

## Institute of Education

### Courses for international students for the academic year 2025/2026

<b>KPG/YTCE Current Trends in Czech Education</b>			
<b>Number of ECTS credits:</b>	5	<b>Course completion:</b>	exam
<b>Completion requirements:</b>	80 % attendance	<b>Lecturer:</b>	Eva Dvořáková Kaněčková
<b>Semester in which the course is taught:</b>		Summer	
<b>Description:</b> Introduction: series of lectures and excursions Content: The course is focused on understanding the tradition and present of the Czech educational system, analysis of current trends in the international context and comparison (results of PISA, TIMSS, PIRLS ; curriculum for 21 <sup>st</sup> century, outcomes, inclusion trends, ISC into schools, new trends and future visions in education ect.). The course includes discussions on common or different trends in educational systems and also includes excursions (eg schools, pedagogical museum, etc.)			
Language: English			

<b>KPG/YPSEN Productive School Environment</b>			
<b>Number of ECTS credits:</b>	4	<b>Course completion:</b>	exam
<b>Completion requirements:</b>	70 % attendance	<b>Lecturer:</b>	Iva Koribská
<b>Semester in which the course is taught:</b>		Winter	
<b>Description:</b> The course focuses on the main factors influencing the productivity of the educational environment in the context of the educational reality and current functions of the school reflecting the needs for 21.st century skills/key competencies development. The main topics to be discussed include competency based approach, factors building safe educational climate, positive interpersonal relationships among stakeholders and productive teaching and learning strategies including teaching as inquiry and reflective practice.			
Language: English			

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

<b>KPG/YSMAN School Management</b>			
<b>Number of ECTS credits:</b>	4	<b>Course completion:</b>	colloquium
<b>Completion requirements:</b>	75 % attendance	<b>Lecturer:</b>	Danping Peng
<b>Semester in which the course is taught:</b>		Winter	
<b>Description:</b>			
<p>The aims of the course are:</p> <ol style="list-style-type: none"> <li>1. have a general knowledge about management and school management,</li> <li>2. know basic theories of school management and historical context of their origins,</li> <li>3. understand cultural aspects of intercultural school management as well as the necessity of effective communication,</li> <li>4. have a knowledge of professional development and different roles of teachers and school leaders,</li> <li>5. improve his/her intercultural competence and understanding of how to cope with basic school management.</li> </ol> <p>Language: English</p>			

<b>KPG/YCOMP Comparative pedagogy</b>			
<b>Number of ECTS credits:</b>	4	<b>Course completion:</b>	exam
<b>Completion requirements:</b>	75 % attendance	<b>Lecturer:</b>	Danping Peng
<b>Semester in which the course is taught:</b>		Summer/winter	
<b>Description:</b>			
<p>After completing the course, students will be able to characterize the school systems in selected countries, describe current trends in education. They will discuss the problems and perspectives of primary, secondary and tertiary education in selected countries. Administration and management of education. European and global dimension of education.</p> <p>Language: English</p>			

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

<b>KPG/YGEHP The Search for the General Theory of Education (approaches to forming the personal theory of education)</b>			
<b>Number of ECTS credits:</b>	6	<b>Course completion:</b>	exam
<b>Completion requirements:</b>	70 % attendance	<b>Lecturer:</b>	Pavel Neumeister
<b>Semester in which the course is taught:</b>		Summer	
<b>Description:</b>			
<p>The course is designed as an instrument of helping students identify or conceive their personal theory of education, which they will use as a theoretical base or starting point for their educational practice. The course is designed to introduce students to the basic discourses, dilemmas, and premises of fundamental educational theories with reference to the process of its historical formation, in the contexts of social, political, and cultural changes</p> <p>Language: English</p>			

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

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

<b>KPG/YDIAG Pedagogical diagnostics</b>			
<b>Number of ECTS credits:</b>	4	<b>Course completion:</b>	exam
<b>Completion requirements:</b>	80 % attendance	<b>Lecturer:</b>	Danping Peng
<b>Semester in which the course is taught:</b>		Winter/summer	
<b>Description:</b>			
<p>This course will help you better understand, operate and thrive in the classroom teaching. And gives classroom teachers the analytic tools to diagnose classroom communication problems. Each lesson introduces fundamental concepts and tools of classroom diagnosis, developing an analytic toolkit and promoting critical reflection on pedagogical practices over the course of eight modules.</p>			
Language: English			

