independent work 113 hours focused on the preparation and organization of a teaching unit for a selected age group of the school population. Throughout the entire period, the student consults, if necessary, all matters related to the course with their supervisor, as well as with persons who develop, support, and shape the overall profile of their final output and knowledge.

Course evaluation:

Total number of assessed students:

A	B	C	D	E	FX
0 %	0 %	0 %	0 %	0 %	0 %

Lecturers: Prof. Mgr. Martin Zvonař, Ph.D., PaedDr. Peter Krška, PhD.

Date of last revision: 01. 09. 2025

Approved by: Prof. Mgr. Martin Zvonař, Ph.D.

University: Catholic University in Ružomberok	
Faculty: Faculty of Pedagogy	
Course code: New course	Course title: Sports Terminology in English
Type, scope and method of educational activities:	Full-time form
Type:	Lecture
Extent:	Semester: 12/0
Total workload:	125
Independent student work:	113
Contact hours:	12
Method of study:	On-site
Credits: 5	
Recommended semester of study: 1. - 3.	
Level of study: 3.	
Prerequisites: -	
Course requirements and methods of assessment of acquired knowledge, skills and competences: For the final evaluation of the course, the student presents the dissertation project in English (professional presentation in English). The maximum number of points obtained for the final evaluation represents 100%. It corresponds to the grading scale: A (100%-93%), B (92%-85%), C (84%-77%), D (76%-69%), E (68%-60%), Fx (59%-0%). Credits are awarded to the student who has achieved at least 60% of all points in the course requirements. Credits are awarded to the student who has achieved at least 60 points out of 100. a) Continuous assessment: none. b) Final assessment: presentation of the dissertation project in English: 60-100 points.	
Course assessment: A (100%-93%), B (92%-85%), C (84%-77%), D (76%-69%), E (68%-60%), Fx (59%- 0%).	
Course objective: To develop language competences for the purposes of presenting the addressed issue. Attention is paid to acquiring and developing specific vocabulary, physical education and sports terminology, practicing grammar, sentence structure, and pronunciation.	
Learning outcomes: Consolidation of knowledge in a foreign language and development of language skills (speaking, writing, reading, listening) at an intermediate level of language proficiency. Improvement of written and oral communication necessary for employability in the labor market and communication with foreign countries.	
Course syllabus: 1. Sports terminology in English 2. Development of presentation skills 3. Development of vocabulary and functional grammar needed for expressing an opinion 4. Development of vocabulary and functional grammar needed for expressing an argument 5. Development of vocabulary and functional grammar needed for expressing agreement/disagreement 6. Development of vocabulary and functional grammar needed for negotiating 7. Development of vocabulary and functional grammar needed for persuading 8. Development of vocabulary and functional grammar needed for polite questions/requests 9. Development of vocabulary and functional grammar needed for expressing one's own positive abilities 10. Development of vocabulary and functional grammar needed for expressing positive skills	

11. Writing a CV
12. Writing a cover letter
13. Presentation in English

Language required for course completion: Slovak, English

Recommended literature:

BARSEGHYAN, G. R. (2020). *Sport English in Use (with reference to sports journals)*. Yerevan: YSU Press. ISBN 978-5808424739.

BEARD, A. (1998). *The Language of Sport*. London: Routledge. ISBN 978-0415169110.

ROOM, A. (2010). *Dictionary of Sports and Games Terminology*. Jefferson, N.C.: McFarland & Co. ISBN 978-0786442263.

Journal literature from foreign sources.

Notes:

Total student workload: 125 hours, contact hours 12 hours, independent work 113 hours focused on the preparation and presentation of the dissertation project in a world language, English. Throughout the entire period, the student consults, if necessary, all matters related to the subject with their supervisor, as well as with persons who develop, support, and shape the overall profile of their final output and knowledge.

Course evaluation:

Total number of assessed students:

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>0 %</i>	<i>0 %</i>	<i>0 %</i>	<i>0 %</i>	<i>0 %</i>	<i>0 %</i>

Lecturer: Asoc. Prof. PaedDr. Peter Mačura, PhD.

Date of last revision: 01. 09. 2025

Approved by: Prof. Mgr. Martin Zvonař, Ph.D.

