

Charakteristika predkladaného výstupu tvorivej činnosti / Characteristics of the submitted research/ artistic/other output

Tlačivo VTC slúži na predkladanie výstupov tvorivej činnosti podľa metodiky hodnotenia tvorivých činností (časť V. Metodiky na vyhodnocovanie štandardov) / The form is used to submit the research/artistic/other outputs according to the evaluation methodology of research/artistic/other activities (part V. The Methodology for Standards Evaluation).

ID konania/ID of the procedure: ¹

Kód VTC/Code of the research/artistic/other output (RAOO):¹

OCA1. Priezvisko hodnotenej osoby / Surname awarded to the assessed person ²	Tarcsiová	
OCA2. Meno hodnotenej osoby / Name awarded to the assessed person ²	Darina	
OCA3. Tituly hodnotenej osoby / Degrees awarded to the assessed person ²	prof. PaedDr., PhD.	
OCA4. Hyperlink na záznam osoby v Registri zamestnancov vysokých škôl / Hyperlink to the entry of the person in the Register of university staff ³	https://www.portalvs.sk/regzam/detail/4958	
OCA5. Oblasť posudzovania / Area of assessment ⁴	špeciálna pedagogika -PhD./special education - PhD.	
OCA6. Kategória výstupu tvorivej činnosti / Category of the research/artistic/other output <i>Výber zo 6 možností (pozri Vysvetlivky k položke OCA6) / Choice from 6 options (see Explanations for OCA6).</i>	vedecký výstup / scientific output	
OCA7. Rok vydania výstupu tvorivej činnosti / Year of publication of the research/artistic/other output	2017	
OCA8. ID záznamu v CREPČ alebo CREUČ (ak je) / ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA) ⁵	vtls000326927	
OCA9. Hyperlink na záznam v CREPČ alebo CREUČ / Hyperlink to the record in CRPA or CRAA ⁶		
CREPČ alebo CREUČ / Characteristics of the output that is not registered in CRPA or CRAA	OCA10. Hyperlink na záznam v inom verejne prístupnom registri, katalógu výstupov tvorivých činností / Hyperlink to the record in another publicly accessible register, catalogue of research/artistic/other outputs ⁷	
	OCA11. Charakteristika výstupu vo formáte bibliografického záznamu CREPČ alebo CREUČ, ak výstup nie je vo verejne prístupnom registri alebo katalógu výstupov / Characteristics of the output in the format of the CRPA or the CRAA bibliographic record, if the output is not available in a publicly accessible register or catalogue of outputs	ADE Becker, C. - Audeoud, M. - Krausneker, V. - Tarcsiová, D. : Bimodal-bilinguale Bildung für Kinder mit Hörbehinderung in Europa : Teil 1: Erhebung des Ist-Stands In: Das Zeichen : Zeitschrift für Sprache und Kultur Gehörloser. roč. 31, č. 105 (2017), s. 60-72. ISSN 0932-4747
	OCA12. Typ výstupu (ak nie je výstup registrovaný v CREPČ alebo CREUČ) / Type of the output (if the output is not registered in CRPA or CRAA) <i>Výber zo 67 možností (pozri Vysvetlivky k položke OCA12) / Choice from 67 options (see Explanations for OCA12).</i>	článok/ article
	OCA13. Hyperlink na stránku, na ktorej je výstup sprístupnený (úplný text, iná dokumentácia a podobne) / Hyperlink to the webpage where the output is available (full text, other documentation, etc.)	http://docplayer.org/137070610-Bimodal-bilinguale-bildung-fuer-kinder-mit-hoerbehinderung-in-europa.html

Charakteristika výstupu, ktorý nie je registrovaný v	OCA14. Charakteristika autorského vkladu / Characteristics of the author's contribution	Autorský vklad autorky je 25%.
	OCA15. Anotácia výstupu s kontextovými informáciami týkajúcimi sa opisu tvorivého procesu a obsahu tvorivej činnosti a pod. / Annotation of the output with contextual information concerning the description of creative process and the content of the research/artistic/other activity, etc. ⁸ <i>Rozsah do 200 slov v slovenskom jazyku / Range up to 200 words in Slovak</i> <i>Rozsah do 200 slov v anglickom jazyku / Range up to 200 words in English</i>	
	OCA16. Anotácia výstupu v anglickom jazyku / Annotation of the output in English ⁹ <i>Rozsah do 200 slov / Range up to 200 words</i>	Bimodal and bilingual education through spoken and sign language was realized in various schools in Europe over the last three decades. This method has also been/is being controversially discussed at the time. Deaf people, parents of children with hearing impairments support this method, because they have positive experiences. In many countries, schools are becoming more and more open to bimodal-bilingual education. Is spoken and sign language education programs been implemented in Europe permanently? Do all children with hearing-impaired in special schools and inclusive/mainstream schools have the opportunity to learn sign language? What must bimodal-bilingual practice prove to be extremely useful? What can schools, that are on their way to bimodal-bilingual education, learn from? What conditions need to be implemented for bimodal bilingual education to be successful?
	OCA17. Zoznam najviac 5 najvýznamnejších ohlasov na výstup / List of maximum 5 most significant citations corresponding to the output <i>Rozsah do 200 slov / Range up to 200 words</i>	[o1] Plaza Pust, C. L1 sign language teaching approaches and strategie. In. The Routledge Handbook of Sign Language Pedagogy Pages 46 - 581 January 2019. [o3] SCHMIDT, Marion; WERNER, Anja. Zwischen Fremdbestimmung und Autonomie. Neue Impulse zur Gehörlosengeschichte in Deutschland, Österreich und der Schweiz. transcript, Bielefeld (i. E.), 2019 [o3] KRAMREITER, Silvia; KRAUSNEKER, Verena. Bilingual, inclusive, mixed-age schooling in Vienna. Co-Enrollment for Deaf Learners, 2019, 133-147. [o3] BECKER, Claudia; JAEGER, Hanna. Deutsche Gebärdensprache: Mehrsprachigkeit mit Laut-und Gebärdensprache. Narr Francke Attempto Verlag, 2019. [o3] VON AGNES VILLWOCK, ERIN WILKINSON; MORFORD, JILL P. Crossmodale Ko-Aktivierung von Schriftsprachen und Gebärdensprachen bei tauben Kindern und Erwachsenen.
	OCA18. Charakteristika dopadu výstupu na spoločensko-hospodársku prax / Characteristics of the output's impact on socio-economic practice <i>Rozsah do 200 slov v slovenskom jazyku / Range up to 200 words in Slovak</i> <i>Rozsah do 200 slov v anglickom jazyku / Range up to 200 words in English</i>	The paper provides information on bilingual education for the deaf in Europe. There is the first such information with a focus on bilingual education. It focuses on the legislative conditions that have been created in individual countries and on the changes that have taken place in pedagogical documents. For this reason, this paper is a basis for actors in the education of students with hearing impairments and can be a basis for the preparation or implementation of changes at the national level.

OCA19. Charakteristika dopadu výstupu a súvisiacich aktivít na vzdelávací proces / Characteristics of the output and related activities' impact on the educational process

Rozsah do 200 slov v slovenskom jazyku / Range up to 200 words in Slovak
Rozsah do 200 slov v anglickom jazyku / Range up to 200 words in English

The paper is the basis for the subject Methods of education of the hearing impaired using sign communication. They provide students with information on the legislative conditions of putting into the praxis of bilingual education for the deaf in individual European countries. At the same time, they gain pieces of information about procedures and ways of education of deaf pupils, co-teaching, and participation of various professionals. It explains the importance of deaf teachers and mastering the national sign language. It also provides information on specific teaching aids.