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

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

<b>KPG/YDIFF The Instruction of pupils with a different mother tongue</b>			
<b>Number of ECTS credits:</b>	4	<b>Course completion:</b>	Exam
<b>Completion requirements:</b>	70 % attendance	<b>Lecturer:</b>	Jitka Plischke
<b>Semester in which the course is taught:</b>		Winter	
<b>Description:</b>			
<p>After completing the course, students should be able to: define terms pupil with different mother tongue, pupil foreigner, bilingualism, semilingualism; define the benefits of inclusive education in relation to pupils with different mother tongue; clarify the position of foreigners in different countries, draw conclusions for their integration into the education system; describe the current situation in schools in relation to the education of pupils with different mother tongue and to inclusion; communicate effectively with pupils with different mother tongue due to their cultural specificities; create the basis for teaching a pupil with a different mother tongue with respect to his/her individual possibilities; apply theoretical knowledge and experience in teaching pupils with different mother tongue.</p>			
Language: English			

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

**Offers for Erasmus students combined with the Masters' study program "Research and development in educational studies"**

<b>KPG/YMUE@ Multicultural Education</b>			
<b>Number of ECTS credits:</b>	3	<b>Course completion:</b>	Exam
<b>Completion requirements:</b>	70 % attendance	<b>Lecturer:</b>	Danping Peng
<b>Semester in which the course is taught:</b>		Summer	
<b>Description:</b>			
<p>Upon completion of the subject the students will be able to:</p> <ul style="list-style-type: none"> <li>• accept the concept of multiculturalism in various perspectives,</li> <li>• recognize and evaluate their own cultural values and recognize and evaluate values of people from different (ethnic, language, religion) groups,</li> <li>• analyze the cultural diversity with the opportunities and challenges for pedagogy (with the special point of view on the different backgrounds of pupils in the classroom),</li> <li>• act in cultural diverse educational situations through their theoretical and practical knowledge,</li> </ul>			

- build their own concept of interacting in multicultural environment,
- appreciate various life experiences as a source for successful multicultural communication.

Language: English

#### KPG/ YCAI@ Citizenship and Identity

<b>Number of ECTS credits:</b>	3	<b>Course completion:</b>	Exam
<b>Completion requirements:</b>	70 % attendance	<b>Lecturer:</b>	Pavel Neumeister
<b>Semester in which the course is taught:</b>		Summer	

#### Description:

- Upon completion of the subject the students will be able to:
- accept the concepts of relevant terms (nationality, citizenship, society, identity),
- recognize and evaluate their own identity and recognize and evaluate identity of other people,
- analyze the changes in the society and their influence on everyday life of people,
- appreciate the importance of individual and group values for cohesion of the society
- accept their role as a citizen in the terms of concrete country
- understand the need of global education for the future.

Language: English

#### KPG/ YCTE@ Critical Thinking in Education

<b>Number of ECTS credits:</b>	3	<b>Course completion:</b>	Exam
<b>Completion requirements:</b>	70 % attendance	<b>Lecturer:</b>	Iva Koribska
<b>Semester in which the course is taught:</b>		Winter	

#### Description:

Students will be able to define the term critical thinking in the framework of critical intellectual traditions. During the lecture they will learn the methods and strategies that can be implemented into their future teaching process to support the development of pupils' critical mindset. The lectures will be focused on lesson organization, activating methods stimulating critical thinking, practical examples. Students will be offered with the possibility to test their own critical thinking level by a standardized test on critical thinking ability.

Language: English

#### KPG/ YT21@ Teachers in 21st century

<b>Number of ECTS credits:</b>	3	<b>Course completion:</b>	Exam
<b>Completion requirements:</b>	70 % attendance	<b>Lecturer:</b>	Alena Jůvová
<b>Semester in which the course is taught:</b>		Summer	

- Description: students will be able to:
- Characterize the personality of the teacher / teacher in a modern innovative educational process.
- Understand the essence and need of 21st century skills for teachers.
- Characterize informal learning and its importance in education.
- Explain the nature of pedagogical constructivism and self-regulated learning.
- Define interactive teaching style and types of teachers - entrepreneurial teacher, connective teacher, creative teacher etc.
- Apply modern educational practices in developing skills for the 21st century (e.g. virtual approach, blended learning, collaborative approach, multimedia presentations, graphical facilitation, visual communication).

- identify the learner's needs in the context of an inclusive approach.
- Create an innovative project for the application of non-traditional methods in the development of skills for the 21st century.

Language: English

**KPG/ YETE@ Ethics in Education**

<b>Number of ECTS credits:</b>	3	<b>Course completion:</b>	Exam
--------------------------------	---	---------------------------	------

<b>Completion requirements:</b>	85 % attendance	<b>Lecturer:</b>	Adéla ANTLOVÁ
---------------------------------	-----------------	------------------	---------------

<b>Semester in which the course is taught:</b>	Summer
--	--------

- Aims of the subject / students will be able to: define the main concepts of the field; explain the importance of professional ethics in teachers' work; form opinion about selected problems (hot issues) and dilemmas of teachers' profession
- Basic themes: Introduction into the subject; the role of values in education; values and evaluation; moral development; decision making in education; teachers' moral code.

Language: English