

## Doctoral Study Programme *Pedagogy*

Education classification code of the Republic of Latvia: 51142

Accredited till 4<sup>th</sup> June, 2019

Programme director: Baiba Briede, professor, Dr. paed.

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### Annotation

The Programme is worked out and implemented on the basis of: laws of *Higher Education* and *Scientific Activity* of the Republic of Latvia, *LLU Satversme*, *The Standard of LLU Doctoral Study Programmes* (LLU Senate's decision Nr.05-215, 11.10.2006.), *The Regulation of LLU Doctoral Study Programmes* (LLU Senate's decision Nr. 6-259, 10.02.2010.), *The Tender Procedure of Nationally Financed Doctoral Study Places LLU* (LLU Senate's decision Nr. 6-260, 10.02.2010.), *Regulations of Scientific Thesis' Technical Design for Submission to the Promotion Council* (LLU Senate's decision 29.03.2006.), *Admission Requirements for Doctoral Studies*, *Regulations of the Cabinet of Ministers Nr.931* (05.10.2010.)

Degree given: doctor of pedagogy science (Dr. paed.).

Legal basis of the doctoral degree is the following: *The Regulations on Rights Delegation to Higher Educational Institutions on Awarding the Doctoral Scientific Degree (promotion)* (The Regulations of the Cabinet of Ministers Nr. 1000, 27.12.2005.), *The Regulations and Criteria of Awarding the Doctoral Scientific Degree (promotion)*(The Regulations of the Cabinet of Ministers Nr. 1001, 27.12.2005.), *The Regulation of LLU Promotion Council* (LLU Senate's decision 12.04.2006.), approved and prolonged *LLU Promotion Council of Pedagogy* (Rector's instructions 05.02.2009, Nr. 04-65 and 26.04.2010, Nr. 04-196).

The Programme is implemented at the Institute of Education and Home Economics of the Faculty of Engineering of LLU.

### Aim

Doctor's level scientific competence for the development of science and practice of pedagogy in the context of EU, particularly at LLU and rural areas, and particularly in Zemgale region.

### Objectives

- Assure qualitative acquirement of theoretical and experimental research methodology.
- Organise and promote versatile co-operation of doctoral students and academic staff, particularly team work and cross disciplinary researches.
- Promote publishing of doctoral level researches and presentation of them in Latvia and abroad.
- Assure conditions to improve the language of science and IT skills.

- Promote scientific research of doctoral students in Latvia and abroad, e.g. participation in scientific projects, as well as running courses.
- Develop fields of science of pedagogy appropriate to LLU in the research context of Latvia, Europe and the world.
- Complete the Programme and defend a promotion paper (thesis) and get the doctoral degree (Dr. paed.).

### **Study results**

**Knowledge:** know and understand: topical theoretical and empirical research methodology (topical, modern scientific theories and conceptions), scientific language/terminology, data basis of educational sciences and related ones; systemically understanding of problems and theories in the field of research; understand importance of: theoretical and practical innovations/novelties in the field of pedagogy and cross-disciplinary investigations in pedagogy, particularly abilities of scientific contribution for Zemgale region and rural communities in general.

**Skills:** able to do theoretical and empirical investigations responsibly in cooperation with other persons involved in the investigation and studies; able to assess and choose independently appropriate research methodology; able to improve scientific competence in the frame of projects, participating and presenting results/reporting in scientific conferences, discussing in seminars, symposiums and work groups; able to develop/create new knowledge and understanding on existing knowledge and their practical usage implementing important and genuine investigation results, part of which is on the level of internationally indexed publications and gaining success appropriate to the international level of the field; able to assess responsibly the field of investigation and its results in the context of interdisciplinary research and sustainable development; able to supervise research or developmental tasks of education at work, communicate on the field of investigation and education with scientists and society in general.

