

Name of university, Name of faculty: Trnava University
Faculty of Education

INFORMATION SHEET OF THE SUBJECT

Code: YPEM319	Name: Pedagogy of marginalized communities		
Cover: Department of School Education			
Type of educational activity: Seminar Scope of educational activity (in hours): Weekly: 2 For term of study: ZS 46 Method of educational activity: Combined		Number of credits: 3	Recommended semester: WT
			Study grade: Master
Recommended semester	Study programme		
2.year WT	Primary Education Teaching (DUPV_E2) Primary Education Teaching (YUpPV-D2) Primary Education Teaching (YUpPV-E2)		
Underlie subjects:			
Conditions for passing the course:			
Method of evaluation: Completion by taking an examination			
Continuous evaluation: During the semester, the student will work on one selected topic that is closely related to the subject of study, this work is a preparation for the discussion. Subsequently, in the chosen term, the student will actively lead a discussion among his/her colleagues on the chosen topic. The discussion will be evaluated by the teacher as part of the course evaluation, and this activity will constitute 50% of the student's grade (i.e. 50 points). The completion of the non-contact part of the course - self-study - is also a prerequisite for passing the course. This part is mainly carried out by: studying the recommended literature, research development, group work, discussion preparation and preparation for the final test. Final evaluation: The course will end with a knowledge test and a maximum mark of 50 points Finished: A minimum of 91 points is required for an A grade, a minimum of 81 points is required for a B grade, a minimum of 71 points is required for a C grade, a minimum of 61 points is required for a D grade, and a minimum of 51 points is required for an E grade. Credit will not be awarded to a student who scores less than 50% on any part of the assessment.			
Learning outcomes:			
The student will gain a basic orientation in the theory and practice of education of pupils from marginalised communities, while becoming familiar with the basic principles, practical procedures and concrete projects of work with pupils from marginalised communities. VV1 Identify the problems of pupils from marginalised communities. VV2 Identify the problems of clients from marginalised communities. VV3 Describe the role of the pre/primary teacher/educator in the process of education of marginalised communities. VV4 To actively develop the mental processes of all children involved in inclusive education. VV5 To strengthen the impaired skills of pupils from marginalised backgrounds. VV6 To develop the relationship of parents and children from MC with the school and the whole school environment.			
Schedule of subject:			
The cultural and social dimensions of individual development. Social inclusion and exclusion. School failure of pupils from marginalised communities. Issues of developing initial literacy of children from marginalized communities as a means of acquiring for their future education. Education as a means of overcoming poverty. Stimulation and intervention programs for cognitive development of pupils from socially disadvantaged backgrounds (the method of mediated learning and cognitive development in R. Feuerstein's project). Specific issues in the education of pupils from marginalised Roma communities. Issues of the school-family relationship when working with pupils from marginalised communities.			
Recommended reading:			
Goodley, D. 2010. For Inclusion: Toward a Critical Pedagogy with Marginalized Learners. Manchester, Manchester Metropolitan University. Research Institute of Health and Social Change. Leeber, J. 2006. Programy pro rozvoj myšlení dětí s odchýlkami vývoje. (Programs for the development of thinking in children with developmental differences). Praha: Portál. Kovalčíková, I. 2014. Konceptualizácia pojmu sociálne znevýhodňujúce prostredie. Pedagogika.sk, 5 (1). Political Inclusion of Marginalized Groups. https://www.ndi.org/political-inclusion-of-marginalized-groups , accessible 4. March 2016 CAROLYN KAGAN, DIANE BURNS, MARK BURTON. Working with People who are marginalized by the social system: challenges for community psychological work. Manchester. UK. http://www.compsy.org.uk/margibarc.pdf accessible 4. March 2016 DANAHER, M., COOK, J., COOMBES, P. 2013. Researching Education with Marginalized Communities. ISBN 978-1-137-01268-5			
Language requirements: Slovak, English			
Notes:			

Course evaluation: Assessed students in total: 471					
A	B	C	D	E	FX
92%	6%	0%	0%	0%	2%
Lecturers: Mgr. Lukáš Vaško, PhD., lecturer, examiner, instructor, seminary supervisor					
Date of last change: 01.09.2026					
Approved by: prof. PhDr. Oľga Zápotočná, CSc.					