University: Catholic University in Ružomberok	
Faculty: Faculty of Pedagogy	
Course code: New course	Course title: Information and Communication Technologies and Scientific Databases
Type, scope and method of educational activities:	Full-time form
Type:	Seminar
Extent:	Semester: 12/0
Total workload:	125
Independent student work:	113
Contact hours:	12
Method of study:	On-site
Credits: 5	
Recommended semester of study: 1. - 4.	
Level of study: 3.	
Prerequisites: -	
Course requirements and methods of assessment of acquired knowledge, skills and competences: For the final assessment of the course, the student completes assignments during the semester worth 50 points, and a seminar paper focused on scientific databases related to the research of their dissertation project. The maximum number of points attainable for the final assessment is 100%. The grading scale is as follows: A (100%–93%), B (92%–85%), C (84%–77%), D (76%–69%), E (68%–60%), Fx (59%–0%). Credits are awarded to a student who obtains at least 60% of the total points from the course requirements. Credits are awarded to a student who achieves at least 60 out of 100 points. a) Continuous assessment: assignments completed during the semester, 50 points. b) Final assessment: seminar paper, 50 points. Course assessment: A (100%-93%), B (92%-85%), C (84%-77%), D (76%-69%), E (68%-60%), Fx (59%- 0%).	
Course objective: Independent professional work of the student with a pedagogical overlap into practice within the academic environment. Learning outcomes: The student is able to work independently, manage administration and presentation of their own professional work within the higher education teaching and learning process, while also gaining responsibility for the quality of their personal work.	
Course syllabus: 1. Solving assignments during the semester. 2. Information and Communication Technologies: computers and software. 3. Information and Communication Technologies: Internet and networks. 4. Scientific databases. 5. Scientific database Web of Science. 6. Scientific database Research Gate. 7. Scientific database CREPČ. 8. Scientific database of the university. 9. Final project and the use of presentation programs in relation to the dissertation topic. 10. Final project and the use of spreadsheet software in relation to the dissertation topic. 11. Final project and the use of word processors in relation to the dissertation topic.	

12. Final project and the use of internet resources in relation to the dissertation topic.
13. Final project and the use of search tools in relation to the dissertation topic.

Language required for course completion: Slovak

Recommended literature:

ADLESBERGER, H. H., KINSHUK, PAWLOWSKI, J. M., and SAMPSON, D. G. (eds.) (2008). *Handbook on Information Technologies for Education and Training*. Berlin/Heidelberg: Springer. ISBN 978-3-540-74154-1.
Franců, M.: *Jak zvládnout testy ECDL*. Praha : Computer Press, 2007. 160 s. ISBN 978-80-251-1485-8.
GUPTA, R. (2021). *Information and Communication Technology in Physical Education*. New Delhi: Friends Publications. ISBN 978-9390649778.
Jančařík, A. et al.: *S počítačem do Evropy – ECDL*. 2. vydanie. Praha : Computer Press, 2007. 152 s. ISBN 80-251-1844-3.
Kolektív autorov: *Sylabus ECDL verzia 5.0*. [on-line] [citované 9.2.2010]. Dostupné na internete: *Sylabus ECDL verzia 5.0*. [on-line] [citované 9.2.2010]. Dostupné na
TATNALL, A. (ed.) (2020). *Encyclopedia of Education and Information Technologies*. Cham: Springer. ISBN 978-3-030-10575-4.

Notes:

Total student workload: 125 hours, Contact hours 12 hours, Independent work 113 hours focused on solving assignments during the semester (50 hours) and on the seminar paper (50 hours). Throughout the entire period, the student consults, if necessary, all matters related to the subject with their supervisor, as well as with individuals who develop, support, and shape the overall profile of their final output and knowledge.

Course evaluation:

Total number of assessed students:

A	B	C	D	E	FX
0 %	0 %	0 %	0 %	0 %	0 %

Lecturers: Mgr. Ľuboslav Šiška, PhD., Mgr. Martin Zvonař, Ph.D.

Date of last revision: 01. 09. 2025

Approved by: Prof. Mgr. Martin Zvonař, Ph.D.

University: Catholic University in Ružomberok	
Faculty: Faculty of Pedagogy	
Course code: New course	Course title: Pedagogical Activity of the Doctoral Student
Type, scope and method of educational activities:	Full-time form
Type:	Seminar
Extent:	semester: 0/4
Total workload:	125
Independent student work:	121
Contact hours:	4
Method of study:	On-site
Credits: 5	
Recommended semester of study: 1. - 4.	
Level of study: 3.	
Prerequisites: -	
Course requirements and methods of assessment of acquired knowledge, skills and competences: During the period of study, according to the Study Regulations and the Directive on Doctoral Studies at Faculty of Educology of Catholic University PFKU-3/2025, the student participates in the implementation of teaching activities (practice), leading seminars, theoretical and practical exercises at the first and second levels of higher education, based on the instructions and authorization of the supervisor. Credits are awarded to the student who has fulfilled the specified conditions. a) continuous assessment: none. b) final assessment: student's teaching activity 4 hours/week per semester.	
Course assessment: A (100%-93%), B (92%-85%), C (84%-77%), D (76%-69%), E (68%-60%), Fx (59%- 0%).	
Course objective: Independent professional work of the student with a pedagogical overlap into practice within the academic environment.	
Learning outcomes: The student is able to work independently, manage administration and present their own professional work within the higher education teaching and learning process, while also gaining responsibility for the quality of their individual work.	
Course syllabus: 1. Pedagogical activity of the doctoral student. 2. Pedagogical activity of the doctoral student under the supervision of a tutor. 3. Independent pedagogical activity of the doctoral student. 4. Implementation of professional practice. 5. Basic legal documentation of the workplace. 6. Basic pedagogical documentation of the workplace. 7. Legal responsibilities in an organizational position. 8. Accountability in an organizational position. 9. Legal responsibilities in a managerial position. 10. Legal accountability in a managerial position. 11. Pedagogical responsibilities in a managerial position. 12. The student participates in the educational process of the first cycle of higher education in relation to the dissertation project.	