**Competence:** able to put forward innovative research ideas independently, analyse, synthesize and assess them critically in the field of pedagogy/education and interdisciplinary research context; able to carry out important scientific investigations and implement innovations responsibly, independently and critically, particularly in Zemgale region and rural communities for their sustainable development; able to publish investigation results in Latvia and abroad in internationally recognised issues, i.e. indexed issues; able to plan, structure and manage scientific projects, i.e. international ones responsibly and independently; able to supervise scientific theses, lead a team or be a team member, communicate with colleagues, scientists and society in the appropriate expert field; able to promote the development of education, science, culture and social progress in the knowledge society (particularly in rural areas) emphasizing its sustainability opportunities.

**Sub-branches of the science of Pedagogy at LLU:** Pedagogy of School Education, Pedagogy of Fields, Pedagogy of Higher Education and Adult Pedagogy.

### **Length of studies**

Full time: 3 years = 48 weeks x 3 = 144 weeks.

Part time: 4 years = 36 weeks x 4 = 144 weeks.

Doctoral students have rights to use two academic leaves (2 x 12 months) as well as cancel studies because of plausible reasons and to renew their studies again.

### **Range and content of the Programme**

Total range – 120 KP/180 ECTS: doctoral thesis – 100 KP/150 ECTS, theoretical studies – 20 KP/30 ECTS.

Parts	CP/ECTS	Demands
Investigation, writing and designing of thesis.	70/105	Defence of thesis in a Council of Promotion.
Preparation of scientific articles for publishing.	20/30	Publications on a study results in peer reviewed issues recognised by the Latvian Council of Sciences including two scientific journals; including 3 CP/4.5 ECTS course <i>Preparing of Scientific papers</i> .
Presentation of the study results	10/15	Reports in international scientific conferences/congresses/seminars
Doctoral thesis	100/150	
Theoretical studies	20/30	
<b>Totally:</b>	<b>120/180</b>	

Theoretical studies 20 CP/30 ECTS

Courses	CP/ECTS, control (testing)
The courses of Pedagogy (sub-branches): Pedagogy of School Education, Pedagogy of Fields, Pedagogy of Higher Education, Adult Pedagogy (promotion exam in one of the chosen courses depending on the sub-branch of the thesis)	6/9, examination
The courses of research direction (promotion exam in one of the chosen courses depending on the research direction of the thesis):	6/9, examination
<ul style="list-style-type: none"> <li>• Ecology of Education</li> <li>• Professional and Career Education</li> <li>• Competence in Rural Environment</li> <li>• Life Quality in the Context of Home Environment</li> <li>• Science and Engineering Sciences Didactics</li> </ul>	
Professional Foreign Language	4/6, examination
Research Methodology of Education	4/6, test

**Division of 120 CP/180 ECTS in three study years (full time)**

Division of doctoral thesis CP in study years is tentative because every doctoral student has an individual study plan dependent on research peculiarities.

1st study year/40 CP/60 ECTS		
Name	CP/ECTS	Control
Professional Foreign Language	4/6	Examination

Research Methodology of Education	4/6	Test
Part of promotion thesis: concretising of scientific structure and content; theoretical and empirical study: data gathering, processing, analysis and evaluation.	24/36	Colloquium, IEHE and Faculty council meetings, reports
Preparing of scientific articles for publishing	5/7.5	Copies of publications; including 3 CP/4.5 ECTS course <i>Preparing of Scientific papers.</i>
Presentation of the study results	3/4.5	Programmes

<b>2nd study year/40 CP/60 ECTS</b>		
Name	CP/ECTS	Control
Course of the sub-branch of Pedagogy	6/9	Examination
Part of promotion thesis: concretising of scientific structure and content, continuation of theoretical and empirical studies: data gathering, processing, analysis and evaluation	24/36	Colloquium, IEHE and Faculty council meetings, reports
Preparing of scientific articles for publishing	7/10.5	Copies of publications
Presentation of the study results	3/4.5	Programmes

<b>3rd study year/40 CP/60 ECTS</b>		
Name	CP/ECTS	Control
Course of research direction	6/9	Examination
Finishing of the promotion thesis	12/18	Colloquium, IEHE and Faculty council meetings, reports
Technical designing of the promotion thesis/preparing synopsis	10/15	Secretary of Sciences of LLU
Preparing of scientific articles for publishing	8/12	Copies of publications
Presentation of the study results	4/6	Programmes

### **Division of 120 KP/180 ECTS in four study years (part time)**

Division of doctoral thesis CP in study years is tentative because every doctoral student has an individual study plan dependent on research peculiarities.

