



RTU Course "Pedagogical Process. Basics"

01129 Sociālo zinātņu katedra

General data

Code	HPS401
Course title	Pedagogical Process. Basics
Course status in the programme	Compulsory/Courses of Limited Choice
Course level	Post-graduate Studies
Course type	Professional
Field of study	Social Science
Responsible instructor	Anita Lanka
Volume of the course: parts and credits points	1 part, 4.0 Credit Points, 6.0 ECTS credits
Language of instruction	LV, EN
Possibility of distance learning	Not planned
Abstract	The Essence of Pedagogical Process. The Principles of Organizing Pedagogical Processes. The Teaching and Learning Environment. The Components of Pedagogical Process.
Goals and objectives of the course in terms of competences and skills	A main goal of this course is to provide students with necessary knowledge and skills to organize the pedagogical process within organization. The main competence areas developed by this course are : competence for planning and managing pedagogical process; cooperation and interaction competence; competence to set the learners' oriented pedagogical environment.
Structure and tasks of independent studies	During semester students have to manage with: Desk research on theoretical resources. Essay. Case study. Concept map.
Recommended literature	1. Baldiņš A. Andragoģija. Mācību līdzeklis. - R.: RTU Izdevniecība, 2005. 2. Maslo I. No zināšanām uz kompetentu darbību. Mācīšanās antropoloģiskie, ētiskie un sociālkritiskie aspekti. – R.: LU Akadēmiskais apgāds, 2006. 3. Nikiforovs O. Psiholoģija pedagogam.- R.: Izglītības solī, 2007. 4. Rubene Z. Kritiskā domāšana studiju procesā. - R.: LU Akadēmiskais apgāds, 2004. 5. Curzon L.B. Teaching in Further Education. An Outline of Principles and Practice. - London: Cassel, 1997. 6. Validation and Recognition of Experiential Learning. - Kaunas: Vytautas Magnus University, 2007.
Course prerequisites	not necessary

Course outline

Theme	Hours
1. The Essence of Pedagogical Process. Pedagogical Process as System.	6
2. A Comparison of Pedagogical Systems. Theoretical Bases. Pedagogical process and Self-actualising people.	4
3. Contemporary understanding of pedagogical values .	2
4. Managing the Pedagogical Process. Management Style. Teachers' Roles.	6
5. Cooperation within Pedagogical Process. Pedagogical Communication.	8
6. Philosophies of Adult Education. Didactic Models Used by Businesses to Manage Internal Training.	6
7. Teaching Strategies for Adult Learners.	8
8. Knowledge, Skills, Competencies and Competences. Variety in the Conceptualization of Competence.	4
9. Self- directed Learning: Prerequisites and Managing. Personal Learning Plan.	4
10. Constructivist Pedagogy. Cooperative Learning.	4
11. Aims and Learning Outcomes. Assessment and Evaluation. Pedagogical Taxonomies.	4
12. Methods for Assessment of Prior Learning.	4
13. Analysis of Pedagogical Process. Diagnostic Assessment Tools for Professional Growths.	4

Learning outcomes and assessment

Learning outcomes	Assessment methods
Skills to compare and assess different pedagogical systems , to characterize pedagogical values.	Essay. Venn Diagram.
Understand the specific and principles of adult education.	Case Study.
Have a holistic knowledge to illustrate the system and interrelated components of pedagogical process.	Concept map.
Is able to characterize strategies for adult education.	Practical assignment " Choose the more appropriate teaching method for ..." (according the Bloom`s tax. level)
Is able to participate in argumentative discussion/debate on quality of knowledge, different conceptualization of competence.	Group discussion.
Skill to design pedagogical process. Is able diagnose learning needs and create professional development module./ To develop personal learning plan.	

Study subject structure

Part	CP	ECTS	Hours per Week			Tests		
			Lectures	Practical	Lab.	Test	Exam	Work
1.	4.0	6.0	2.0	2.0	0.0		*	