RĪGAS TEHNISKĀ UNIVERSITĀTE

RTU Course "Pedagogical Process. Basics"

33000 Datorzinātnes, informācijas tehnoloģijas un enerģētikas fakultāte

General data

Code	DE0741
Course title	Pedagogical Process. Basics
Course status in the programme	Compulsory/Courses of Limited Choice
Responsible instructor	Alīda Zigmunde
Academic staff	Karine Oganisjana
Volume of the course: parts and credits points	1 part6.0 ECTS credits
Language of instruction	LV, EN
Abstract	The theoretical foundations of the pedagogical process are mastered in the study course, as well as skills for organizing the pedagogical process are developed: the essence of the pedagogical process, components, regularities and principles. Styles of the pedagogical activity, their connection with learning outcomes, organization of pedagogical process and evaluation of pedagogical activity are considered.
Goals and objectives of the course in terms of competences and skills	The aim of the study course is to provide the necessary basic competencies for organizing the pedagogical process. Tasks of the study course: -to provide an understanding of the essence, regularities and principles of pedagogical work with adults; - to acquaint with different philosophies of adult education; - to improve knowledge of modern pedagogical values; - to teach didactic modelling and to independently create a continuing education course or a separate module.
Structure and tasks of independent studies	The following independent works are planned for the acquisition of the study course: 1. literature studies; 2. case study; 3. creation of a map of concepts or ideas; 4. practical work for choosing teaching methods; 5. development of a pedagogical model of a practical study course / module / topic.
Recommended literature	Obligātā/Obligatory: Pedagogical and Psychological Sciences: Regularities and Development Trends: collective monograph. Riga; Wloclawek, Poland: Baltija Publishing, 2020. Professional Development and Pedagogical Excellence of Lecturers in Technical Sciences: scientific and pedagogic internship: august 3 - september 11, 2020. Riga: Baltija Publishing, 2020. Daniela L. (editor). Didactics of Smart Pedagogy: smart pedagogy for technology enhanced learning. Cham, Switzerland: Springer Nature Switzerland, 2019. Neil Selwyn.Should robots replace teachers? AI and the future of education.Cambridge, UK : Polity Press, 2019. Virtual reality in education: breakthroughs in research and practice. [edited by] Information Resources Management Association. Hershey, PA: Information Science Reference, 2019. Jurs P. Jauniešu pilsoniskās līdzdalības veicināšana pedagoģiskajā procesā, Liepāja, 2016. Ļemešonoka I. Skolēna karjeras vadības prasmju veidošanās vispārizglītojošās skolas pedagoģiskajā procesā. Rīga, 2017. E-mācību kursu materiāli pedagogu kompetences pilnveidei [elektroniskais resurss]: mācāmā priekšmeta kompetence, svešvalodu prasmes, vispārējā kompetence, e-mācību vide MOODLE skolā. Rīga: LU, 2013. Papildu/Additional: Robinson S. Handbook of research on critical thinking and teacher education pedagogy. Hershey PA: Information Science Reference, 2019. Frances R. Spielhagen, Nicole Speranzo. Pedagogy into practice: a handbook for new teachers. Charlotte, North Carolina: Information Age Publishing, Inc., 2019. Maslo I. No zināšanām uz kompetentu darbību. Mācīšanās antropoloģiskie, ētiskie un sociālkritiskie aspekti. Rīga.: LU Akadēmiskais apgāds,2006. Ņikiforovs O. Psiholoģija pedagogam. Rīga: Izglītības soļi, 2007. Curzon L.B. Teaching in Further Education.An Outline of Principles and Practice. - London: Cassel, 1997. Validation and Recognition of Experiential Learning. - Kaunas: Vytautas Magnus University, 2007.
Course prerequisites	Not necessary.

Course contents

Content	Full- and part-time intramural studies		Part time extramural studies	
	Contact Hours	Indep. work	Contact Hours	Indep. work
1. The Essence of Pedagogical Process. Pedagogical Process as System.	6	10	2	9
2. A Comparison of Pedagogical Systems. Theoretical Bases. Pedagogical process and Self-actualising people.	4	5	2	7
3. Contemporary understanding of pedagogical values.	2	4	2	8
4. Managing the Pedagogical Process. Management Style. Teachers` Roles.	6	9	3	12
5. Cooperation within Pedagogical Process. Pedagogical Communication.	8	10	4	16
6. Philosophies of Adult Education. Didactic Models Used by Businesses to Manage Internal Training.	6	8	3	12

7. Teaching Strategies for Adult Learners.	8	10	4	16
8. Knowledge, Skills, Competencies and Competences. Variety in the Conceptualization of Competence.	4	7	2	9
9. Self- directed Learning: Prerequisites and Managing. Personal Learning Plan.	4	6	2	8
10. Constructivist Pedagogy. Cooperative Learning.	4	6	2	8
11. Aims and Learning Outcomes. Assessment and Evaluation. Pedagogical Taxonomies.	4	6	2	7
12. Methods for Assessment of Prior Learning.	4	7	2	8
13. Analysis of Pedagogical Process. Diagnostic Assessment Tools for Professional Growths.	4	8	2	8
Total:	64	96	32	128

Learning outcomes and assessment

Learning outcomes	Learning outcomes assessment methods and assessment criteria
Is able to compare and assess different pedagogical systems, to characterize pedagogical values.	Essay. Venn Diagram. Exam.
Understands the specific and principles of adult education.	Case study. Exam.
Understands the structure of the pedagogical process, knows its components and interrelationships.	Concept map. Exam.
Is able to characterize strategies for adult education.	Practical assignment "Choose the more appropriate teaching method for ..." (according to Bloom`s tax. level). Exam.
Is able to participate in argumentative discussion/debate on quality of knowledge, different conceptualization of competence.	Group discussion. Exam.
Is able to diagnose learning needs and create a professional development module. Is able to develop a personal learning plan.	Detailed planning of a self-chosen study course or a separate module; individual curriculum. Exam.

Course tests

Tests	% of final assessment
Essay	10
Practical works, involvement in discussions, case study	30
Concept map	10
Detailed planning of a self-chosen study course or a separate module; individual curriculum	20
Exam	30
Total:	100

Course planning

Part	Semester			CP	Academic hours			Tests		
	Autumn	Spring	Summer		Lectures	Practical	Lab.	Test	Exam	Work
1.	*	*		6.0	32.0	32.0	0.0		*	