<b>1st study year/30 CP/45 ECTS</b>		
Name	CP/ECTS	Control
Professional Foreign Language	4/6	Examination
Research Methodology of Education	4/6	Test
Part of promotion thesis: concretising of scientific structure and content; theoretical and empirical study: data gathering, processing, analysis and evaluation.	16/24	Colloquium, IEHE and Faculty council meetings, reports
Preparing of scientific articles for publishing	4/6	Copies of publications; including 3 CP/4.5 ECTS

		course <i>Preparing of Scientific papers.</i>
Presentation of the study results	2/3	Programmes

<b>2nd study year/30 CP/45 ECTS</b>		
Name	CP/ECTS	Control
Course of the sub-branch of Pedagogy	6/9	Examination
Part of promotion thesis: concretising of scientific structure and content, continuation of theoretical and empirical studies: data gathering, processing, analysis and evaluation	17/25.5	Colloquium, IEHE and Faculty council meetings, reports
Preparing of scientific articles for publishing	4/6	Copies of publications
Presentation of the study results	3/4.5	Programmes

<b>3rd study year/30 CP/45 ECTS</b>		
Name	CP/ECTS	Control
Course of research direction	6/9	Examination
Part of promotion thesis: concretising of scientific structure and content, continuation of theoretical and empirical studies: data gathering, processing, analysis and evaluation	17/25.5	Colloquium, IEHE and Faculty council meetings, reports
Technical designing of the promotion thesis/preparing synopsis	5	Copies of publications
Preparing of scientific articles for publishing	2	Programmes

<b>4th study year/30 CP/45 ECTS</b>		
Name	CP/ECTS	Control
Course of research direction	10	Colloquium, IEHE and Faculty council meetings, reports
Finishing of the promotion thesis	10	Secretary of Sciences of LLU
Technical designing of the promotion thesis/preparing synopsis	7	Copies of publications
Preparing of scientific articles for publishing	3	Programmes

### **Conditions of the Programme Implementation and Getting of Doctoral Degree**

Doctoral students work according to their individual plan considering ECTS division in study years. The students receive study plans (dates of defence and pre-defence are also included), structure of presentations in colloquiums and other documents from the Programme director and Department of Doctoral Studies.

Rural social groups and/or institutions must be included in empirical research.

Doctoral students write the individual plan before of each study year. The plan is approved by the scientific supervisor, director of the Programme and in academic meetings of IEHE and the Council of the Faculty of Engineering. The student submits the approved plan to the department of Doctoral studies. The students write reports of completion of the plan twice a year.

Regular and collegiate reviewing of the study takes place in colloquiums. They are compulsory for every doctoral student once a year. There can be also several colloquiums in one year for one student if the student wishes and he/she needs collegiate help. The students present their study scrupulously in the colloquiums. Academic staff and other doctoral students participate there.

Doctoral students evaluate their progress individually, in mutual discussions, in the discussions with academic staff and with stakeholders.

As regards promotion examinations, times of taking them and commissions are written in the study plan and a student submits an application to the Department of Doctoral Studies for taking a particular examination. Evaluation is in 10 grades scale. The commission (three academic staffs), process of the examination and a final mark is written in a protocol (minutes).

Doctoral students receive a certificate on completion theoretical courses and scientific research.

