RĪGAS TEHNISKĀ UNIVERSITĀTE

RTU Course "Pedagogy"

33000 Datorzinātnes, informācijas tehnoloģijas un enerģētikas fakultāte

General data

Code	DE0643
Course title	Pedagogy
Course status in the programme	Compulsory/Courses of Limited Choice; Courses of Free Choice
Responsible instructor	Alīda Zigmunde
Academic staff	Karine Oganisjana Roberts Nils Šteinbergs
Volume of the course: parts and credits points	1 part3.0 ECTS credits
Language of instruction	LV, EN
Abstract	The study course acquaints with the subject and basic categories of research in the science of pedagogy. Different theories of pedagogy are considered, as well as current problems of pedagogy are described. Learning the content of the study course takes place in a close context of theory and practice. In order to ensure active learning, students are involved in group discussions, situation analysis, literature studies, presentations on a current pedagogical problem chosen by themselves or given by the lecturer. Thus, the link between theory and practice is also emphasized. Students evaluate the knowledge gained in theory in a specific pedagogical situation. The reflexive questions proposed by the teaching staff allow the student to deepen his understanding of the learning process, its basic elements and their mutual connection: the style of the teacher and learning motivation, cooperation in a pedagogical environment. Learning the content is organized in such a way that students improve their ability to cooperate, share experiences and exchange ideas.
Goals and objectives of the course in terms of competences and skills	The aim of the study course is to create an understanding of the science of pedagogy and its categories in the context of theory and practice, to encourage and motivate students for pedagogical activity. Tasks of the study course: - to create an understanding of the regularities of pedagogy, basic principles, basic categories of didactics; - to teach how to apply different teaching methods, forms of organization, analyse situations according to the principles of humanistic pedagogy, demonstrate her/his skills to see and characterize pedagogical problems, identify literature on the relevant problem and prepare an essay; - to teach to apply the knowledge and skills acquired in the study course, knowledge and theories approved in pedagogy at work and in communication; - to develop skills and desire to achieve higher results at work by motivating employees; - to teach how to involve everyone in decision-making and evaluations, to promote the search for methods to create a positive atmosphere in the collective, to improve the ability to act ethically, to develop oratorical and good speaking skills, to teach how to justify the motives of actions and to be able to form a positive attitude towards people, work, society; - to develop teaching skills and presentation skills, stimulate 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: 1. Mihno, l., Kiseļova, R., Malere, A. , Mittenberga, L. Raksti izglītības attīstībai. Rīga: LU, 2025. 2. [Daniela, L., izd.] Cilvēks, tehnoloģijas un izglītības kvalitāte: rakstu krājums. Rīga: LU, 2024. 3. Neformālās izglītības piedāvājums darba ar jaunatni jomā Latvijā. Rīga: Latvijas Republikas Izglītības un zinātnes ministrija, 2024. 4. Šteinberga A.,(zin. red.). Skolotāja profesionālā identitāte: zinātniskā monogrāfija. Rīga: RTU, 2019. 5. Pedagogy and Teachers Education. Rīga: LU, 2018. 6. Namsone, D., Oliņa, Z. Kā vērtē kompleksu sniegumu. Mācīšanās lietpratībai. Rīga: LU Akadēmiskais apgāds, 2018. 7. Jurāne-Brēmane A. Formatīvā vērtēšana studiju procesā: promocijas darbs, 2018. 8. Brizga D. Darba un civilās aizsardzības kompetences veidošanās un attīstība studiju un darba vidē. Promocijas darba kopsavilkums. Jelgava, 2018. 9. 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. Papildu/Additional: 1. Mūrnieks, A. Izglītības mērķi kultūras paradigmu maiņās. Rīga: RaKa, 2024. 2. Izprast, iesaistīties, iekļaut: rokasgrāmata. Rīga: Izglītības attīstības centrs, 2024. 3. Pedagoģija: teorija un prakse, XI. Izglītības kvalitātes dimensijas zināšanu sabiedrībā. Izglītība pārmaiņu izaicinājumu kontekstā: problēmas un risinājumi: zinātnisko rakstu krājums. Liepāja: LiePa, 2022. 4. Boldiševa, M. Mācību video izmantošana pieaugušo interešu izglītībā. Jelgava, 2018. 5. [Čekse I. u.c.]. Pilsoniskās izglītības problēmas un izaicinājumi: starptautiskā pētījuma IEA ICCS 2016 pirmie rezultāti. Rīga, 2017. 6. Supervīzija: teorija, pētījumi, prakse: rakstu krājums. Rīga: RSU, 2017.

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. Humanpedagogy.	2	3	1	6
Interpretation of current education issues. The values education. Ideas of A. Adler, R. Dreikur.	1	4	2	6
Different philosophies of education. Theories about teaching. Theories about learning.	2	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. Individualization of learning.	2	8	2	6
The motivation for learning.	2	4	1	6
Components of the learning process. Teaching content, methods and forms of organization.	4	8	3	6
Cooperation in the learning process. Pedagogical contact. Conflict resolution.	3	6	2	6
Learning outcomes and their evaluation.	2	8	1	6
Knowledge, skills and competences. Quality assessment in education.	2	4	1	6
Total:	24	57	17	64

Learning outcomes and assessment

Learning outcomes	Learning outcomes assessment methods and assessment criteria
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.

Course tests

Tests	% of final assessment
Activity in 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	Academic hours			Tests			Tests (free choice)		
	Autumn	Spring	Summer		Lectures	Practical	Lab.	Test	Exam	Work	Test	Exam	Work
1.	*	*		3.0	12.0	12.0	0.0		*		*		