

**RTU Course "Pedagogy"**

23103 null

**General data**

Code	HSP446
Course title	Pedagogy
Course status in the programme	Compulsory/Courses of Limited Choice; Courses of Free Choice
Course level	Post-graduate Studies
Course type	Academic
Field of study	Pedagogy
Responsible instructor	Alīda Zigmunde
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
Annotation	The course deals with important aspects of pedagogy such as 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 course students are involved in different learning activities: group discussions, case studies, presentations. The aim of activities is to show how the theory relates to the pedagogical practice. Students will be able to develop the practical skills how to manage the education process. During the reflections promoted by lecturer students will get deeper understanding of main issues of teaching process: pedagogical style and motivation, interaction in pedagogical environment. Students will learn how to cooperate, how to share the ideas, how to describe, analyse and evaluate concrete pedagogical situations.
Goals and objectives of the course in terms of competences and skills	The aim of course is to develop understanding of pedagogy as the science and art of education. The main tasks of study course are: to provide the students with basics of theory and practice in pedagogy; to develop understanding the relationship between pedagogic theories, its concepts; to develop skills of implementation a basic knowledge of pedagogy in specific context; to emphasise the importance of active learning strategies; to develop study skills and presentation skills.
Structure and tasks of independent studies	Seminar discussions. Essay. Case study. Concept map. Presentation.
Recommended literature	1. Albrehta Dz. Didaktika. - R.: RaKa, 2001. 2. K. Bikše. Ievadlekciju kurss mūsdienu pozitīvajā pedagogijā. Lūdzu, skolotāj... Lekciju konspekts 1. Daļa. - R.: Kvalitātes vadība, 2008. 3. Briede B. u.c. Izglītojošās grupas un mācību plānošana. - Jelgava, 1998. 4. Briede B. u.c. Grupas darba nozīme sociālās kompetences attīstībā. - Ozolnieki, 1999. 5. Constructivism as a Paradigm for Teaching and Learning <a href="http://www.thirteen.org/edonline/concept2class/constructivism/index.html">http://www.thirteen.org/edonline/concept2class/constructivism/index.html</a> 6. Domāšanas māksla ikvienam jeb kā domāt ar prieku un azartu. - Nordik, 2010. 7. N.L. Geidžs, D.C. Berliners. Pedagoģiskā psiholoģija. - R.: Zvaigzne ABC, 1999. 8. Kooperatīvā mācīšanās. Metodika. - R.: RaKa, 2004. 9. Lanka A. Pedagoģiskais process. Mācību līdzeklis. - R.: RTU Izdevniecība, 2003. 10. Lanka A. Mācīšanās metodika. Lekciju kurss. - R.: RTU Izdevniecība, 2004. 11. Žogla I. Didaktikas teorētiskie pamati. - R.: RaKa, 2001.
Course prerequisites	The course will be based on the active learning methods. An active participation in lectures and seminars will be an advantage.

**Course outline**

Theme	Hours
Pedagogy: art or science? Branches of Pedagogical Science.	2
The subject of pedagogy. The relationship between pedagogic theory and practice.	2
Interpretation of current education issues. The values education. Development of moral values.	2
Different philosophies of Education. Theories about teaching. Theories about learning. Learning theories as a basis for	4
The roles of the teacher/lecturer. Pedagogical competence and ethical principles.	2
The individual nature of the learner. Diversity of students learning strategies and study skills. Individualization of t	4
The motivation for learning.	2
Learning as an active, social process. Dynamic interaction between task, teacher/lecturer and learner. Pedagogical comm	4
Elements in the teaching process. Learning content, teaching methods and forms.	4
Learning outcomes and assessment. Assessment criteria and methods for assessing student learning outcomes.	4
Competence based education and Quality Assurance.	2

**Learning outcomes and assessment**

Learning outcomes	Assessment methods
Students will be able to describe, analyse and evaluate humanistic theories in pedagogy.	Essay. Seminar discussions
Students will be able to compare different didactical approaches and describe the main ideas, evaluate the pedagogical principles and teachers' role .	Case study.
Students will be able to reflect on their own learning skills and strategies.	Concept map.
Students will be able to illustrate and describe their didactical consideration based on specific example.	Practical tasks.
Students will be able to work with a problem oriented focus.	Presentation of current issue in pedagogy.

***Study subject structure***

Part	CP	Hours per Week			Tests			Tests (free choice)		
		Lectures	Practical	Lab.	Test	Exam	Work	Test	Exam	Work
1.	2.0	1.0	1.0	0.0	*			*		