Pre-defence of the thesis is organised in two stages because of interdisciplinary of investigations. The first one is interdepartmental meeting with participation of appropriate specialists, scientists, academic staffs and doctoral students. The meeting can be organised in the institution where the empirical study had been carried out. Two experts review the thesis. The second stage is pre-defence of the thesis with three expert reviews. The Promotion Council of Pedagogy recommends submitting the thesis to the National Scientific Qualification Commission. Submission and defence of the thesis are according to: *The Regulations and Criteria of Giving the Doctoral Scientific Degree (promotion)* (The Regulations of the Cabinet of Ministers Nr. 1001, 27.12.2005.), *The Regulation of LLU Promotion Council* (LLU Senate's decision 12.04.2006.), approved and prolonged *LLU Promotion Council of Pedagogy* (Rector's instructions 05.02.2009, Nr. 04-65 and 26.04.2010, Nr. 04-196).

After successful defence of thesis and award of the degree (Dr. paed.) the rector of the University signs a regulation on giving a diploma. The diploma is signed by the rector and head of the Promotion Council. The diploma is awarded in the meeting of LLU Convent in December.

Approved: IEHE meeting 16<sup>th</sup> November 2010

## Doctoral Study Programme *Pedagogy* Courses

<i>No.</i>	<i>Course title</i>	<i>ECTS</i>	<i>Course developers</i>
1.	<b>Research Methodology of Education</b>	6	Prof. Ludis Pēks Prof. Baiba Briede Assoc. prof. Anita Aizsila
2.	<b>Pedagogy of School Education</b>	9	Assoc. prof. Irēna Katane Assoc. prof. Anita Aizsila Prof. Baiba Briede Assist. prof. A.Vecgrāve
3.	<b>Pedagogy of Fields</b>	9	Prof. Ludis Pēks Prof. Baiba Briede Assoc. prof. Anita Aizsila
4.	<b>Pedagogy of Higher Education</b>	9	Prof. Baiba Briede Prof. Ludis Pēks Assoc. prof. Vija Dišlere
5.	<b>Adult Pedagogy</b>	9	Assoc. prof. Vija Dišlere Irēna Katane Assoc. prof. Anita Aizsila Assist. prof. A.Vecgrāve
6.	<b>Ecology of Education</b>	9	Assoc. prof. Irēna Katane
7.	<b>Professional and Career Education</b>	9	Prof. Ludis Pēks Prof. Baiba Briede Assoc. prof. Vija Dišlere
8.	<b>Competence in Rural Environment</b>	9	Prof. Baiba Briede
9.	<b>Life Quality in the Context of Home Environment</b>	9	Assoc. prof. Vija Dišlere Assit. prof. Iveta Līce Assist.prof. Aija Pridāne
10.	<b>Science and Engineering Sciences Didactics</b>	9	Prof. Anda Zeidmane

### **Research Methodology of Education**

ECTS: 6

**Course developer:** Ludis Pēks, Baiba Briede Anita Aizsila

#### **Course abstract**

Students develop systemic understanding on the methodology of education research and its developmental tendencies in the study course. They analyse, assess cognitions of the methodology of education research; discuss, present methodology of a particular study in seminars; prepare results for publishing. The students acquire a doctor's level knowledge, skills, competence necessary for education problems researches planning, implementation, research data processing, their interpretation, assessment, approbation and publishing as well as supervising of Bachelor and Master theses.

## **Learning Outcomes**

**Knowledge:** know and understand: the methodology of theoretical and empirical researches of education problems; topical cognitions of the methodology of education research; science language; information search; nowadays research methods of education and related fields. **Skills:** able to: study, choose, adapt and, in cooperation with a scientific supervisor, psychologists and IT specialists, work out education research methods; assess and use them critically; appraise study results in reports, internationally indexed publications and practice; able to work out teaching literature; able to understand and choose opportunities of professional development and implement independent studies of research methodology. **Competence:** able to: in cooperation with psychologists and IT specialists work out and implement doctor's level research methodology, supervise responsibly and critically assess implementation of research methodology in Bachelor and Master level investigations and research projects.

