



**RĪGAS TEHNISKĀ  
UNIVERSITĀTE**

**RTU Course "Pedagogy"**

**23103 Inženierpedagoģijas un psiholoģijas katedra**

**General data**

Code	HSP446
Course title	Pedagogy
Course status in the programme	Compulsory/Courses of Limited Choice; Courses of Free Choice
Academic staff	Karine Oganisjana
Volume of the course: parts and credits points	1 part, 2.0 Credit Points, 3.0 ECTS credits
Language of instruction	LV, EN
Abstract	The study course deals with important aspects of pedagogy such as the subject of pedagogy, different philosophies of education, theories about teaching and learning. The students are introduced to basic concepts of learning and the current pedagogical ideas. During the study course students are involved in different learning activities: group discussions, case studies, presentations. The aim of the activities is to show how the theory relates to the pedagogical practice. Students will be able to develop practical skills how to manage the education process. During the reflections promoted by lecturer, students will get a deeper understanding of the main issues of the teaching process: pedagogical style and motivation, interaction in pedagogical environment. Students will learn how to cooperate, how to share ideas, how to describe, analyse and evaluate concrete pedagogical situations; apply cognitions and theories tested in work and communication in pedagogy, to promote the development of skills and desire to achieve higher results at work, as well as to teach by applying the principles of human pedagogy, to be able to involve everyone in decision-making, evaluation, to seek methods to create a positive atmosphere, to develop speaking and good speaking skills, to teach to justify motives for action and to be able to form a positive attitude towards people, work, society.
Goals and objectives of the course in terms of competences and skills	The aim of the study course is to develop an understanding of the science of pedagogy and its categories in the context of theory and practice in order to encourage students to pursue pedagogical activities. Tasks - to understand the regularities of pedagogy, basic principles, basic categories of didactics, to teach different teaching methods, forms of organization, to analyse situations in accordance with the principles of human pedagogy. At the end of the course to demonstrate their skills to see and describe problems of a pedagogical nature, to identify the literature on the problem and to prepare an essay. To teach to work and apply at work, the knowledge and skills acquired during communication, cognitions and theories tested in pedagogy, to promote the development of skills and the desire to achieve higher results at work, motivating employees; to teach to involve everyone in decision-making, evaluations, to promote the search for methods for creating a positive atmosphere in the team, to improve the ability to act ethically, to develop speaking and good speaking skills, to teach to justify motives and to be able to form a positive attitude towards people, work and society, to develop teaching skills and presentation skills, encourage creative thinking.
Structure and tasks of independent studies	1. Analysis of the situation. Descriptions of specific situations are given and videos are shown. It is necessary to analyse, using theoretical knowledge, to express one's opinion, to discuss with each other, to develop the ability to act, to make correct pedagogical decisions in different situations. 2. Practical work (1.) The student must be able to apply the theory to practice, giving specific examples that illustrate the principles of motivation, teaching and upbringing, discipline. It is necessary to understand their essence, applicability. 3. Practical work (2.) Concrete expected learning outcomes in one of the engineering sciences and natural sciences are given. The most pedagogically useful teaching method, the form of organization must be determined, it must be assessed by creating and substantiating one's own assessment system 4. Essay. Students select a topical pedagogical problem, prepare an essay, present it, discuss it with others.
Recommended literature	Obligātā/Obligatory: Šteinberga A., (zin. red.). Skolotāja profesionālā identitāte: zinātniskā monogrāfija. Rīga: RTU, 2019. Pedagogy and Teachers Education. Rīga: LU, 2018. Namsona, D., Oliņa, Z. Kā vērtēt kompleksu sniegumu. Mācīšanās lietpratībai. Rīga: LU Akadēmiskais apgāds, 2018. Jurāne-Brēmane A. Formatīvā vērtēšana studiju procesā: promocijas darbs, 2018. Brizga D. Darba un civilās aizsardzības kompetences veidošanās un attīstība studiju un darba vidē. Promocijas darba kopsavilkums. Jelgava, 2018. Izaicinājumi pieaugušo izglītības kvalitātes pilnveidei: starptautiskās zinātniskās konferences rakstu krājums = Challenges for High Quality of Adult Education: International Scientific Conference: Conference Proceedings. Rīga: Latvijas Republikas Izglītības un zinātnes ministrija, 2017. Barbezat D. P., Bush M. Contemplative practices in higher education: powerful methods to transform teaching and learning. 2014. Bērtaitis I. Darba aizsardzības speciālista pedagoģiskā kompetence. Jelgava, 2013.  Papildu/Additional:



	<p>Boldiševa, M. Mācību video izmantošana pieaugušo interešu izglītībā. Jelgava, 2018.</p> <p>[Čekse I. u.c.]. Pilsoniskās izglītības problēmas un izaicinājumi: starptautiskā pētījuma IEA ICCS 2016 pirmie rezultāti. Rīga, 2017.</p> <p>Supervīzija: teorija, pētījumi, prakse: rakstu krājums. Rīga: RSU, 2017.</p> <p>Amonašvili Š. Balāde par audzināšanu: bērna patiesa audzināšana ir sevis paša audzināšana. Rīga, 2014.</p> <p>Kārklīņa S. Valodu mācīšanās atbalsts un tā vadība neformālajā pieaugušo izglītībā Latvijā. Promocijas darbs, 2013</p> <p>Valdmane I. Valdorfskola: Rūdolfa Šteinera pedagoģija: mācību līdzeklis, 2013.</p> <p>[Martinsone B. u.c.] Atbalsts pozitīvai uzvedībai (APU): rokasgrāmata. 2013.</p> <p>Bikše K., Ievadlekciju kurss mūsdienu pozitīvajā pedagoģijā. Lūdzu, skolotāj... Lekciju konspekts. Rīga: Kvalitātes vadība, 2008.</p>
Course prerequisites	Basic knowledge of general psychology; understanding of cognitive processes, their meaning.
Courses acquired before	HSP484 Psychology

**Course contents**

Content	Full- and part-time intramural studies		Part time extramural studies	
	Contact Hours	Indep. work	Contact Hours	Indep. work
Pedagogy: art or science? Branches of pedagogical science.	2	3	1	4
The subject of pedagogy. The relationship between pedagogic theory and practice.	2	3	1	6
Interpretation of current education issues. The values education. Development of moral values.	2	3	2	6
Different philosophies of education. Theories about teaching. Theories about learning. Learning theories as a basis for	4	6	1	6
The roles of the teacher/lecturer. Pedagogical competence and ethical principles.	2	3	2	6
The individual nature of the learner. Diversity of students learning strategies and study skills.	4	6	2	6
Individualization of t				
The motivation for learning.	2	3	1	6
Learning as an active, social process. Dynamic interaction between task, teacher/lecturer and learner.	4	6	2	6
Pedagogical comm				
Elements in the teaching process. Learning content, teaching methods and forms.	4	6	2	6
Learning outcomes and assessment. Assessment criteria and methods for assessing student learning outcomes.	4	6	1	6
Competence based education and quality assurance.	2	3	1	6
Total:	32	48	16	64

**Learning outcomes and assessment**

Learning outcomes	Assessment methods
Is able to describe, analyse and evaluate humanistic theories in pedagogy.	Essay. Seminar discussions. Exam or test work
Is able to compare different didactical approaches and describe the main ideas, evaluate the pedagogical principles and teachers' role.	Case study. Exam or test work
Is able to reflect on their own learning skills and strategies.	Idea map. Exam or test work
Is able to illustrate and describe their didactical consideration based on a specific example.	Practical tasks. Exam or test work
Is able to work with a problem oriented focus.	Case study. Exam or test work
Knows the basic principles of pedagogy.	Practical tasks. Exam or test work
Knows the competency approach.	Case study. Exam or test work



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***Evaluation criteria of study results***

Criterion	%
Attendance of lectures	10
Participation in practical work, involvement in discussions	30
Preparation of reports and presentation of essay, involving the audience	35
Case study, idea maps	10
Exam or final test	15
Total:	100

***Course planning***

Part	Semester			CP	ECTS	Hours per Week			Tests			Tests (free choice)		
	Autumn	Spring	Summer			Lectures	Practical	Lab.	Test	Exam	Work	Test	Exam	Work
1.	*	*		2.0	3.0	1.0	1.0	0.0		*		*		