13. The student participates in the educational process of the second cycle of higher education in relation to the dissertation project.

Language required for course completion: Slovak

Recommended literature:

CHUCHALIN, A. I. (2019). *Preparation of PhD Students for Pedagogical Activity in Higher Education*. Moscow: Skoltech. ISBN 978-5-9221-1234-5.

OVENS, A., and FLETCHER, T. (eds.) (2014). *Self-Study in Physical Education Teacher Education: Exploring the Interplay of Practice and Scholarship*. Cham: Springer. ISBN 978-3-319-05662-3.

TANNEHILL, D., MACPHAIL, A., HALBERT, G., and MURPHY, F. (2013). *Research and Practice in Physical Education*. London: Routledge. ISBN 978-0415698634.

According to the selected subject of teaching.

Notes:

Total student workload: 125 hours, preparation for teaching 110 hours, consultation with the supervisor 10 hours. Throughout the entire period, the student consults, if necessary, all matters related to the subject with their supervisor, as well as with individuals who develop, support, and shape the overall profile of their final output and knowledge.

Course evaluation:

Total number of assessed students:

A	B	C	D	E	FX
0 %	0 %	0 %	0 %	0 %	0 %

Lecturer: Prof. Mgr. Martin Zvonař, Ph.D.

Date of last revision: 01. 09. 2025

Approved by: Prof. Mgr. Martin Zvonař, Ph.D.

University: Catholic University in Ružomberok	
Faculty: Faculty of Pedagogy	
Course code: New course	Course title: Student Scientific Activity
Type, scope and method of educational activities: Type: Extent: Total workload: Independent student work: Contact hours: Method of study:	Full-time form Semester: 125 125 On-site
Credits: 5	
Recommended semester of study: 1. - 6.	
Level of study: 3.	
Prerequisites: -	
Course requirements and methods of assessment of acquired knowledge, skills and competences: During the period of study according to the ISP, the student participates in the "Student Scientific Activity," where they present the topic of their dissertation project (work). Credits are awarded to the student who has obtained at least 60 out of 100 points by fulfilling the required conditions. a) Continuous assessment: none. b) Final assessment: presentation of the project within the Student Scientific Activity: 60–100 points.	
Course assessment: A (100%-93%), B (92%-85%), C (84%-77%), D (76%-69%), E (68%-60%), Fx (59%- 0%).	
Course objective: Independent professional and scientific work of the student with a pedagogical overlap to the addressed issues and practice.	
Learning outcomes: The student is able to work independently, manage administration and present their own professional and scientific research on the addressed issue. Responsibility for the quality of personal work.	
Course syllabus: 1. Student Scientific Activity. 2. Student Scientific Activity at the Department. 3. Participation in the collection and processing of primary data for KEGA projects of department teachers. 4. Participation in the collection and processing of primary data for VEGA projects of department teachers. 5. Participation in the collection and processing of primary data for AAPV projects of department teachers. 6. Assistance in international projects of department teachers. 7. Student Scientific Activity at the Faculty. 8. Student Scientific Activity in an international student project. 9. Searching for relevant research papers in global databases related to the research activities of department members. 10. Presentation of Student Scientific Activity at the Departmental round of ŠVOUČ. 11. Presentation of Student Scientific Activity at the Faculty round of ŠVOUČ. 12. Presentation of Student Scientific Activity at the National round of ŠVOUČ. 13. Organizational support of the department's participation in Science Week.	

Language required for course completion: Slovak

Recommended literature:

ARMOUR, K., and MACDONALD, D. (2012). *Research Methods in Physical Education and Youth Sport*. London: Routledge. ISBN 978-0415618854.

BERNSTEIN, E., and PHILLIPS, S. R. (eds.) (2026). *Research-Based Instruction in Physical Education and Sport: Practical Applications and Methods for Educators*. New York: Routledge. ISBN 978-1032539935.

SNARR, R., PEVELER, W., and BISHOP, P. (2026). *Measurement and Evaluation in Physical Activity Applications: Exercise Science, Physical Education, Coaching, Athletic Training, and Health*. Abingdon: Routledge. ISBN 978-1032719498.

Journal and book literature from national and international sources in connection with the dissertation research topic.

Notes:

Total student workload: 125 hours, preparation of the presentation 65 hours, preparation for the oral presentation 60 hours, presentation reviewed by the supervisor and its delivery. Throughout the entire period, the student consults all matters related to the subject with their supervisor if necessary, as well as with individuals who develop, support, and shape the overall profile of their final output and knowledge.

Course evaluation:

Total number of assessed students:

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>0 %</i>	<i>0 %</i>	<i>0 %</i>	<i>0 %</i>	<i>0 %</i>	<i>0 %</i>

Lecturer: Supervisor / Prof. Mgr. Martin Zvonař, Ph.D.

Date of last revision: 01. 09. 2025

Approved by: Prof. Mgr. Martin Zvonař, Ph.D.