## **Bibliography**

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8. Katane I. No ekoloģiskās paradigmas līdz vides modelim izglītības pētniecībā. Sērija „ Izglītības ekoloģija”. Jelgava: LLU, 2007
9. Higher Education. The International Journal of Higher Education Research. Print ISSN: 0018-1560. Online ISSN: 1573-174X
10. Journal of Further and Higher Education. Print ISSN: 0309-877X, Online ISSN: 1469-9486
11. Journal of Teacher Education for Sustainability. Institute of sustainable Education Daugavpils University, Print ISSN: 1691-4147 Online ISSN: 1691-5534

## **Pedagogy of School Education**

ECTS: 9

**Course developer:** Irēna Katane, Anita Aizsila, Baiba Briede, Anita Vecgrāve

### **Course abstract**

Doctoral students study, analyse and evaluate tendencies of education development in the 21st century; diversity of educational paradigms, conceptions and pedagogical approaches. Up-bringing theory and values education. Changes of education and scientific terminology of pedagogy. Media pedagogy. Competency/competence and competitiveness. Learning theories and didactic models. Vocational education and theories of career development. SD of schools. Doctoral students' study consists of: overview lectures, seminars, independent studies. In final of the study course: promotion (doctorate) exam



## Learning Outcomes

**Knowledge** about history of pedagogy, contemporary tendencies, conceptions, models of education and pedagogy science. **Skills:** able to develop and improve skills in pedagogy, connecting theory, practice and research in holistic entirety. **Competences:** able creatively use knowledge and skills in scientific activities which are obtained during the study course Pedagogy of School Education, including ability to think scientifically (creative, systemic and holistic thinking), connecting problem of research with various contexts, using transfers, searching, analyzing, evaluating, adapting and developing innovative ways of problem solutions in pedagogy.

## Bibliography

1. Briede B., Pēks L. Ekoloģiskā pieeja izglītībā. Sērija „Izglītības ekoloģija”. Jelgava: LLU, 2011, 160 lpp. ISBN 9789984480473. (CD formātā)
2. Katane I. Paradigmas Latvijas izglītības vidē mūsdienās. Sērija „Izglītības ekoloģija”. Jelgava: LLU TF IMI, 2007, 117 lpp. ISBN 9789984784304
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10. Journal of Education for Teaching. Online ISSN: 1360-0540. Skatīts 11.06.2011 no: <http://www.tandf.co.uk/journals/titles/02607476.asp>

## Pedagogy of Fields

ECTS: 9

**Course developer:** Ludis Pēks, Baiba Briede, Anita Aizsila

### Course abstract

Students develop systemic understanding on: the direction of pedagogy of fields, particularly VET, its categories, nowadays education paradigms, approaches, theories and developmental tendencies in the pedagogy of fields. They analyse and assess didactic innovations: cognitions on the reforms of the pedagogy of fields, particularly VET; working in big and small groups; assessment; programme and project design; settings of studies; collegial supervision; importance of reflection, values and attitude in studies. The course consists of lectures, seminars, a course paper and exam

### Learning Outcomes

**Knowledge:** know, understand, assess problems, paradigms, approaches and theories, opportunities of creating and implementing innovations in the pedagogy of fields

systemically. **Skills:** able to: do research responsibly, create new knowledge or understanding on existing knowledge and their practical application; communicate on problems of the pedagogy of fields, particularly VET, and its developmental tendencies with scientists/professionals and society in general. **Competence:** able to: put forward innovative research ideas independently, analyse them critically, synthesize and assess them in the pedagogy of fields, particularly VET; do research critically and analytically, and publish results in indexed issues recognised internationally; plan, design and manage scientific projects and supervise scientific theses responsibly in the pedagogy of fields; promote progress in the pedagogy of fields emphasizing sustainable development of knowledge society.

### **Bibliography**

1. Briede B., Pēks L. Ekoloģiskā pieeja izglītībā. Sērija „ Izglītības ekoloģija”. Jelgava: LLU, 2011, 160 lpp. (CD formātā)
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<http://www.springer.com/education+%26+language/journal/10775>
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## **Pedagogy of Higher Education**

ECTS: 9

**Course developer:** Baiba Briede, Ludis Pēks, Vija Dišlere

### **Course abstract**

Students develop systemic understanding on: the direction of pedagogy of higher education, its categories in the context of the subject of pedagogy, nowadays education paradigms, approaches, theories and developmental tendencies in the pedagogy of higher education. They analyse and assess didactic innovations: cognitions on programme design; working in big and small groups; assessment; supervising of scientific theses and projects; settings of studies; academic supervision; importance of reflection, values and attitude in studies. The course consists of lectures, seminars, a course paper, exam.

### **Learning Outcomes**

**Knowledge:** know, understand, assess problems, paradigms, approaches and theories, opportunities of creating and implementing innovations in the pedagogy of higher education systemically. **Skills:** able to: do research responsibly, create new knowledge or understanding on existing knowledge and their practical application; communicate on problems of the pedagogy of higher education and its developmental tendencies with scientists/professionals and society in general. **Competence:** able to: put forward innovative research ideas independently, analyse them critically, synthesize and assess them in the pedagogy of higher education and multidisciplinary; do research critically and analytically, and publish results in indexed issues recognised internationally; plan, design and manage scientific projects and supervise scientific theses responsibly in the pedagogy of higher education; promote progress in the pedagogy of higher education emphasizing sustainable development of knowledge society.

### **Bibliography**

1. Briede B., Pēks L. Ekoloģiskā pieeja izglītībā. Sērija „Izglītības ekoloģija”. Jelgava: LLU, 2011, 160 lpp. (CD formātā)
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## **Adult Pedagogy**

ECTS: 9

**Course developer:** Vija Dišlere, Irēna Katane, Anita Aizsila, Anita Vecgrāve

### **Course abstract**

Course of study contributes to analyze and to evaluate the following: adult pedagogy theories from historical and contemporary perspective of humanistic, ecological and holistic viewpoint, the modern concept of lifelong learning, adult education for sustainable development and teacher professional development models, opportunities of quality development and self-realization and personal aspects of adult learning, e – studies.

Study course "Adult Pedagogy" includes: review lectures, seminars, independent studies, at the end of the course - exam.

### **Learning Outcomes**

**Knowledge** acquisition and understanding of the adult pedagogy theories and its development, of new concepts and trends and their usage in the practice.

**Skills** to investigate, to analyze and evaluate adult pedagogy theoretical developments, identify and use a holistic, humanitarian and ecological approaches in adult pedagogy, linking theory, practice and research.

**Competence:** able to purposeful and creative use of acquired knowledge and skills in professional and scientific work, which includes an analysis of problems under study in different aspects, with systematic, creative and holistic approach providing educationally innovative solutions.

### **Bibliography**

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## **Ecology of Education**

ECTS: 9

**Course developer:** Irēna Katane

### **Course abstract**

Ecology of Education incorporates: scientific substantiation of ecological paradigm and approach in education and scientific research; history of ecology of education; ecology of human and social systems development on education; ecosophy/deep ecology and environmental educ.; systemic approach, multidimensional and holistic approaches in Ecology of Education; various environmental models; education for sustainable development and sustainable development of education. Access to educ. environment. Doctoral students' study consists of: overview lectures, seminars, independ. studies.

### **Learning Outcomes**

**Knowledge** about Ecology of Education as interdisciplinary research trend. **Skills:** 1) study, analyse and evaluate scientific literature about ecological paradigm and ecological approach in education and pedagogy science, 2) use ecological approach in pedagogical/academic action and research. **Competences:** able skillfully and creatively use knowledge and skills which are obtained during the study course of Ecology of Education, including creatively, holistic and scientific thinking; able to connect research problem with various environmental contexts, using transfers, searching, analyzing, evaluating, adapting and developing innovative models, ways of problem solutions in pedagogy and, in this way, respecting and using methodological basis of Ecology of Education.

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## **Professional and Career Education**

ECTS: 9

**Course developer:** Ludis Pēks, Baiba Briede, Vija Dišlere

### **Course abstract**

Systemic understanding of professional education in connection with career development is promoted. Types of work (labour, work, action), concepts of labour market and human resources are evaluated critically in the context of human life quality. Analysed and evaluated: professional and career education in the context of ecological and competence approaches, topical research problems and methodology, developmental tendencies in the world, Europe, Latvia; scenarios of VET in rural

regions of Latvia. Doctoral students defend a course paper related to a promotion thesis during an examination.

### **Learning Outcomes**

**Knowledge:** know, understand, evaluate problems, their topicality, approaches and theories, opportunities of creating and implementing innovations in relation to professional education, its research methodology systematically. **Skills:** able to do professional and/or career education researches responsibly, make new knowledge or understanding on existing ones, their practical usage; communicate on professional and career education and developmental tendencies with scientists/professionals and society. **Competence:** able to: put forward innovative research ideas independently, analyse them critically, synthesize and assess them in the context of the world, Europe, Latvia; do research critically and analytically, and publish results in indexed issues recognised internationally; plan, design and manage scientific projects and supervise scientific theses responsibly on professional and career education in Latvia and its rural regions in the context of education sustainability.

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## **Competence in Rural Environment**

ECTS: 9

**Course developer:** Baiba Briede

### **Course abstract**

Doctor students develop systemic understanding on: the concept of competence in the context of the subject of pedagogy, types, components, models and assessment of competence in the context of nowadays education paradigms, approaches, theories and developmental tendencies. They analyse and assess innovations on competence as

a process and result, its assessment in relation to personality in rural environment. The course consists of lectures, seminars and a thesis related course paper which is defended during an exam.

### **Learning Outcomes**

**Knowledge:** know, understand, assess problems, paradigms, approaches and theories, opportunities of creating and implementing innovations in relation to competence systemically. **Skills:** able to: do research responsibly, create new knowledge or understanding on existing knowledge and their practical application; communicate on problems of competence and its developmental tendencies with scientists/professionals and society in general. **Competence:** able to: put forward innovative research ideas independently, analyse them critically, synthesize and assess them multidisciplinary and in the context of rural environment; do research critically and analytically, and publish results in indexed issues recognised internationally; plan, design and manage scientific projects and supervise scientific theses responsibly in relation to competence problems; promote progress in competence researches emphasizing sustainable development of knowledge society.

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## **Life Quality in the Context of Home Environment**

ECTS: 9

**Course developer:** Vija Dišlere, Iveta Līce, Aija Pridāne

### **Course abstract**

Doctoral course of study contributes to the expansion of knowledge and raising awareness of the quality of life in the context of home environment. The course of study offers to analyze: the change of educational paradigm for home economics, creative skills in value-oriented society, implementation of the principles of life quality for the home economics education at elementary school; in the context of personal needs and quality of life; integration quality of life aspects in teaching in home economics lessons in the context of consumer education- consumer citizenship, social innovations.

## Learning Outcomes

**Knowledge** acquisition and understanding of the theories of the quality of life and their use in practice, about the scientific concept of quality of life explanation of ethics, philosophy, sociology, pedagogy, psychology, economics; about the change of educational paradigm for home economics, about the European model of life quality in the context of consumer science.

**Skills** to investigate, to analyze and assess theories of the life quality, to experiment, to discover and to choose the most appropriate for home economics training process; to use the relationship between formation of personality needs and knowledge of pedagogical theories' different dimensions/schools, in the context of quality of life in home economics education.

**Competence:** able to do independent scientific research including in home economics lessons based on understanding of personality development and needs of self-realization; of necessity of creative activities and of the different aspects of quality of life

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## Science and Engineering Sciences Didactics

ECTS: 9

**Course developer:** Anda Zeidmane

### Course abstract

Doctor students develop understanding on the specific nature of science and engineering and necessity for knowledge structure in organization of engineering



science. Doctor students understand the coherence between changes in the society and outcomes of education; acknowledge the importance of interdisciplinary orientation in engineering pedagogy. Doctor students analyze and evaluate the implementation of ICT in engineering education and the role of didactical ontology in course designing. Doctor students' studies consist of: overview lectures, seminars, independent studies, an exam.

### **Learning Outcomes**

**Knowledge:** know and understand cognitive learning methods and various principles, understand the role of sciences in education, know the specific character of engineering education and possibilities of ICT integration in the learning process.

**Skills:** able to understand the coherence between changes in the society and outcomes of education, to build knowledge and understanding from the point of view of education didactic theory, using ICT, as well as to identify the role of didactic ontology in organizing of cognitive process. **Competence:** the ability to create independently and structure a variety of science courses, based on recent developments of pedagogy and psychology, didactic ontology and wide options offered by ICT

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## **English for Research Professionals**

ECTS: 4

**Course developer:** Daina Grasmane

### **Abstract**

The study course “English for Research Professionals” includes a systematic coverage of the skills to succeed in research work. It includes focus on improving scientific writing skills, presentation and oral skills (discussion and fluency building), research vocabulary building, and search and selection of relevant information, using authentic research literature. Teaching and independent studies are combined, and diverse methods are used in the teaching-and-learning process: Role play, debate, discussion, textual and vocabulary work. Doctoral students will become familiar with the European Research Area and familiarize with the formal style used in journal publications and conference contributions. Different forms of writing, including literature reviews, research proposals, conference submissions and formal letters, are covered. The key principles of communication in the classroom, authenticity in terms of tasks and texts, learner autonomy, and critical thinking and analysis underpin all the activities. Information communication technologies (ICT) are widely used in the classes.

The course includes practical classes and workshops, and ends with a final examination.

### **Learning outcomes**

**Knowledge:** Doctoral students will become aware of and understand the role of the ERA, and they will recognize and understand the formal style used in research publications and conference contributions in the English language. They will become familiar with how to prepare a successful research proposal, a Power Point presentation, a poster, and a review of research literature, and how to write formal letters to journal editors, foreign researchers, and conference organizers.

**Skills:** Doctoral students will be able to investigate, evaluate and use creatively authentic research literature in English for their own research needs; they will be able to discuss, provide argumentation and find solutions to research problems in their fields of interest. They will be able to develop their own research proposals and use the formal writing style in their own contributions, submissions and correspondence.

### **Competence:**

Doctoral students will be able to function confidently in an English-speaking academic and professional environment. They will be able to plan, organize and conduct their professional and research activities in the English language to achieve their set goals.

### **References:**

1. English for Research Professionals

ECTS: 4

Course developer: Daina Grasmane

#### Abstract

The study course “English for Research Professionals” includes a systematic coverage of the skills to succeed in research work. It includes focus on improving scientific writing skills, presentation and oral skills (discussion and fluency building), research vocabulary building, and search and selection of relevant information, using authentic research literature. Teaching and independent studies are combined, and diverse methods are used in the teaching-and-learning process: Role play, debate, discussion, textual and vocabulary work. Doctoral students will become familiar with the European Research Area and familiarize with the formal style used in journal publications and conference contributions. Different forms of writing, including literature reviews, research proposals, conference submissions and formal letters, are covered. The key principles of communication in the classroom, authenticity in terms of tasks and texts, learner autonomy, and critical thinking and analysis underpin all the activities. Information communication technologies (ICT) are widely used in the classes.

The course includes practical classes and workshops, and ends with a final examination.

#### Learning outcomes

**Knowledge:** Doctoral students will become aware of and understand the role of the ERA, and they will recognize and understand the formal style used in research publications and conference contributions in the English language. They will become familiar with how to prepare a successful research proposal, a Power Point presentation, a poster, and a review of research literature, and how to write formal letters to journal editors, foreign researchers, and conference organizers.

**Skills:** Doctoral students will be able to investigate, evaluate and use creatively authentic research literature in English for their own research needs; they will be able to discuss, provide argumentation and find solutions to research problems in their fields of interest. They will be able to develop their own research proposals and use the formal writing style in their own contributions, submissions and correspondence.

#### Competence:

Doctoral students will be able to function confidently in an English-speaking academic and professional environment. They will be able to plan, organize and conduct their professional and research activities in the English language to achieve their set goals.

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